



School Performance Report

Combined Internal and External Evaluations

Amity International School L.L.C.

The overall performance of this school is Very Good .



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INSPECTION SYSTEM

Introduction

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

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

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



Basic information about school inspections

School inspections are structured around six Performance Standards:

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

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

School inspectors make judgements using these six performance categories:

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

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



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Basic information about the school

Name: Amity International School L.L.C.

I.D. number: 9261

Phases:

Curriculum: British

Fee category: Premium

Location: Abu Dhabi - AL BAHYA

Web address: <https://amityabudhabi.com/>

E-mail address: 9261@adek.gov.ae

Telephone: 025039000

Number of teachers: 98

Teachers' assistants: 8

Teachers' nationalities: United Kingdom (UK)

Number of students: 1208

Teacher to student ratio: 1:12

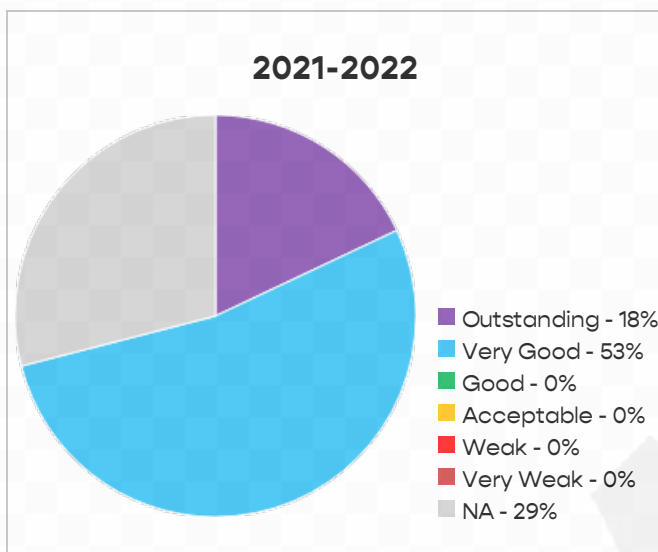
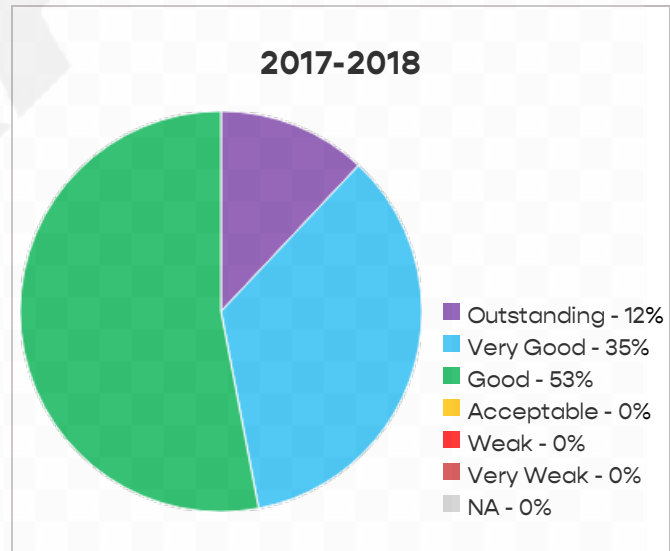
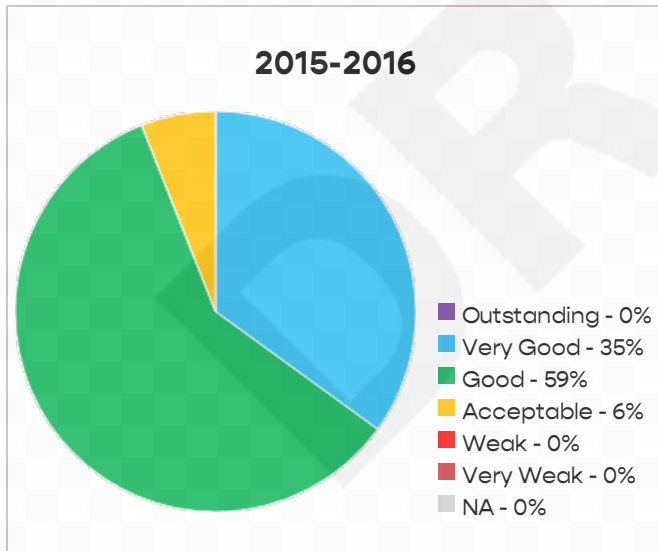
Students' nationalities: UAE)

Proportion of Emirati students: 27.98

Proportion of students of determination: 4.39

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

The overall performance history of this school:





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Summary of inspection judgements

PS1: Students' Achievements

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



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PS2: Students' personal and social development

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

PS3: Teaching and assessment

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

PS4: Curriculum

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



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PS5: Protection, care, guidance and support of students

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
5.1 Health & safety	Outstanding	Outstanding	Outstanding	Outstanding
5.2 Care & support	Outstanding *	Outstanding *	Outstanding *	Outstanding *

PS6: Leadership and management

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



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enough books in Arabic in the school's library for students in phases 3 and 4 to use. Books in English are appropriate for students' ages and stages of development. In Phase 1, there is an additional library for children to access reading and to borrow books in Arabic and English to take home. The school promotes the love of reading, for information and pleasure across the school. Older students use the library for research and independent reading.

In response to COVID-19 restrictions, the school has organized two platforms for reading in Arabic known as 'ireadarabic.com' for native Arabic students and 'Istartarabic.com' for second language Arabic students. In English, students in all phases have access to the 'Accelerated Reading' program that enables them to read, answer quizzes and automatically assess their reading levels and stores this information on an accessible platform.

The school staff use the library regularly to support students' reading and comprehension skills. The librarian helps students to develop the skills to choose the books that are appropriate for their levels. Teachers of English and the librarian listen to students read and support their comprehension skills. Students can also access the library during break and lunch times to read or borrow. In English, students in phases 1 and 2 receive at least two guided reading sessions per week, and teachers assess their reading weekly. In Arabic, students have one guided reading session per week and their reading is assessed every fortnight. In phases 3 and 4, students have weekly on-line reading literacy sessions with the heads of department for English and the librarian to promote reading.

Teachers of phases 1 and 2 have attended training on teaching phonics, reading and 'Talk for Writing' program. They know how to promote early reading skills and to support early readers and students who have English as an additional language (EAL). For example, teachers and classroom assistants provide regular reading intervention programs for students learning on-line and in face-to-face lessons. The teaching of phonics is differentiated throughout phases 1 and 2 to help close the gaps in students' reading. In phases 3 and 4, in English, students have access to the library where they can study novels, including Shakespeare.

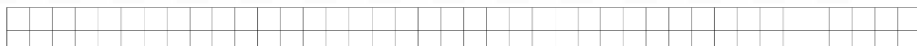
Planning for reading is integrated across all subjects within the curriculum to encourage improved reading and comprehension skills by teachers encouraging students to read. In Arabic and English, students' reading skills are assessed through observations, questions and learning tasks. Such information is entered into computerized systems to easily assess and to monitor students' attainment and progress in both Arabic and English.

There are initiatives to highlight the importance of reading, including the 'Amity Global Reading Challenge' and 'World Book Week'. There are also book clubs, including Bug Club for young students and competitions involving book reviews across all phases of the school.

The school's annual action plan prioritizes the importance of reading and the development of comprehension skills. Data from the implementation of such strategies shows that students' reading skills are improving rapidly in English and they are at good level in Arabic.

What the school does to achieve its TIMSS and PISA targets

The school took part in the TIMSS examinations in 2018/19, with a large majority of students from Year 5 attaining above the international standards. Other years did not participate in the TIMSS examinations. The school did not take part in PISA examinations in the past because there were no 15-year-old students in the school at that time. Recently, the school has participated in the PISA examinations, the results of such tests





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have not been shared with the school.

The school leaders are aware of the targets set for the school. The school leaders and teachers have set challenging targets for the large majority of students to attain above the national and international standards in TIMSS and PISA examinations. To achieve and to monitor such targets, the school has devised frameworks for the development of key skills relevant to PISA and TIMSS. These include the adoption of the 'Characteristics for Effective Teaching and Learning' in phases 1 and 2, and the 'Amity Skills for Success Framework' in phases 3 and 4 to improve students' literacy and numeracy skills.

The school leaders have also established a school curriculum development committee, to review the curriculum content and to integrate TIMSS and PISA-style questions into everyday teaching and learning. Teachers of mathematics and science have attended training to help them know how to meet such targets in a subject-specific manner. They work together to share expertise on how to teach some aspects of the curriculum to meet the TIMSS and PISA expectations. To embed critical thinking and problem-solving skills, the school has also introduced 'Building Bespoke Learning Pathways' that has different pathways to enable self-learning for students and the development of artificial intelligence components in Phase 4. In Phase 3, the 'Education Perfect' program places a greater focus on critical thinking in English, mathematics and science. In Phase 2, students use 'Century Technology' to support problem-solving and critical thinking skills. Through the use of these platforms, students learn to read, comprehend, and solve problems.

Teachers have introduced questions and assessments in mathematics and science with a major focus on strengthening students' problem-solving and critical thinking skills. They also teach students the literacy skills to understand the questions and to encourage them to read regularly to help raise their attainment. Students have access to examination papers to help them improve their critical thinking and problem-solving skills. Teachers assess students' learning regularly and encourage them to reflect on the quality of their work in relation to the success criteria.

Teachers keep parents fully informed about tests and provide them with guidance on how to support their children's learning and development, including through the use of homework.

Strengths of the school

The school leaders have improved students' attainment and progress in the English medium subjects and in the Arabic as a first and a second language. Raising attainment levels and the learning opportunities offered through teaching has been a targeted area and strategies were implemented to address the changes required.

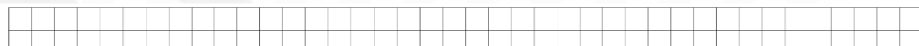
Teachers have very strong subject knowledge and know how students learn and develop. They provide imaginative lessons that enhance students' learning and promote dialogue.

The school gives a high priority to students' welfare, health and safety, including safeguarding. Health and safety committees undertake thorough and frequent risk assessments on the premises and resources to keep students safe and secure.

The school leaders have a very clear vision and direction for the school, which is shared with the school community. They are committed to inclusion and the UAE National Agenda and Emirate priorities.

The school has formed very strong partnerships with parents, and local and international institutions. Parents value the support their children are receiving at all levels to enable the progress they are making.

Governors support the school's work very well and hold the school leaders accountable for students'





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attainment and progress. They seek the views of the school community to understand the school's strengths and possible areas for improvement.

Students benefit highly from the excellent facilities and premises that support and optimize their achievement. Swimming galas, sailing, art workshops and theatre performances provide excellent opportunities for students to meet their aspirations.

Recommendations for improvement

1. Improve further students' attainment and progress across the school, particularly in the Arabic medium subjects by:

providing more opportunities in Islamic education for students to link their understanding of the Hadith to the real-life situations such as compassion and kindness in Phase 2.

offering more tasks for students to memorize the Surahs from the Holy Qur'an in Phase 3, and learn to find solutions to contemporary issues such as the closure of the mosques due to COVID-19.

assisting students in Arabic as a first language to practice handwriting.

enabling Phase 2 students, to write for different purposes and genres to improve writing skills.

encouraging students across all phases, to use standard Arabic in their speaking and writing activities.

offering more learning experiences in Arabic as a second language for students to use grammar correctly when speaking, especially in Phase 2.

encouraging students in Phase 3 to read regularly with a focus on improving comprehension and writing skills.

providing more tasks in social studies for students to talk about the different political systems in Europe and to provide examples related to daily life.

using learning technologies and books to improve research and presentation skills related to environmental issues in Phase 3.

incorporating new vocabulary into contributions when involved in discussion activities, particularly for English as an additional language (EAL) student in Phase 3.

assisting a few of the children in FS2 to form letters correctly, in addition to providing for the low attainers in the lower part of Phase 2 to improve their speaking and writing skills in English.

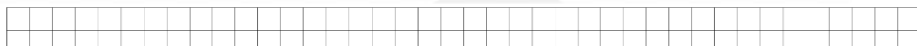
2. Improve progress and attainment in mathematics by:

providing more opportunities to students to solve more operational mathematics, for example, related to fractions in Phase 2.

encouraging students to explain their calculations in order to improve reasoning skills especially for a few of the low attainers in Phase 3.

expecting students to design different ways to solve challenging tasks for the gifted and talented (G&T) students across the school.

linking mathematical concepts and knowledge with life experiences, especially in phases 2 and 3.





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3. Improve progress and attainment in science by:

providing more learning experiences which require students asking questions and leading on investigations independently, especially for a few students in phases 3 and 4.

expecting the use of new scientific terms when designing experiments, especially for a few students in Phase 2.

using more visual resources and tools for a few students in Phase 2.

4. Improve teaching, learning and the use of assessment data, particularly in the Arabic medium subjects by:

working with teachers to make sure that challenge and support are built into all lessons across the school to aid high attainers and G&T students to make the high levels of progress they are capable of.

ensuring that teachers provide more opportunities for students to be innovative in lessons, particularly in the Arabic medium subjects.

ensuring that students respond to teachers' written feedback to help improve the quality of their work.

providing the opportunities for peer assessment to help all students strengthen their assessment skills.

assisting a few students understand the importance of healthy eating and the possible impact this might have on their health and wellbeing in Phase 2.

5. Strengthen the role of the leadership, particularly of the middle leaders of Arabic by:

providing extra professional development for teachers so they are able to meet the needs and abilities of all students, particularly in the Arabic medium subjects.

offering bespoke training for the middle leaders so that they know how to monitor the subjects they teach and hold colleagues more accountable for students' performance, especially in the Arabic medium subjects.

providing more information for parents on how the school has improved, particularly in the Arabic medium subjects.

providing activities and events for parents to attend in the school once permitted to do so.

6. Strengthen the Governors' role in the school by:

ensuring that there is student representation within the school development committees.

ensuring that the governors re-engage in the activities to support and monitor the effectiveness of the school's strategies.

finding ways to tap into the expertise of external businesses that have connections with the school to establish and support students' careers guidance.

ensuring that there are more books and other reading materials in Arabic for students in phases 3 and 4 to use in



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PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
<p>In the previous inspection, attainment in Islamic was rated as 'Good with inspectors commenting that majority of Islamic students attaining levels that are above curriculum expectations. Since then, the Islamic department has made significant strides forward most notably because of the appointment of a highly skilled Head of Department.</p> <p>1.1.1 Attainment as measured against authorised and licensed curriculum standards</p> <p>Cycle 1: Internal Data: Attainment as measured against curriculum expectations and the National Document of UAE standards, is ranked as GOOD as most (94%) attained level that are in line and above curriculum standard, and MAJORITY (60%) attained level that are above curriculum standard..</p> <p>Cycle 2: Internal Data: Attainment as measured against curriculum expectations and the National Document of UAE standards, is ranked as GOOD as most (88%) attained level that are in line and above curriculum standard, and MAJORITY (53%) attained level that are above curriculum standard.</p> <p>Cycle 3: Internal Data: Attainment as measured against curriculum expectations and the National Document of UAE standards, is ranked as Good all students (100%) attained level that are in line and above curriculum standard, and MAJORITY (57%) attained level that are above curriculum standard.</p> <p>1.1.2 Attainment as measured against national and appropriate international standards</p> <p>1.1.3 Knowledge, skills and understanding, especially in the key subjects</p> <p>Most students demonstrate high levels of knowledge and understanding in lessons and in the very high quality of work produced</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students attain above curriculum standards in all phases.</p> <p>The school does not teach Islamic education as a discrete subject in Phase 1 and at this point, the school does not yet have students in Year 13.</p> <p>The school's internal assessment information for the term 2 in 2021/22 indicates that the majority of students attain above curriculum standards in all phases. Such good attainment is also confirmed in the lessons observed and students' work reviewed across the phases. There is no national nor international benchmarking testing for this subject.</p> <p>In lessons and in students' work, the majority of students attain above curriculum standards in all phases. In Phase 2, students develop good understanding of the Islamic faith. For example, in Year 4, students understand the Noble Hadith properly and explain its meaning. They refer to the importance of compassion and kindness that are essential for a Muslim society as mentioned in the Hadith. In Year 5, students read well and understand the Hadith. They conclude that believing in Allah and the last day of judgment helps Muslims to perform good deeds. However, a few students are not able to link their learning to real life, for example, how the UAE supports and encourages people to act positively towards others.</p> <p>In Phase 3, students demonstrate a good knowledge of Islamic values, principles and etiquettes. For example, in Year 8 students explain the manners related to road safety in the Hadith. They discuss the benefits of respecting Islamic rules, such as not to blocking the road and removing any hazards when appropriate. In Year 10, students</p>



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which is above curriculum expectations

1.1.4. Trends in Attainment

MoE Exam data: Over the past 4 years, the attainment of a majority of students has been above MoE Curriculum standards.

2019: almost all students (95%) attained level that are in line and above curriculum standard, and Large Majority (61%) attained level that are above with curriculum standard.

2020: almost all students (96%) attained level that are in line and above curriculum standard, and Large Majority (62%) attained level that are above with curriculum standard

2021: almost all students (97%) attained level that are in line and above curriculum standard, and Majority (52%) attained level that are above with curriculum standard.

2022: all students (94%) attained level that are in line and above curriculum standard, and Majority (50%) attained level that are above with curriculum standard.

Year 7 to 11 (Cycle 2)

Year 7 to 10 (Cycle 2) Over the past 4 years, the attainment of a majority of students has been above MoE Curriculum standards.

2019: almost all students (82%) attained level that are in line and above curriculum standard, and Majority (55%) attained level that are above with curriculum standard.

2020: almost all students (79%) attained level that are in line and above curriculum standard, and Majority (57%) attained level that are above with curriculum standard.

2021: almost all students (84%) attained level that are in line and above curriculum standard, and a Large Majority (61%) attained level that are above with curriculum standard.

2022: Attainment as measured against curriculum expectations and the National Document of UAE standards, is ranked as GOOD as most (88%) attained level that are in line and above curriculum standard, and MAJORITY (53%) attained level that are above curriculum standard.

Year Cycle 3

Year 12 (Cycle 3) Over the past 4 years, the attainment of a majority of students has been above MoE Curriculum standards.

infer the etiquette of behaving responsibly in public places and adhering to the Islamic laws, for example, when visiting markets and attending gatherings. However, students' memorization of the Holy Qur'an is not fully developed. In Phase 4, Year 12, students explain the concept of critical thinking and how constructive criticism benefits the Islamic society. However, a minority of students are not able to address contemporary Islamic issues such as the closure of mosques during COVID-19.

The school's assessment results over the last three years show that the majority of students attain above the curriculum standards across the phases taught in the school. Such good attainment is also confirmed in the lesson observations and students' work.

The school's internal assessment information, indicates that a large majority of students in the phases taught in the school make better than expected progress in relation to their starting points, over time and in relation to the curriculum standards. However, this is not confirmed in the lessons observed or in students' work.

In lessons and in their recent work, the majority of students make better than expected progress in phases 2, 3 and 4.

In Phase 2, the majority of student make better than expected progress in their understanding of Islamic faith. For example, in Year 3, students explain in greater depth the wisdom of the diversity of plants and their different colors and types. They are also able to describe their role in caring for plants at home and in the school.

In Phase 3, the majority of students progress well. For example, in Year 7, students explain the importance of supplication, enumerate and its etiquette.

In Year 12, students clearly share their opinions about critical thinking and constructive criticism in Islam and how people need to consider the views of others, for example, on how to improve their behavior and attitudes to learn.



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2019: almost all students (96%) attained level that are in line and above curriculum standard, and Large Majority (61%) attained level that are above with curriculum standard.

2020: almost all students (99%) attained level that are in line and above curriculum standard, and Majority (51%) attained level that are above with curriculum standard.

2021: almost all students (94%) attained level that are in line and above curriculum standard, and a Large Majority (59%) attained level that are above with curriculum standard.

2022: , is ranked as GOOD as most (88%) attained level that are in line and above curriculum standard, and MAJORITY (53%) attained level that are above curriculum standard.

1.2.1 Progress of students, including those with special educational needs, against their starting points and over time

Cycle 1:

Internal Data: Progress is ranked as V. GOOD, as assessment information indicates that most (83%) students made at least expected progress and Large majority (67%) of students make better than expected progress.

Cycle 2:

Internal Data: progress is ranked as V. GOOD, as assessment information indicates that most (81%) students made at least expected progress and Large majority (61%) of students make better than expected progress.

Cycle 3:

Internal Data: progress is ranked as V. GOOD as assessment information indicates that all students (100%) students made at least expected progress and Large majority (64%) of students make better than expected progress.

1.2.2 Progress in lessons

1.2.3 Progress of different groups of students

Cycle 1:

Internal Data:

Gender: Most 82% of boys made at least expected progress, with Large MAJORITY (64%) of students make better than expected progress compared to 84% girls who made at least expected progress, with Most (76%) of students make better than expected progress.

There are no G&T students. The school tracks the progress of different groups. This shows that students make good progress overall. In lessons and students' work, the majority of the different groups of students, including boys, girls, students of determination (SoD), Emiratis, low and high attainers make better than expected progress because of the style of teaching expected and the support systems in place across the phases. Boys make similar progress to girls. For example, in Year 4, boys confidently share their views about compassion and kindness in a Muslim society.

Students of determination make good progress because they receive well-targeted support to help them achieve their potential and the targets set in their individual educational plans (IEPs). For example, in Year 3, the SoD contribute positively to discussions about their role in watering plants at home and in the school.



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Emirati progress is Good as almost all (92%) made at least expected progress with Majority (53%) of students make better than expected progress.

Cycle 2:

Internal Data:

Gender: most 79% of boys made at least expected progress, with Majority (59%) of students make better than expected progress compared to 86% girls who made at least expected progress, with Large Majority (63%) of students make better than expected progress.

Emirati progress is Very GOOD as most (84%) made at least expected progress with LARGE MAJORITY (63%) of students make better than expected progress.

Cycle 3:

Internal Data:

Gender: all students 100% of boys made at least expected progress, with Large Majority (67%) of students make better than expected progress compared to 100% girls who made at least expected progress, with most (63%) of students make better than expected progress.

Emirati progress is Outstanding as all students (100%) made at least expected progress with most (86%) of students make better than expected progress.

Islamic Education - Next steps for students:

1. Engage in more tasks to think about ways to link experiences of the Hadith to the real life such as compassion and kindness, especially in Phase 2.
2. Take part in activities, which involve reading and memorizing the Surahs from the Holy Qur'an in Phase 3.
3. Independently research creative solutions related to contemporary issues, for example, the closure of mosques and pilgrimage due to COVID-19 in Phase 4.



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PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
<p>1.1.1 Attainment as measured against authorised and licensed curriculum standards</p> <p>Cycle 1/Phase 2: IBT exam: At end of cycle 1 (Year 6) the IBT data shows the performance of students at Amity school are working above average compared to students in the country/region. This year we have IBT external testing in year 6. The average IBT for year 6 in the region is a mean of 356.0, while our year 6 students had achieved a mean of 458.3. This is above national and international standards)</p> <p>MOE exam: Attainment as measured against curriculum expectations and the National Document of UAE standards, is ranked as GOOD as MOST (88%) attained level that are in line and above curriculum standard, and MAJORITY (56%) attained level that are above curriculum standard.</p> <p>Learning Ladders data: Attainment as measured against curriculum expectations and the National Document of UAE standards, is ranked as GOOD as most (86%) attained level that is in line and above curriculum standard, and MAJORITY (57%) attained level that are above curriculum standard.</p> <p>Cycle 2/Phase 3: IBT exam: This year we have IBT external testing in Year 9. The average IBT for year 9 in the region is a mean of 550.4, while our year 9 students had achieved a mean of 572.7. This is ABOVE national and international standards.</p> <p>MOE exam: Attainment as measured against curriculum expectations and the National Document of UAE standards, is ranked as GOOD as most (86%) attained level that are in line and above curriculum standard, and the MAJORITY (53%) attained level that are above curriculum standard.</p> <p>Learning Ladder data: Attainment as measured against curriculum expectations and the National Document of UAE standards, is ranked as GOOD as MOST (77%)</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students attain above curriculum standards in phases 2, 3 and 4.</p> <p>The school does not teach Arabic as a first language in Phase 1 and the school does not as yet have Year 13 students.</p> <p>The school's internal assessment information for the term 2 in 2021/22 indicates that the majority of students in phases 2 and 3 and most students in Phase 4 attain above curriculum standards. Such good attainment is only confirmed in the lesson observations and students' work in phases 2 and 3. Outstanding attainment is not seen in Phase 4.</p> <p>Results of external International Benchmarking Testing (IBT) in 2021/22 show that the average IBT for students in years 6 to 9 are above national and international standards. Results of IGCSE teacher assessment results for students in Year 11 in 2020/21 show that most students attain above international standards.</p> <p>In lessons and in students' work, the majority of students attain above curriculum standards in the phases taught in the school.</p> <p>In Phase 2, students have good skills in listening, speaking and reading for comprehension. In Year 3, students confidently explain and share their ideas about aliens in the story being reviewed. In Year 5, students identify and write the elements of the story such as characters, time, place, complications and solutions. They recognize new words and their meanings in the context of the text and show good comprehension skills. They confidently describe the main characters and suggest a different ending to the story. At this phase, they respond appropriately to direct questions during conversations. However, students' handwriting is not always legible when constructing written responses.</p> <p>In Phase 3, students continue to</p>



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attained level that is **IN LINE** and **ABOVE** curriculum standard, and the **MAJORITY (54%)** attained level are **ABOVE** curriculum standard.

Cycle 3/Phase 4:

GCSE: Attainment as measured against international standards is **OUTSTANDING** with most pupils **(78%)** achieve above international standards (A*-B GCSE).

Learning Ladder Data: Attainment as measured against curriculum expectations and the National Document of UAE standards, is ranked as **OUTSTANDING** as all students **(100%)** attained level that is in line and above curriculum standards, and **MOST (75%)** attained a level that is above the curriculum standard.

MOE exam: Attainment as measured against curriculum expectations and the National UAE standards, is ranked as **OUTSTANDING** as **ALMOST ALL** students **(100%)** attained levels that are in line or above the curriculum standard, and Most (77%) attained level that are above curriculum standard.

1.1.2 Attainment as measured against national and appropriate international standards

GCSE: In academic year 2020-21, **7 students** had grades B and above. 2 students had a C grade and one student a D grade. Therefore, **70%** had a grade above the curriculum standard 2 at, and one below. (**Very Good**).

GCSE: Attainment as measured against international standards is **Outstanding** with most pupils (78%) achieve above international standards (A*-B GCSE).

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

Most students demonstrate high levels of knowledge and understanding in lessons and in the very high quality of work produced which is above curriculum expectations

1.1.4. Trends in Attainment:

Year 2 to 6 (Cycle 1)

MoE Exam data: Over the past three years, the attainment of a majority of students has been above MoE Curriculum standards.

2019: all students **(100%)** attained level that are in line and above curriculum standard, and **MAJORITY**

develop good listening, speaking and writing skills. For example, students in Year 10 read informative text about Indonesia. They define the general ideas and express it in their own words using full sentences. They trace the author's clues, extract and evaluate them independently.

In Phase 4, students demonstrate good skills in reading and analyzing literary texts. For example, in Year 12, students differentiate between a story, a novel, and a play. They read a chapter of the novel, analyze it and explain the cultural background of the characters and their impact on the course of events in the novel. However, a minority of students do not write long narratives. In all phases, a minority of students do not use standard Arabic during their discussions.

The school's assessment results over the last three years show that the majority of students attain above curriculum standards in all phases. Such good attainment is also confirmed in the lesson observations and in students' work. The school's internal assessment information indicates that the majority of students in Phase 3 and the large majority in phases 2 and 4 make better than expected progress in relation to their starting points, over time and the curriculum standards. However, such very good progress is not evident in the lesson observations or in students' work.

In lessons and in their recent work, the majority of students make better than expected progress in phases 2 to 4. In Phase 2, students make good progress in their listening and the way they respond to their teachers' response. For example, students in Year 6 read their favorite texts independently and talk about what they like about the stories such as the characters and events with increasing detail and accuracy.

In Phase 3, the majority of students have improved their reading and comprehension. For example, in Year 9, students read their favorite texts independently and talk in depth about what they have comprehended.



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(58%) attained level that are above with curriculum standard.

2020: **All students (100%)** attained level that are in line and above curriculum standard, and **majority (55%)** attained level that are above with curriculum standard

2021: **(82%)** attained level that are **in line** and above curriculum standard, and a **large minority (45%)** attained level that are above with curriculum standard.

2022: **(85%)** attained level that are **in line** and above curriculum standard, and a **majority (57%)** attained level that are above with curriculum standard.

Learning Ladder data: Over the past 2 years, the attainment of a **majority** of students has been above MoE Curriculum standards.

Year 7 to 11 (Cycle 2)

Year 7 to 10 (Cycle 2) Over the past three years, the attainment of a **majority** of students has been **above** MoE Curriculum standards.

2019: **All students (100 %)** attained level that are **in line** and **above** curriculum standard, and **Majority (53%)** attained level that are **above** with curriculum standard.

2020: **Almost** all students **(93%)** attained level that are **in line** and **above** curriculum standard, and **Large minority (46%)** attained level that are above with curriculum standard.

2021: **(87%)** attained level that are **in line** and **above** curriculum standard, and a **Large minority (36%)** attained level that are **above** with curriculum standard.

2022: **(86%)** attained level that are **in line** and **above** curriculum standard, and a **Large Majority (53%)** attained level that are **above** with curriculum standard.

1.2 Progress

1.2.1 Progress of students, including those with special educational needs, against their starting points and over time

Cycle 1:

MoE exam Data: Progress is ranked as **VERY GOOD**, as assessment information indicates that almost all **(93%)** students made at **least expected progress** and **Large Majority (63%)** of students make better than expected progress.

Learning Ladder Data: progress is ranked as **VERY GOOD**, as assessment information indicates

In Phase 4, the majority of students make better than expected progress in the way, they analyze the literary text and summarize the main ideas in Year 12.

There are no G&T students in this subject. The school tracks the progress of different groups. This shows that students make good progress overall. In lessons and in students' work, the majority of the different groups of students, including boys, girls, SoD, Emiratis, low and high attainers make better than expected progress. Boys make similar progress to girls. For example, in Year 6, boys explain what triggers anger and fears in characters.

Students of determination make good progress because they receive well-targeted support to help them achieve their potential. For example, in Year 2, the SoD take part in discussions and share the meaning of the new vocabulary learned in the lesson about places they would like to visit in the UAE.



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that **Most (89%)** students made at **least expected** progress and **Large Majority (61%)** of students make better than expected progress.

Cycle 2:

MoE exam Data: progress is ranked as **Good**, as assessment information indicates that **most (89%)** students made at **least expected** progress and **Majority (57%)** of students make **better than expected progress**

Learning Ladder Data: progress is ranked as **Good**, as assessment information indicates that **Most (80%)** students made at **least expected** progress and **Majority (56%)** of students make better than expected progress.

Cycle 3:

MoE exam Data: progress is ranked as **Very Good**, as assessment information indicates that all students **(100%)** students made at **least expected** progress and **Large Majority (73%)** of students make **better than expected progress**.

Learning Ladder Data: progress is ranked as **Outstanding**, as assessment information indicates that most **(100%)** students made at **least expected** progress and **Most (75%)** of students make **better than expected progress**

1.2.2. Progress in lessons

Progress in the lessons is measured in relation to appropriate learning objectives aligned with the expected curriculum standards. Progress is ranked as **very good** because lesson observation and drop INS date indicate that almost all students (93%) made at least expected progress and **large majority (63%)** of the students made better than expected progress.

1.2.3 Progress of different groups of students

Cycle 1:

MoE exam Data:

Gender: 95% of boys made at least expected progress, with Majority (59%) of students make better than expected progress compared to 82% girls who made at least expected progress, with Large Majority (66%) of students make better than expected progress.

Emirati progress is Very GOOD as most (93%) made at least expected progress with LARGE MAJORITY (63%) of students make better than expected progress.



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PODs Progress is GOOD, as assessment information indicates that all (100%) students made at least expected progress and Majority (50%) of students make better than expected level.

Learning Ladder Data:

Gender: **90% of boys** made at least expected progress, with **Large Majority (62%)** of students make better than expected progress compared to 88% girls who made at least expected progress, with Large Majority (61%) of students make better than expected progress
Emirati progress is VERY GOOD as most (90%) made at least expected progress with LARGE MAJORITY (63%) of students make better than expected progress.

PODs Progress is GOOD as assessment information indicates that all (100%) students made at least expected progress and Majority (50%) of students make better than expected level.

Cycle 2:

MoE exam Data:

Gender: 88% of boys made at least expected progress, with Majority (55%) of students make better than expected progress compared to 91% girls who made at least expected progress, with Large Majority (61%) of students make better than expected progress.
Emirati progress is Acceptable as most (95%) made at least expected progress with **Majority (55%)** of students make better than expected progress.

PODs Progress is Acceptable, as assessment information indicates that all (100%) students made an expected progress.

Learning Ladder Data:

Gender: **78%** of boys made at least expected progress, with **Majority (54%)** of students make better than expected progress compared to **86% girls** who made at least expected progress, with **Large Majority (61%)** of students make better than expected progress.
Emirati progress is Good as most (**82%**) made at least expected progress with **Majority (55%)** of students make better than expected progress.

PODs Progress is **Acceptable**, as assessment information indicates that all (**100%**) students made an expected progress.



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Cycle 3:

MoE exam Data:

Gender: **100%** of boys made at **least expected progress**, with **Large Majority (67%)** of students make **better than expected progress** compared to 100% girls who made at least expected progress, with **Most (77%)** of students make better than expected progress.

Emirati Arabic progress is **Very Good** as all **students (100%)** made at least expected progress **Large Majority (62%)** of students make better than expected progress.

Learning Ladder Data:

Gender: **100%** of **boys** made at least expected progress, with **Large Majority (67%)** of students make better than expected progress compared to **100% girls** who made at least expected progress, with **Most (77%)** of students make better than expected progress

Emirati progress is Very Good as all students (91%) made at **least expected progress Large Majority (67%)** of students make **better than expected** progress.

Arabic First Language - Next steps for students:

1. Take part in more writing activities and practice handwriting regularly in Phase 2.
2. Explore ways to write for different purposes and genres to improve writing skills in Phase 4.
3. Engage in more speaking tasks and learn to use standard Arabic consistently in discussions across all phases.



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PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
<p>1.1 Attainment</p> <p>1.1.1 Attainment as measured against authorised and licensed curriculum standards</p> <p>Cycle 1:</p> <p>MOE exam: Attainment as measured against curriculum expectations and the National Document of UAE standards, is ranked as GOOD as most (88%) attained level that are in line and above curriculum standard, and MAJORITY (56%) attained level that are above curriculum standard.</p> <p>Learning Ladder data: Attainment measured against curriculum expectations and the National Document of UAE standards, is ranked as GOOD as most (87%) attained level that are in line and above curriculum standard, and Majority (54%) attained level that are above curriculum standard.</p> <p>Cycle 2:</p> <p>MOE exam: Attainment measured against curriculum expectations and the National Document of UAE standards, is ranked as Acceptable as most (84%) attained level that are in line and above curriculum standard, and Large Minority (46%) attained level that are above curriculum standard.</p> <p>Learning Ladder data: Attainment measured against curriculum expectations and the National Document of UAE standards, is ranked as Acceptable as most (83%) attained level that are in line and above curriculum standard, and Large Minority (37%) attained level that are above curriculum standard.</p> <p>1.1.2 Attainment as measured against national and appropriate international standards</p> <p>Knowledge, skills and understanding, especially in the key subjects</p> <p>Most students demonstrate high levels of knowledge and understanding in lessons and in the very high quality of work produced which is above curriculum expectations</p> <p>1.1.4. Trends in Attainment</p> <p>MoE Exam data: Over the past three</p>	<p>1.1.1</p> <p>Against curriculum standards</p> <p>1.1.2</p> <p>Against national and international standards</p> <p>1.1.3</p> <p>Knowledge, skills & understanding</p> <p>1.1.4</p> <p>Trends in attainment over time</p> <p>1.2.1</p> <p>Progress against starting points and over time</p> <p>1.2.2</p> <p>Progress in lessons</p> <p>1.2.3</p> <p>Progress of different groups</p>	<p>Most students attain in line with curriculum standards in phases 2 and 3.</p> <p>The school does not teach Arabic as a second language in phase 1. There are no students in Phase 4 who study Arabic as a second language.</p> <p>The school's internal assessment information for the term 2 in 2021/22 indicates that the majority of students in phases 2 and 3 attain above curriculum standards. Such a good attainment is not confirmed in the lesson observations and in students' work reviewed.</p> <p>The school does not have Year 13. There is no international benchmarking testing for this subject.</p> <p>In lessons and in students' work, most students attain in line with curriculum standards in phases 2 and 3.</p> <p>In Phase 2, for example, students in Year 3 talk easily about family meetings and celebrations. In Year 5, students construct simple sentences about their pets, using familiar words that they have learned in Arabic during the lesson. Students can read simple sentences. However, they do not use grammar correctly in their speaking.</p> <p>In Phase 3, Year 7 students compare land marks between countries such as the UAE and Egypt, using simple sentences which are in line with the curriculum standards. In Year 9, students share their ideas about celebrations such as their birthdays and a few students attempt to connect two simple sentences. However, students are not able to read long paragraphs and writing skills are not fully developed.</p> <p>The school's assessment results over the last three years show that the majority of students attain above the curriculum standards in phases 2 and 3. Such a good attainment is not confirmed in the</p>



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years, the attainment of a majority of students has improved significantly.

Year 2 to 6 (Cycle 1)

2019: all students (100%) attained level that are in line and above curriculum standard, and Minority (13%) attained level that are above with curriculum standard.

2020: all students (100%) attained level that are in line and above curriculum standard, and very few (1%) attained level that are above with curriculum standard

2021: (86%) attained level that are in line and above curriculum standard, and a minority (28%) attained level that are above with curriculum standard.

2022: (86%) attained level that are in line and above curriculum standard, and a majority (55%) attained level that are above with curriculum standard.

Year 7 to 10 (Cycle 2):

MoE Exam data: Over the past three years, the attainment of most students has been broadly in line with national targets.

2019: all students (100%) attained level that are in line and above curriculum standard, and Minority (17%) attained level that are above with curriculum standard.

2020: all students (100%) attained level that are in line and above curriculum standard, and very few (8%) attained level that are above with curriculum standard

2021: (87%) attained level that are in line and above curriculum standard, and a Large minority (33%) attained level that are above with curriculum standard.

2022: (82%) attained level that are in line and above curriculum standard, and a Large minority (40%) attained level that are above with curriculum standard.

1.2 Progress

1.2.1 Progress of students, including those with special educational needs, against their starting points and over time

Cycle 1:

MOE exam: progress is ranked as Good, as assessment information indicates that almost all (95%) students made at least expected progress and Majority (58%) of students make better than expected progress.

Learning Ladder data: progress is

lesson observations and students' work.

The school's internal assessment information indicates that a large majority of students in all phases make better than expected progress in relation to their starting points, over time and the curriculum standards. However, this is not confirmed by the lesson observations and in students' work.

In lessons and in their recent work, the majority of students make better than expected progress in Phase 2 and most make expected progress in Phase 3.

In Phase 2, for instance, students' progress appropriately in their speaking and the way they read simple sentences and predict the meaning of new vocabulary.

In Phase 3, most students make at least the expected progress. For example, in Year 9, students compose simple sentences using words from familiar topics such as food and drink.

There are no G&T students in this subject area. The school tracks the progress of different groups. This notes that students make good progress overall. In lessons and students' work, the majority of different groups of students, including boys, girls, SoD, and low and high attainers make better than expected progress in Phase 2, and students make at least the expected progress in Phase 3. Boys make similar progress to girls. For example, in Year 3, boys share their ideas about family meetings and activities they like in the school.

In Phase 2, SoD make very good progress because they receive very well targeted support from their teachers to help them achieve the goals set in their IEPs. For example, in Year 4, SoD shared their ideas about farm animals and re-ordered words so that they made meaningful sentences.



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ranked as Good, as assessment information indicates that most (84%) students made at least expected progress and Majority (53%) of students make better than expected progress.

Cycle 2:

MOE exam: progress is ranked as Acceptable, as assessment information indicates that almost all (92%) students made at least expected progress and Majority (52%) of students make better than expected progress.

Learning Ladder data: Progress is ranked as Good, as assessment information indicates that most (86%) students made at least expected progress and Majority (51%) of students make better than expected progress.

1.2.2 Progress in lessons

The lesson observation and learning walk data indicate that almost all students (88%) made at least expected progress and large majority (56%) of the students made better than expected progress.

(Very Good)

1.2.3 Progress of different groups of students

Cycle 1

MoE exam Data:

Gender: 93% of boys made at least expected progress, with Majority (57%) of students make better than expected progress compared to 98% girls who made at least expected progress, with the Majority (59%) of students making better than expected progress.

PODs Progress is Acceptable, as assessment information indicates that all (100%) students made an expected progress.

Learning Ladder Data:

Gender: 80% of boys made at least expected progress, with Large Minority (42%) of students make better than expected progress compared to 91% of girls who made at least expected progress, with Large Majority (68%) of students make better than expected progress.

PODs Progress: PODs Progress is Acceptable, as assessment information indicates that all (100%) students made an expected progress.

Cycle 2

MoE exam Data:

Gender: 84% of boys made at least



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expected progress, with Large Minority (49%) of students make better than expected progress compared to 90% of girls who made at least expected progress, with Majority (56%) of students make better than expected progress
PODs Progress is Acceptable, as assessment information indicates that most (88%) students made an expected progress.

Learning Ladder Data:

Gender: 80% of boys made at least expected progress, with Large Minority (40%) of students make better than expected progress compared to 91% of girls who made at least expected progress, with Large Majority (61%) of students make better than expected progress

PODs Progress is Acceptable, as assessment information indicates that most (88%) students made an expected progress.

Arabic Second Language - Next steps for students:

1. Pay attention to the use of grammar such as using the singular and plural nouns and pronouns in discussions to help improve speaking skills in Phase 2.
2. Take part in more reading activities and listen to others read to help improve reading and comprehension skills in Phase 3.
3. Write for different genres and purposes to help improve writing skills in Phase 3.



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PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
<p>In the previous inspection, attainment in Social Studies was rated as 'Good'. The inspection team commented that pupils demonstrate clear understanding of key concepts and a good understanding of UAE history and the role key leaders play in its success. They could speak proudly about great figures of the UAE like Sheikh Zayed. Since then, the Social Studies department has made significant strides forward most notably because of the appointment of a two skilled heads of Department (native and non-native).</p> <p>1.1.1 Attainment as measured against authorised and licensed curriculum standards Cycle 1: Internal Data: Attainment as measured against curriculum expectations and the National Document of UAE standards, is ranked as GOOD as most (87%) attained level that are in line and above curriculum standard, and MAJORITY (59%) attained level that are above curriculum standard. Cycle 2: Internal Data: Attainment as measured against curriculum expectations and the National Document of UAE standards, is ranked as GOOD as most (91%) attained level that are in line and above curriculum standard, and MAJORITY (58%) attained level that are above curriculum standard.</p> <p>1.1.2 Attainment as measured against national and appropriate international standards 1.1.3 Knowledge, skills and understanding, especially in the key subjects Most students demonstrate high levels of knowledge and understanding in lessons and in the very high quality of work produced which is above curriculum expectations 1.1.4. Trends in Attainment: Year 2 to 6 (Cycle 1) MoE Exam data: Over the past 4 years, the attainment of a majority</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students attain above curriculum standards in phases 2 and 3. The school does not teach social studies in phases 1 and 4.</p> <p>The school's internal assessment information for term 2 in 2021/22 indicates that the majority of students attain above curriculum standards in phases 2 and 3.</p> <p>There is no national or international benchmarking testing for this subject in phases 2 and 3.</p> <p>In lessons and in students' work, the majority of students attain above curriculum standards in phases 2 and 3. In Phase 2, the majority of students develop sound knowledge about the UAE culture and heritage. In Year 6, students highlight the importance of recycling to save the environment and confidently debate the use of single-use and reusable plastics. Ideas are shared, as are their views about the positives and drawbacks of using plastics and where they are used in the UAE, including in shopping malls and restaurants. However, a minority of students do not inquire or research enough to find out about ways other countries are recycling materials to improve the environment. In Phase 3, the majority of students in Year 7 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. They identify some key features of the different political systems from the 18th to the 20th Century in Europe and a majority of students are able to analyze the important aspects that contribute to the development of a political system. However, a few of EAL students need more appropriate practice to meet their different needs and make links with examples from real life. In Phase 3, the majority of students attain above the curriculum</p>



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of students has been above MoE Curriculum standards.

2019: almost all students (99%) attained level that are in line and above curriculum standard, and Majority (58%) attained level that are above with curriculum standard.

2020: almost all students (97%) attained level that are in line and above curriculum standard, and Majority (57%) attained level that are above with curriculum standard

2021: almost all students (98%) attained level that are in line and above curriculum standard, and Majority (59%) attained level that are above with curriculum standard.

2022: all students (100%) attained level that are in line and above curriculum standard, and Majority (59%) attained level that are above with curriculum standard.

Year 7 to 11 (Cycle 2)

Year 7 to 10 (Cycle 2) Over the past 4 years, the attainment of a majority of students has been above MoE Curriculum standards.

2019: almost all students (98%) attained level that are in line and above curriculum standard, and Majority (58%) attained level that are above with curriculum standards.

2020: almost all students (99%) attained level that are in line and above curriculum standard, and Majority (56%) attained level that are above with curriculum standards.

2021: almost all students (99%) attained level that are in line and above curriculum standard, and a Majority (60%) attained level that are above with curriculum standards.

2022: almost all students (99%) attained level that are in line and above curriculum standard, and a Majority (57%) attained level that are above curriculum standards

1.2 Progress

Progress is measured differently in Social Studies compared to the National Curriculum of England subjects as there is no predicted attainment from CAT4 or externally marked Progress Tests, or other software.

Cycle 1:

Internal Data: Progress is ranked as V. GOOD, as assessment information indicates that most (80%) students made at least expected progress and Large majority (73%) of students make better than expected progress.

standards. For example, in Year 8, students have a sound understanding of the geography of Australia. They share their ideas about the different cities and the capital of Australia. They use geographical terms to talk about the impact of climate change on available water, mountains and the desert landscapes. Students use learning technologies to discover facts about the earth and distance within Australia, although a minority of students have not fully developed their research and presentation skills to further improve their understanding of the different types of weather and climate in Australia.

The school's assessment results over the last three years show that the majority of students in phases 2 and 3 attain above the curriculum standards.

The school's internal assessment information indicates that the large majority of students in phases 2 and 3 make better than expected progress in relation to their starting points, over time, and against the curriculum standards.

In lessons and in their recent work, the large majority of students make better than expected progress in Phase 2. For example, Year 5 students speak about Sheikh Zayed's vision to transfer the desert into a green land and the importance of irrigation for survival. By Year 6, students clearly share their views about the importance of recycling to save the environment. They debate the use of single-use and reusable plastics, the impact on the environment, and support paying for plastic shopping bags in order to use the money raised to improve the environment and education.

In Phase 3, the majority of students progress appropriately. For instance, in Year 7, students demonstrate good progress in discussing the key elements of political systems. They speak about the different revolutions that took place in Europe from the 18th to the 20th Century. They discuss with enthusiasm and analyze the most important aspects that contribute to the development of a political system. In Year 8, students research



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Cycle 2:

MoE exam Data: progress is ranked as V. GOOD , as assessment information indicates that most (92%) students made at least expected progress and Large majority (65%) of students make better than expected progress.

1.2.2. Progress in lessons

Progress in the lessons is measured in relation to appropriate learning objectives aligned with the expected curriculum standards.

Progress is ranked as very good because lesson observation and learning walk data indicates that almost all students (93%) made at least expected progress and large majority (63%) of the students made better than expected progress.

1.2.3 Progress of different groups of students

Cycle 1:

MoE exam Data:

Gender: Most 78% of boys made at least expected progress, with LARGE MAJORITY (70%) of students make better than expected progress compared to 84% girls who made at least expected progress, with Most (76%) of students make better than expected progress.

Emirati progress is Very GOOD as most (77%) made at least expected progress with LARGE MAJORITY (73%) of students make better than expected progress.

PODs Progress is Acceptable, as assessment information indicates that all students (100%) students made expected progress

Cycle 2:

MoE exam Data:

Gender: almost 92% of boys made at least expected progress, with Large Majority (65%) of students make better than expected progress compared to 93% girls who made at least expected progress, with Large Majority (65%) of students make better than expected progress.

Emirati progress is Very GOOD as most (93%) made at least expected progress with LARGE MAJORITY (63%) of students make better than expected progress.

Pupils of Determination's progress is VERY GOOD, as all students (100%) attained level that are in line with curriculum standard.

and share their ideas, for instance, about the mountains, rivers and the desert region in Australia, and how the climate changes from one area to another based on its geographical location.

There are no G&T students in this subject. The school tracks the progress of different groups. This shows that students make very good progress overall. In lessons and students' work, the large majority of the different groups of students in Phase 2 and the majority of students in Phase 3 make better than expected progress. Emirati and non-Emirati students, girls and boys make the same progress. A few EAL students in Phase 3 make the expected progress. This is because they are not always clear about the vocabulary used in the lessons to support their learning.

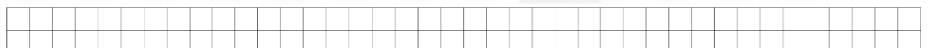
Students of determination make very good progress in Phase 2 and progress well in Phase 3 against their IEP goals. For example, in Year 6, SoD contribute very well to the discussion of how plastics damage the sea environment that leads to killing sea creatures. Low attainers make better than expected progress as they have appropriate tasks set for them to meet their needs. High attainers make very good progress due to the planning of challenge and their levels of engagement and motivation in lessons, especially in Phase 2.

Social Studies - Next steps for students:



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1. Take part in more tasks to help understand the different political systems that existed in Europe and set learning goals against real-life examples in Phase 3.
2. Use learning technologies and refer to books to improve research and presentation skills related to environmental issues in phases 2 and 3.
3. Take part in more tasks to understand and acquire appropriate vocabulary to use when contributing to discussions, especially for a few EAL students in Phase 3.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

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

Instructional Language - Next steps for students:



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PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
<p>1.1.1 Attainment as measured against authorised and licensed curriculum standards GCSE English (Year 11/Phase 4/Cycle 3): Most students attain levels above the curriculum standard (IGCSE grade 6 and above) (84%) (Outstanding) Year 7 to Year 10 (Phase 3/Cycle2): (from GL PTE 2022) A large majority of students (63%) achieve stanine 6 or above (very good). Year 3 to Year 6 (Phase 2/Cycle 1): The large majority of students attain above the curriculum standard i.e. Stanine 6 and above (68 % very good) (from GL PTE 2022)</p> <p>1.1.2 Attainment as measured against national and appropriate international standards GCSE English (Year 11/Phase 4/Cycle 3): All students 100% achieve a Grade C or higher (Outstanding) Year 7 to Year 10 (Phase 3/Cycle 2): (from GL PTE 2022): Most students (75%) achieve stanine 5 or higher (Outstanding). Year 3 to Year 6 (Phase 2/Cycle 1): Most students attain national and international standards i.e. stanine 5 or above (80% Outstanding) (from GL PTE 2022) Reception (KG1): Phonics: 87% working at Phase 3 or above (Outstanding); Reading above end of year expectation (Level 2 Red ORT)- 77% (Outstanding) Nursery (pre-KG): Phonics: 100% working at Phase 2 or above (Outstanding); Reading above end of year expectation (level 1/1+ Pink ORT) - 85%</p> <p>1.1.3 Knowledge, skills and understanding, especially in the key subjects In lessons and in their recent work, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. New and improved tracking and monitoring systems are in place to see this.</p> <p>1.1.4 Trends in attainment over time. (See Academic Results table</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The large majority of students attain levels that are above curriculum standards in all phases across the school.</p> <p>The school's assessment data for term 2 in 2021/22 indicates that most children in Phase 1 and the large majority of students in phases 2, 3 and 4 attain levels that are above curriculum standards. Year 1 phonics results for 2020/21 show that the large majority of students attain above curriculum standards. However, outstanding attainment was not seen in lessons within Phase 1.</p> <p>IGCSE teacher assessment results for Year 11 students in 2020/21 show that most students attain levels that are above the international standards. The school does not yet have Year 13.</p> <p>In lessons and recent work in books, the large majority of students demonstrate very good knowledge and skills in phases 1 to 4. For example, in FS1, children engage very well in songs and rhymes and learn new words in context. They recognize letters and the sounds they make, blending and segmenting new words unaided. In FS2, children can sound out phonemes; blend them to read unfamiliar words, and include them when writing simple sentences, demarcated with full stops. However, a few children in FS2 are not able to form letters correctly and need to practice this skill.</p> <p>In Phase 2, a large majority of students attain levels that are above curriculum standards. They develop very good speaking, listening and reading skills. For example, in Year 3, students confidently discuss and use persuasive language to convey the meaning to others, about their views in relation to using iPads and wearing school uniforms in the school. By Year 6, students</p>



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template).

This shows that attainment has improved significantly over the last three years and is now very good.

(Very Good)

GCSE: (cycle 3): 2021- 1005 Grade C or above (2021 is the first GCSE cohort) (Outstanding)

Year 7 to 10 (Cycle 2): GL PTE data - stanine 5 or above: 2019-62%, 2020-81%; 2021-80% (Outstanding) 2022 - 75% (Outstanding)

Year 3-6 (Partial Cycle 1): - see assessment data (Very Good)

Reception (KG1): % of Children ELG+:

'Literacy': 2019 - 75%, 2020 - 75%, 2021 - 68% (Outstanding/Very Good)

'Communication and Languages' - 2019 - 78%; 2020 - 75%; 2021 - 69% (Outstanding/Very Good)

Phonics: Working within phase 3 or above: 2019-82%; 2020-87%; 2021-87% (Outstanding)

Reading: above end of year expectation: (ORT level 2 or above)- 2019-77%; 2020-83%; 2021-77% (Outstanding)

Nursery (pre-KG) - % of children

'secure' 30-50 months+ - 'Literacy': 2019-88%, 2020-82%; 2021 - 85%

(Outstanding). 'Communication and Languages' - 2019-83%; 2020-75%; 2021-72% (Outstanding/Very Good)

Phonics: Working within phase 2 or above: 2019-82%; 2020-91%; 2021-100% (Outstanding)

Reading: above end of year expectation: (ORT level 1/1+ or above)- 2019-74%; 2020-88%; 2021-85% (Outstanding)

PROGRESS IN ENGLISH

(See assessment template provided for further statistics on progress)

1.2.1 Progress of students, including those with special educational needs, against their starting points and over time

GCSE (Phase 4/Cycle 3): Most students make higher than expected progress compared to CAT4 (Outstanding)

Student progress against starting point over time: Current Year 11 value added= +1.8; current Year 12 value added = +1.5.

Year 7-10 (Phase 3/Cycle 2): A large majority of students (67%) have made higher than expected progress in reading age (Very Good)

Student progress against starting point over time: Most students (90%) are working at or above expected levels (Outstanding) Year 7 value

confidently identify, discuss and write about the features of a newspaper report and a play script. For instance, they know that a play script needs written dialogue and stage direction. However, in the lower phase, a few students do not always have enough opportunities to extend their speaking skills.

In Phase 3, students develop very good speaking, reading and writing skills. For example, in Year 8, students read a large range of stories with expression, comprehend and extract main ideas from the texts independently. In Year 10, students create very good quality persuasive letters, using imagery, personification and rhetoric questions, to convince the reader about the importance of promoting a healthy eating habit in order to achieve the UAE vision about being a happy and healthy nation.

In Phase 4, the large majority of students develop very good speaking, reading and writing skills. For example, in Year 12, students confidently write very detailed essays about the 'Creation of Identity' and present their work to others. They explore the social context of a speech about poverty in the world, comparing the message of the conference presented by the United Nations Secretary-General, Antonio Guterres with an ordinary man from a developing country. They refer to the protection of own characters, including rights and dignity and supporting empathy. However, a minority of students in phases 2 to 3 are not able to write long narratives.

The school has analyzed its internal assessment data for all phases and its external examination results such as IGCSE. This shows that trends in attainment over the last three years have been very good.

The school's internal assessment information shows that a large majority of students make better than expected progress in relation to their starting points, over time and the curriculum standards in phases 2, 3 and 4, and it is outstanding in Phase 1.



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added= +0.4; Year 8 value added= +0.4; Year 9 value added= +1.0; Year 10 value added= +0.3. A large majority of POD students (70%) are working at or above expected levels (Very Good). Most Emirati students (83%) are working at or above expected levels, with an overall value added of +0.4 (Outstanding). Most EAL students (90%) are working at or above their expected level, with an overall value added of +0.7 (Outstanding).

Year 3-6 (Phase 2/Cycle 1): The large majority of students achieved higher than expected progress in the GL Progress Test in English 2022 (68% Very good) with the majority of PODs making good progress (55%)
Reception (KG1): (higher than expected progress = more than 4 steps from starting point) =
`Communication and Language' = 61% (2019-79%; 2020-78%);
`Literacy'=62% (2019-75%; 2020-71%) (Outstanding/Very Good)

1.2.2 Progress in lessons

In the large majority of English lessons, better than expected progress is made by the majority of pupils. (Very Good)

1.2.3 Progress of different groups of students

GCSE (Phase 4/Cycle 3): As there are only 19 students, this is a difficult analysis. However, needless to say, progress of all students is high (see above) (Outstanding)

Year 7-10 (Phase 3/Cycle 2): Boys show slightly higher progress in English (80% vs 73% progress test grade to progress test grade). 89% of SEN students improved their SAS score in English in 2021. Between 73% to 96% of all groups increased their predicted grade in the PTE in 2021. (Outstanding)

Year 3-6 (partial Phase 2/Cycle 1): The majority of boys, girls, PODs, EAL and Emirati students are making higher than expected progress.

Reception (KG1): All groups made make better than expected progress in Literacy (Group progress varied between between 61% to 84% made better than expected progress) (Outstanding)

Nursery (Pre KG): All groups made make better than expected progress in Literacy (Group progress varied between 58% to 100% making better than expected progress)

In lessons and in students' work, the large majority of students make better than expected progress in all phases. In Phase 1, children in FS2 confidently share their views about their favorite games and toys that they would like to play with. They ask questions about how they can travel to the moon and listen to the response of their friends.

In Phase 2, the large majority of students make better than expected progress in their speaking, reading and writing development. For example, in Year 3, students create their story maps with characters, events, resolutions and endings. In Year 6, students read very well 'The Victorians- Street Urchin', drawing inferences and providing reasoned justification for their views.

In Phase 3, the large majority of students make better than expected progress. For example, in Year 8, students read very well and share what they have understood. In Year 10 students, write individual persuasive letters to promote the importance of healthy eating to achieve the UAE Vision about being a healthy and happy nation.

In Phase 4, a large majority of students make better than expected progress. For instance, in Year 12, students create persuasive texts about how to support the elderly during COVID-19, using homophones, metaphors and onomatopoeia.

The school tracks the progress of different groups. This shows that most groups make better than expected progress. In lessons and students' work, most of the different groups, including boys, girls, SoD, Emiratis, high and low attainers make better than expected progress. This is because students receive very well-targeted support in lessons by their teachers and intervention programs by support staff who help them achieve the learning objectives set for them. Boys make similar progress to the girls. For example, in Year 6, boys and girls are able to identify the structural features of a newspaper



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(Outstanding)

report called 'Northumbrian Chronicle- Holy Island Invasion' and share their views about characters and events.

Students of determination make the best possible progress that they are capable of achieving. This is because they receive very good support from their teachers and intervention programs provided by support staff who modify the lessons to help them meet the learning objectives, and the targets set for them in their IEPs. For instance, in Year 3, SoD contribute very well to discussions about whether students need to use computers in the school. However, G&T students do not always receive a high level of challenge from the beginning of the lesson to help them make outstanding progress.

English - Next steps for students:

1. Take part in more writing activities and practice letter formation regularly to improve handwriting skills, for a few children in FS2.
2. Engage in more tasks which require, contribution to discussions in order to improve speaking skills, especially for a few of low attaining students in the early years of Phase 2.
3. Participate in more activities requiring writing in different genres and purposes to further improve the quality and skills associated with constructing different texts, particularly in phases 2 and 3, including G&T students.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
<p>1.1 Attainment</p> <p>1.1.1 Attainment as measured against authorised and licensed curriculum standards GCSE Maths (Year 11/Phase 4/Cycle 3): 79% achieve a Grade 5 (B) or higher. 74% achieve a Grade 6 or higher (Very Good) Year 7 to Year 10 (Phase 3/Cycle 2): (from GL PTM 2022) A large majority of students (61%) Stanine 6 or above. (Very Good) Year 3 to Year 6 (partial Phase 2/Cycle 1): The large majority of students attain above the curriculum standard i.e. Stanine 6 and above (61 % very good) (from GL PTM 2022)</p> <p>1.1.2 Attainment as measured against national and appropriate international standards GCSE Maths (Year 11/Phase 4/Cycle 3): 100% achieve a Grade C or higher (Outstanding) Year 7 to Year 10 (Phase 3/Cycle 2): (from GL PTM 2022): a large majority 76% achieved Stanine 5 or higher (Outstanding) Year 3 to Year 6 (partial Phase 2/Cycle 1): Most students attain national and international standards i.e. stanine 5 or above (76% Outstanding) (from GL PTM 2022) Year 5 TIMSS: Mathematics: Amity 547 (Abu Dhabi Private Schools = 477; All UAE schools = 481; UK schools = 486) (Very Good/Outstanding) 2019 School Report Reception (KG1): % of Children ELG+: `Maths': 68% (Very Good) Nursery (Pre KG): % of children `secure' 30-50 months+: `Maths': 2021 - 79% (Outstanding)</p> <p>1.1.3 Knowledge, skills and understanding, especially in the key subjects Lesson observations and walks show that most to the large majority of students are showing knowledge, skills and understanding that are above their curriculum standard. There have been a much greater focus on improving tracking and assessment practices in order to inform teachers and middle/senior</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The large majority of students attain above curriculum standards in all phases of the school.</p> <p>The school's internal assessment information for term 2 in 2021/22 indicates that the majority of students in Phase 3 and a large majority of students in the other phases attain above curriculum standards. This overall very good attainment is also confirmed in the lesson observations and in students' work for phases 1, 2, and 4. In Phase 3, a large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. Year 11 IGCSE examination results in 2020/21 show that the large majority of students attain levels that are above international standards.</p> <p>A large minority of students in Year 12 AS attained levels that are above international standards in 'Mechanics 1 (M1)' module last term.</p> <p>In lessons and in students' work, a large majority of students attain above curriculum standards in all phases of the school. In Phase 1, a large majority of children attain above curriculum standards. For example, children in FS1 can create repeating (ABAB) patterns using visuals and kinesthetic aids such as lego and teddies, identifying and correcting an error in a repeating pattern. In FS2, children use objects to count up to 10 and represent 10 by combining two numbers. The high attainers are beginning to understand how to represent 10 by combining three numbers.</p> <p>In Phase 2, the large majority of students attain levels that are above curriculum standards. They have a very good knowledge of numbers and fractions which they use confidently to solve problems. They use mathematical vocabulary consistently. For example, students in Year 5 identify the numerator and denominator in a fraction. They</p>



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leaders on attainment and this is being increasingly use to inform learning leading to greater attainment. (Very Good)

1.1.4 Trends over time

(See Academic Template)

Amity has made vast progress in its systems of assessment, tracking and monitoring and has raised ambitions among its pupils.

GCSE: (Phase 4/cycle 3): 100%

Grade C or above (2021 is the first GCSE cohort) (Outstanding)

Year 7 to 10 (Phase 3/Cycle 2):

Year 3-6 (Partial Phase 2/Cycle 1): -

Reception (KG1): % of Children ELG+:

`Maths': 2019 - 77%, 2020-80%, 2021-68% (Outstanding/Very Good)

Nursery (pre-KG): % of children

`secure' 30-50 months+: `Maths':

2019-85%, 2020-80%; 2021-79%

(Outstanding)

1.2 Progress

1.2.1 Progress of students, including those with special educational needs, against their starting points and over time

GCSE (Phase 4/Cycle 3): 84% make higher than expected progress compared to CAT4 `Most likely' prediction (average value added = 1.3 grades) (Outstanding)

Year 7-10 (Phase 3/Cycle 2): 68%

increased their progress test score in GL Progress Test in Maths 2021 (Very Good).

Student Progress against starting points and over time - Year 7 (+0.27 VA), Year 8 (+1.1 VA), Year 9 (+1.11 VA), Year 10 (+1.50 VA) Average (+1.0 VA). A Large Majority of students (68% - Very Good) working at or above expected levels.

POD - Most students are working at or above expected levels (84% - Outstanding).

Year 3-6 (Phase 2/Cycle 1): Most students achieved higher than expected progress in the GL Progress Test in Maths 2022 (82% Outstanding) with the large majority of PODS making higher than expected progress (61% very good) Reception (KG1): (higher than expected progress = more than 3 steps from starting point) = `Maths' = 62% (2019 75%; 2020 76%) (Outstanding/Very Good)

1.2.2 Progress in lessons

In the large majority of mathematics lessons, better than expected progress is made by the majority of pupils. (Very Good)

convert one fraction to another where the denominator is a multiple. However, their ability to find a missing numerator or denominator to solve a fraction sentence is less well developed.

In Phase 3, a large majority of students show very good knowledge of geometry. For example, students in Year 9 understand and recognize congruent shapes and express their ideas using appropriate mathematical language. They are able to recognize similar shapes and apply the linear scale factor to find the length of a missing side. However, a few students do not always have enough opportunities to explain, or to improve their reasoning skills.

By Phase 4, a large majority of students in Year 12 demonstrate very good skills in presenting data. They use a stem and leaf plot key to explain the placement of each digit in the stem and each digit in the leaf to organize data in order. Across all phases, students' application of mathematics to real-life is less well developed. Occasionally, a few students do not have enough opportunities to strengthen their high-order thinking skills.

The school's assessment results over the last three years demonstrate that a large majority of students attain above the curriculum standards in all phases taught in the school.

The school's internal assessment information over the last year indicates that most students in all phases make better than expected progress in relation to their starting points, over time and the curriculum standards. Progress from Granada Learning (GL) 2020/21, Stanine 2021/22 and IGCSE for Year 11 in 2020/21 indicate that progress is outstanding. Evidence from lessons observed and in students' recent work show that a large majority of students make better than expected progress and reflects an improvement since the previous inspection for the years reported on. Results in the GL Progress Test



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1.2.3 Progress of different groups of students

GCSE (Phase 4/Cycle 3): As there are only 19 students, this is a difficult analysis. However, needless to say, progress of all students is high (see above) (Outstanding)

Year 7-10 (Phase 3/Cycle 2): 59% to 82% of each group increased their SAS score in the Progress in Maths Test (2021) (Outstanding)

Boys- Almost all (75%) are expected or above (Average VA + 0.87). Girls - A large majority (64%) are expected or above (Average VA + 0.54).

Emirati - Almost all (82%) are expected or above (Average VA + 0.89). EAL - A large majority (69%) are expected or above (Average VA + 0.83). SEN - Most (80%) students are expected or above (Average VA + 1.15).

Year 3-6 (Phase 2/Cycle 1): The majority of students achieved higher than expected progress in PTM 2022

Year 5 TIMMS: UAE Nationals 491; Expats 567 (all UAE nationals in all Abu Dhabi Private Schools 442; all pupils in UAE schools 481; All pupils in Abu Dhabi private schools 477) (Very Good/Outstanding) 2019 School Report

Reception (KG1): All groups made make better than expected progress in Maths (Group progress varied between 69% to 100% made better than expected progress) (Outstanding)

Nursery (Pre KG): All groups made make better than expected progress in Maths (Group progress varied between 56% to 100% making better than expected progress) (Outstanding)

for years 5 to 10 in 2021/22 show that students' attainment is very good overall. It is very good in Phase 2 where GL is undertaken and good in Phase 3.

In lessons and in students' work, a large majority of students make better than expected progress. In Phase 1, a large majority of children make better than expected progress in their understanding of numbers and patterns to give them a secure foundation on which to build in the next phase. For example, children in FS1 make very good progress working with patterns and building their understanding on how to create a repeating pattern. In FS2, children's understanding of number bonds builds very well, as it does when they learn how to combine two numbers to make 10.

In Phase 2, a large majority of students make better than expected progress in calculation skills and geometry. Students in Year 3 make very good progress toward identifying numerators and denominators, progressing at a very good level in converting one fraction to another where the denominator is a multiple.

In Phase 3, a large majority of students make better than expected progress in algebraic skills. For example, in Year 9 students make very good progress in recognizing congruent shapes and expressing themselves using appropriate mathematical language. They move from recognizing similar shapes and applying the linear scale factor to solving the length of missing sides of a shape.

In Phase 4, students in Year 12 make better than expected progress as seen in the way they tackle statistical operations. They learn how to use a stem and leaf plot key to organize data to find the median, mode and range of a set of data.

Most of the different groups of students make better than expected progress. This confirms the school's analysis of the performance of different groups of students in the subject. For



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example, lower attainers and SoD follow a systematic method to make very good progress against the curriculum standards and their IEP goals respectively. The very good progress of middle and higher attainers is evident in the proportion of students attaining above curriculum standards. These groups are supported by purposeful and engaging lessons which focus on critical thinking and independent learning.

There was no significant difference between boys and girls. The school's data suggests that more support is needed for EAL students and this is confirmed in the lessons observed where the majority of students make better than expected progress through the teaching of mathematical vocabulary, support sheets at the start of a new topic and in-class teaching support. A few of the G&T students are not sufficiently challenged to make outstanding progress.

Mathematics - Next steps for students:

1. Take part in more tasks requiring the solving of number problems using all operations in Phase 2.
2. Engage in more activities, that expect working out to be shown and calculations explained to improve reasoning skills for the low attainers in Phase 3 who require support.
3. Take on more challenges to expand high order thinking skills for a few G&T students in mathematics across the school, and remember to make useful links with the daily life situations in phases 2 and 3.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
<p>1.1 Attainment</p> <p>1.1.1 Attainment as measured against authorised and licensed curriculum standards GCSE Sciences (Biology, Chemistry, Physics) (Year 11/Cycle 3): 79% achieve a Grade 5 (B) or higher. 74% achieve a Grade 6 or higher (Outstanding) Year 7 to Year 10 (Cycle 2): (from GL PTS 2022) Most students (75%) Stanine 6 or above. (Outstanding) Year 3 to Year 6 (partial Phase 2): Most students attain above the curriculum standard i.e. Stanine 6 and above (75 % Outstanding) (from GL PTS 2022)</p> <p>1.1.2 Attainment as measured against national and appropriate international standards GCSE Sciences (Biology, Chemistry, Physics) (Year 11/Phase 4/Cycle 3): 98% achieve a Grade C or higher (Outstanding) Year 7 to Year 10 (Phase 3/Cycle 2): (from GL PTS 2022): Most 84% achieve Stanine 5 or higher (Outstanding) Year 3 to Year 6 (partial Phase 2): Most students attain national and international standards i.e. stanine 5 or above (76% Outstanding) (from GL PTS 2022) TIMSS Year 5 2019: Science: 542 (Abu Dhabi Private Schools 466; All UAE Schools 473) (Outstanding/Very Good) Reception (KG1): % of Children ELG+: 'Understanding the world': 73% (Very Good) Nursery (pre-KG): % of children 'secure' 30-50 months+: 'understanding the world': 75% (Outstanding)</p> <p>1.1.3 Knowledge, skills and understanding, especially in the key subjects Lesson observations and walks show that most to the large majority of students are showing knowledge, skills and understanding that are above their curriculum standard. There have been a much greater focus on improving tracking and assessment practices in order to inform teachers and middle/senior</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The large majority of children in Phase 1 and students in phases 2 and 3 attain above curriculum standards. The majority of students in Phase 4 attain above the curriculum standards.</p> <p>The school's internal assessments for term 2 in 2021/22 show that a large majority of students attain above the curriculum standards in phases 1 to 3, with most children attaining above curriculum standards in Phase 1. IGCSE teacher assessment results for students in Year 11 in 2020/21 indicate that the majority of students attain levels that are above the international standards.</p> <p>There is no data for Year 12, as they have recently taken part in AS-level examinations. Such results have not been shared with the school. The school does not yet have Year 13.</p> <p>In lessons and in students' work, a large majority of children in Phase 1 and students in phases 2 and 3 attain levels that are above curriculum standards. The majority of students in Phase 4 attain above the curriculum standards. In Phase 1, children in FS1 keenly explore the world around them, experiment with materials such as ice and plastic and predict whether they will change form and shape when exposed to the sun. In FS2, children correctly predict how different materials will float or sink in colored water during the experiments.</p> <p>In Phase 2, the majority of students develop very good scientific skills. For instance, in Year 3 students observe the parts of a plant using a magnifying glass and identify and name the functions of different parts of flowering plants. Students know the requirements that plants must have such as air, nutrients and water to survive. By Year 6, students plan different kinds of scientific inquiry to answer questions and recognize variables in an</p>



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leaders on attainment and this is being increasingly use to inform learning leading to greater attainment.

1.1.4 Trends over time
(See assessment table)

Amity has made vast progress in its systems of assessment, tracking and monitoring and has raised ambition among its pupils.

GCSE: (Phase 4/cycle 3): 98% Grade C or above (2021 is the first GCSE cohort) (Outstanding)

Year 7 to 10 (Phase 3/Cycle 2): GL PTS data - Grade 4 or above: 2019 - 82%; 2020 - 84%; 2021 - 82%

(Outstanding)

Year 3-6 (Partial Cycle 1): - (see assessment table)

Reception (KG1): % of Children ELG+: 'understanding the world': 2019-80%, 2020-81%, 2021-73%

(Outstanding/Very Good)

Nursery (pre-KG): % of children 'secure' 30-50 months+:

'understanding the world': 2019-87%, 2020-81%; 2021-75% (Outstanding)

1.2 Progress

1.2.1 Progress of students, including those with special educational needs, against their starting points and over time

GCSE (Phase 4/Cycle 3): 84% make higher than expected progress compared to CAT4 'Most likely' prediction (average value added per subject = 2.4 grades) (Outstanding)

Year 7-10 (Phase 3/Cycle 2): 70% increased their stanine in GL Progress Test in Science 2022 (Very Good).

Year 3-6 (Partial Phase 2): Most (86%) students achieved higher than expected progress in the GL Progress Test in Science 2022 (Outstanding)

Reception (KG1): (higher than expected progress = more than 3 steps from starting point) =

'Understanding the World' = 63% (2019 81%; 2020 89%)

(Outstanding/Very Good)

1.2.2 Progress in lessons

In the majority of science lessons, better than expected progress is made by the majority of pupils. Lesson observation and drop-in data indicate that most students (77%) made at least expected progress and the majority (52%) of the students made better than expected progress. (Good)

1.2.3 Progress of different groups of

experiment. For example, they experiment with different types of model boats to find out about the types that can beat water resistance. However, a few students are not always clear about the scientific terms to use in their learning.

In Phase 3, students in Year 7 apply previous learning on different types of wave forms and identify the differences in sound wave based on amplitude, frequency and pitch, through a listening experiment. In Year 8, students construct word equations for chemical reactions. They confidently convert them to their chemical formulae and write them as symbol equations. However, a few of the EAL students do not have access to enough visual tools, materials and prompts to help improve their scientific skills.

In Phase 4, as in Year 12, students have good scientific knowledge and research skills as they present findings on the planets, their orbits, axis and relationships to each other, such as the rotation rate of Mars, which is close to the rotation of the earth. However, a few students are not taking the lead in scientific experiments themselves to promote their inquiry and independent discovery, especially for a few students in phases 3 and 4.

The school's analysis of internal assessment data, including IGCSE examinations over the last three years indicates that trends in attainment for a large majority of students has been above the national and international standards. There is no data yet for Phase 4 as the school does not yet have Year 13.

The school's internal assessment data notes that a large majority of children in Phase 1 and students in phases 2 to 4 make better than expected progress in relation to their starting points, over time and the curriculum standards. GL assessment information indicates that progress is outstanding in Phase 2 and good in Phase 3.

In lessons and in students' work, a large majority of students make



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students

GCSE (Cycle 3): As there are only 19 students, this is a difficult analysis.

However, needless to say, progress of all students is high (see above) (Outstanding)

Year 7-10 (Cycle 2): 53% to 77% of each group increased their SAS score in the Progress in Science Test (2021) except for Emirati (48%). However, 61% of Emiratis had a higher PTS Science GCSE predicted grade than that predicted by their CAT4 Test (Outstanding)

Year 3-6 (partial Phase 2/Cycle 1):

The majority (50%) of groups of students make higher than expected progress (50% Good)

TIMSS Year 5 2019: Science: UAE nationals 481; Expats 567 (UAE nationals in all Abu Dhabi Private Schools 442; All pupils in all Abu Dhabi Private Schools 466; All pupils in all UAE Schools 473)

(Outstanding/Very Good)

Reception (KG1): All groups made make better than expected progress in 'Understanding the World' (Group progress varied between 65% to 100% made better than expected progress)

(Outstanding)

Nursery (Pre KG): All groups made make better than expected progress in 'Understanding the World' (Group progress varied between 50% to 68% making better than expected progress)

(Outstanding)

better than expected progress in phases 1, 2 and 3. In Phase 4, the majority of students make good progress. In FS2, children make very good progress in understanding new concepts within the integrated curriculum, as they make rockets, take part in role-play as being astronauts and experiment with the impact of papier-mâché as rocks hitting the earth's surface. In Year 3, students progress very well, in the way, they explain the root system of plants and how water is absorbed through the roots and the negative consequences related to the lack of the provision of water on plants. In Year 5, students share their ideas about the relationship between variables such as height and shoe size. In Year 6, students talk about how changes in the surface area of a piece of playdough impacts on buoyancy. They are able to analyze their findings and to differentiate between dependent and independent variables to make a fair test. In Year 8, students talk about how chemicals react with metals, acids and oxygen, predict, and experiment with the different gases such as hydrogen and oxygen. By the time they reach Year 12, students discuss and debate the ability of planets to support life, explaining the reasons such as the existence of carbon dioxide and some trace gases on Venus, which means that man cannot exist there or would need to take their own atmosphere with them to survive.

There are no SoD in Phase 4. The school tracks the progress of the different groups. This indicates that the progress is very good overall. In lessons and in students' work, most of the different groups of children in Phase 1 and students in phases 2 to 3 and the majority of the students in Phase 4 make better than expected progress, including boys, girls, EAL, low and high attainers. Emirati students make the same progress as others from other backgrounds.

Students of determination make very good progress from their individual starting points and are very well supported by their teachers and teaching assistants to achieve the targets set for them in



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their IEPs. For example, in Year 6, SoD experiment with playdough and its impact on buoyancy.

Sciences - Next steps for students:

1. Engage in more scientific experiments to promote inquiry and discovery independently, especially for a few students in phases 3 and 4.
2. Learn, understand and use new scientific terms consistently when conducting investigations especially for a few students in Phase 2 who require specific vocabulary prompts.
3. Use visual tools and materials to help improve scientific skills for a few of the EAL students in Phase 3.



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PS1: Students' Achievements

1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
<p>Learning skills were rated Good in the 2018. Since this time, the school have implemented changes to increase the student responsibility for learning, pupil reflection, opportunities for collaboration, cross-curricular projects, and opportunities for pupils to be innovative an enterprising through the use of learning technologies. A comprehensive evaluation of learning skills in the school was performed by senior and middle leaders (Department and Year group heads). Evidence supports the fact that Learning skills are outstanding.</p> <p>Pupil happiness, satisfaction, and high engagement with the learning is common. This is facilitated by a far more project-based approach throughout the early years and primary and in many areas in the secondary school. New marking and assessment practices encourage a much greater degree of responsibility for learning. Pupils habitually comment on the feedback offered, constructively appraise the work of others, communicate their strengths and weaknesses both in writing and verbally, and to varied audiences (pupils, parents, and teachers). This is modelled explicitly by teachers. By reviewing explicit success criteria, pupils are able evaluate where they need to improve and set targets accordingly. These practices are encouraged from a very early age and are visible as early as Year 1. Through the early years and primary school, there is focus on themed, project-based, topic activities that encourage core skill development. As such, cross-curricular applications of learning is endemic. Within this approach, ample opportunities for group and paired collaboration is evident and pupils are very accustomed to this approach. This serves many purposes including the encouragement of effective communication skills which is evidently important in a school</p>	<p>1.3.1 Engagement and responsibility</p> <p>1.3.2 Interactions, collaboration, communication</p> <p>1.3.3 Application and connections</p> <p>1.3.4 Innovation, enterprise, enquiry, research, critical thinking, use of I.T.</p>	<p>Students engage very well in lessons, display positive attitudes and responsibility for their learning in all phases. In Phase 1, children respond with enjoyment to learning. For example, in FS1 children show excitement when waiting for the ice to melt in the heat during a lesson on materials and their properties. In the other phases, students take responsibility for their learning as they focus on tasks, complete them, and share their findings with others. For example, in Year 4 mathematics, students keenly explore different lines of symmetry. They know what they can do well as they often ask questions to help review their learning and understand how to improve their work. In Year 8, students review their artwork and know how to improve their skills in drawing or in shading.</p> <p>Students interact very well with their teachers and peers. They use their very good English language skills to communicate their learning clearly to each other and their teachers, while discussing and planning their activities. For example, in Year 3 English, students prepare and hold debates on the use of computers and school uniforms in the school. In Arabic, students use their sound Arabic language skills to share their views with others. EAL students contribute very well to discussions in lessons and listen attentively to the viewpoints of others.</p> <p>Students collaborate purposefully when opportunities arise. They often work very effectively in groups and carry out tasks independently of the teacher. In these activities, students discuss and shape ideas, work collaboratively to solve problems and present ideas to their teachers and peers. SoD are very well integrated in activities and discussions. In Year 6 English, SoD share their ideas about the characteristics of a newspaper such as time and the style of writing.</p>



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where the percentage of children with English as an additional language is high. Use of visual prompts such as Widgit, short videos, photographs, models etc are used effectively by staff and pupils. Most importantly though, the ethos of acceptance, kindness, friendship, and resilience that underpins the school encourages pupils to not fear communicating with peers and teaching staff. As a result, pupils are very happy to work in groups and pairs. In the lower year groups, children are very quick to use non-verbal cues, such as hand gestures and facial expressions to communicate when the barrier to verbal communication is too great. To aid communication skills, new to English learners have opportunities to attend out-of-class interventions with specialist EAL teachers. This allows further opportunity to build vocabulary and grammatical knowledge, in order to improve verbal and written communication. Higher up in the school, the importance of public speaking and presentation is taught explicitly and implicitly through project-based work and presentations. 'Be the teacher' style activities, debating, group collaboration, and paired work are common features in the pupils' education and these help foster independence. Projects such as 'The Minervan', a cross-curricular themed magazine (in 2021, the topic was 'Waves' and in 2022, 'Stars'), now exist and serve as a means to celebrate pupil initiative, enterprise, scholarship, and research into topics that are beyond the confines of their curriculum in many instances. Pupils now compete in national and international academic competitions such as the BSME Creative Writing competition (which Amity students won in Primary and have come second in Secondary in 2021 and first in 2022), BSME Dance (in which Amity students came second), Inter-school chess, and Innovation (computing) competitions, which Amity KS3 students have also won in competition with much older students, and sometimes against 1200 international competitors. Prior to the pandemic, pupils were encouraged to work a lot more across year groups, for example, in

In a Year 6 social studies lesson, students show respect and courtesy toward each other and actively listen to others' ideas and suggestions about the importance of recycling.

Students regularly make meaningful connections between areas of learning and the real world. For example, in FS2 children play in a model of an airline office that they have set up with their teachers. They model planning trips and buying tickets to travel to any destinations of their choice, including India and Korea. In Year 1, students cut Arabic bread into quarters as they explore the concept of using fractions in real life. In a Year 3 science lesson, students were shown gardens from different parts of the world and had the opportunity to explain why certain plants would grow in different environments. In Year 10 Islamic education, students work together and hold a debate on etiquette when using public services such as travelling by metro or shopping from a mall.

Students engage very well in innovation. For instance, in art, students produce excellent work as seen in their observational drawing of Egyptian Pharaohs in Year 4. Year 10 students create very effective soundtracks for a film scenario based on a burglary, which portrays in the sounds and the various stages of the event. In drama, students take a very active part in performing 'Peter Pan' to their peers in the school's theatre. In music, students compose their own songs and share them with others.

Students are very enterprising. Students and their parents have raised funds to help other families that are financially affected by COVID-19. Students have very good opportunities to develop their enterprise skills. For example, in Phase 2, students have conducted their own business research and presented their own business ideas as part of their topic work. They have researched ways to construct 'Bee Hotels'. This involves planning, measuring, designing and creating models from wood. They have plans



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peer reading exercises. However, this has been unable to happen in recent years. We will begin this again in AY2022-23.

Connections to the real world are sought at all times and the British curriculum is adapted where necessary to make it relevant to the context of the UAE. For example, in the Primary school where the Greek civilisation is studied or the Great Fire of London, teachers now invite in pupils to think critically about the effect of Greek principles on life today, or civil defense are invited in to teach about the very real danger of fire in today's society.

The pupils are increasingly more innovative and enterprising, seeking the initiative in many cases. Since the last inspection, pupils in the secondary school and in Upper Primary have adopted a bring-your-own-device approach, and adopted learning management systems and other software that increase the opportunities for pupils to work at a faster or slower pace and take more responsibility for their learning. The purchase of Century Technology, Education Perfect and Accelerated Reader both feature artificial intelligence engines that allow students to understand their targets, progress, and take action to resolve any weaknesses observed. Independent research is also far more common now than in the previous inspection. In AY2021-22, there are many examples of independent and group project work: primary business plans, junk couture, volcano projects, art competitions, publications, creative writing... there is a long list. The distance learning period that we have been through led to a greater reliance on technology and facilitated more software use in the school as a whole. When creating models of cars from junk, the pupils learn about single use plastic use and consider the impact it has had on the world's oceans and what we can do as individuals to reduce humanity's impact. With much greater frequency, pupils now initiate new learning opportunities. By way of example, one Year 10 pupil wrote to Amity University, Dubai to invite their forensics professors to lecture at the school. Another Year 9 pupil wrote to the

to donate the 'Bee Hotels' to the local farmers to encourage bees in their plantations. A Year 10 student recently won the DIDI-Louvre gallery design project and another had his design accepted for the EXPO young innovators competition.

Students use their inquiry skills such as in science, technology, engineering, arts and mathematics (STEAM) week, for instance, to invent a machine and create items such as balloon poppers and a rocket launcher. Batteries are collected and recycled. In the STEAM research project, students use inquiry skills to determine the most popular cinema snack. The project also involves data gathering through surveys and the use of mathematical skills to analyze data and to answer questions posed by their teachers. However, inquiry is not fully developed in phases 2 and 3. Research skills are less well developed in few subject areas, especially in social studies where occasionally work relies totally on the textbooks.

Students develop very good problem-solving and critical thinking skills. For example, in a Year 4 mathematics, students apply their very good mathematical knowledge to solve fractions. The higher order thinking skills of G&T and high attainers are less well developed because they do not always receive a high level of challenge to solve problems in all subjects.

Students use learning technologies very well to support their technological skills. For example, students use devices to read books and to assess their mathematical skills, and students are very familiar with e-learning platforms, including Zoom and MS Teams. However, learning technologies are well used for research in social studies.



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project director of the HiPER European laser fusion project to provide an online lecture on whether fusion really presents a realistic solution to the world's energy crisis. Pupils have spoken at student medical conferences.

Next steps for students:

1. Ask questions and look for reasonable answers to further strengthen inquiry skills in phases 2 and 3.
2. Use ICT and take part in research and presentation of work to consolidate learning, particularly in social studies across phases 2 and 3.
3. Tackle more challenging work, learn to solve problems and expand critical thinking skills, particularly for the high attainers and G&T students in all phases.



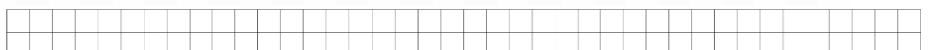
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PS2: Students' personal and social development

2.1 Personal development

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

Next steps for students:





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PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

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

Next steps for students:



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PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
<p>3.1.1 Teachers' knowledge of their subjects and how students learn The school has rigorous systems of quality assurance. Lesson observations are collected using a centralised template that closely aligns with the ADEK inspection framework. Lesson observations are followed up by a lesson evaluation completed on Microsoft Forms so that it is compiled into a centralised database. This data is then used to form CPD and targeted support for teachers across the school. All medium-term plans are approved centrally as well. From this data, it is known that teachers have extensive subject knowledge in all areas of the curriculum. Topics that have been identified as challenging are identified through such assessments and reinforcement of key knowledge and understanding is factored into schemes of work. Data supports the opinion that most teachers effectively apply their knowledge of their subjects and how students learn them. Very Good</p> <p>3.1.2 Lesson planning, the learning environment and the use of time and resources Since the last inspection when the school was rated 'Very Good' in KG and 'Good' in other parts of the school, there has been considerable investment in staff, resources, and professional development. Lesson observations, evaluations, and learning walks highlight that 'teachers plan imaginative lessons that develop key 'skills for success.' The learning environment has had particular attention post pandemic and wall space is commonly used in learning spaces to celebrate pupil work and to create a culture where effort as well as achievement are prized. The learning environments support learning within the classroom and vocabulary and exam techniques enable students to self-direct their learning. The school has many unrivalled facilities and is considered outstanding by the parents and</p>	<p>3.1.1 Subject knowledge and how students learn them</p> <p>3.1.2 Lesson planning, the learning environment, time and resources</p> <p>3.1.3 Interactions, questioning and dialogue</p> <p>3.1.4 Strategies to meet the needs of all students</p> <p>3.1.5 Developing critical thinking, problem-solving, innovation and independent learning skills</p>	<p>Most teachers demonstrate very good knowledge of the subjects they teach and apply it very effectively in lessons. In Phase 1, teachers know how children learn and develop. Teachers teach students new knowledge and skills. For example, in FS2, teachers help children learn how to relate letters to their corresponding sounds, to blend and to segment unfamiliar words. In Year 1, teachers show students how to solve problems related to simple fractions, by using practical tools such as interlocking kits. In Phase 2, teachers show students how to create graphic templates and the steps to follow to solve problems, such as planning on how to design and create 'Bee Hotels'.</p> <p>Teachers provide a secure and welcoming learning environment where students can learn, achieve and take risks in their learning. For example, in mathematics in all phases, students are not afraid to make mistakes that they self-correct later in the lessons. In Phase 1, teachers provide a highly organized environment and activities that stem from children's interests and support their learning needs very effectively. In general, teachers plan very detailed and imaginative lessons with clear learning objectives and success criteria that they share with students so that they know what is expected of them. Planning also includes new key terms and the learning skills to be achieved in the lessons.</p> <p>Teachers use time very well to maximize learning for all students. For example, in a Year 10 English, the teacher asked students to reflect on prior learning while displaying the learning objectives and success criteria on the board. This enables students to work at a brisk pace and to make very good progress overall.</p>



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pupils. There has been considerable expansion of the school campus since the last inspection; new facilities include a Design & Technology suite, Olympic-sized swimming pool, Dance studio, 4 more science labs, a black box theatre, and two three-story buildings of classrooms have been added to the campus. KG rooms have been kitted out with resources and furniture recommended by Early Excellence, the leading provider of Early Years resources and furniture. In September 2021, a centralised gas system will be added to support practical chemistry. An additional computer suite, band room, and a second mac-suite with midi keyboards for music composition have all been added to an already outstanding range of facilities at the school. There has also been a vast increase in teaching and learning resources including STEAM equipment (robotics and science practical kit) to support an expanded curriculum incorporating a wide range of GCSE and A level courses. In AY September 2021-22, there was a significant increase in the number of books in the library and further upgrades in the IT provision in order to support the new phased primary BYOD initiative.

Outstanding resources are used by an increasingly experienced and skilled academic team of teachers and teaching assistants to provide innovative and inspiring lessons. The timetable was increased by 5% each week in AY2018-19 in order to provide more opportunities for teachers and pupils to use the facilities and a rich programme of co-curricular activities which encompassed at its peak 150 clubs and activities per week which supports the learning, providing opportunities for independent learning, intervention, creativity, or sporting endeavour.

Despite the constraints on school trips, theme-based/project-based approaches to learning have been sustained and where possible, learning environments have been adapted accordingly e.g. examples have included turning classrooms into virtual jungles, space, Antarctica, Enchanted Forests, crime scenes, forensics projects, or

Teachers use a very good range of resources and materials to enthuse students to learn. In Phase 1, the resources are of a high quality and support independence and the use of creativity and imagination in children's play and work. In a Year 6 English, the use of newspapers in the lesson fires students' imaginations to explore the characteristics of a newspaper, comparing the UAE newspapers with international ones from the United Kingdom.

Most teachers interact very well with students and promote dialogue. This provides very good learning experiences for students to share their ideas and views with others. Teachers use questions very well to gauge students' understanding and to deepen their learning. In the most effective lessons, for example in Year 12 English, the teacher promotes dialogue, asks questions and challenges students' analytical and critical thinking. As a result, students are able to explore 'the creation of identity' and the views of different personalities and their social backgrounds.

Teachers use a very good range of strategies and teaching styles to meet the needs and abilities of students and provide appropriate challenge for them. For example, in Phase 1, teachers use songs and videos that enhance and facilitate children's learning and help them develop the knowledge and skills in the required areas of learning. In most lessons, teachers differentiate questions for the different groups of students and provide suitable tasks to meet the needs of most students. For example, in Year 6 mathematics, searching on the internet for the cheapest way to travel from Abu Dhabi to Aberdeen with only 2500 AED, really engaged the students in finding ways to cross continents on a budget. However, this is less consistent in a few lessons observed in different subjects across the school. In less effective lessons, learning activities are not consistently well matched to the needs of groups and individuals, particularly for the high attainers and G&T students in most subjects.



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escape rooms during STEM week. Phase 1 of the introduction of BYOD from Year 7 upwards in September 2019 proved extremely successful and the school will be seeking accreditation from Microsoft as a Microsoft Showcase School in AY2022-23. Phase 2 of the BYOD implementation began in September 2021 with the introduction of BYOD iPads in Year 3 and 4. This released the school's stock of iPads and laptops for use by other year groups in the primary school allowing for more opportunities for the implementation of computing in these year groups.

A very positive learning environment permeates the school and this is evident throughout, highlighting the fact that students feel valued, respected and that their hard work is rewarded.

(Very Good).

3.1.3 Teacher-Student interactions including the use of questioning and dialogue

Since the last inspection, there has been much greater focus on CPD, with time dedicated in department meetings. This has included a focus on questioning, critical thinking, the encouragement of reflection, and metacognition, amongst many other topics. Across the school, pupils are routinely encouraged to think, reflect, and ask their own questions about their learning.

These skills are features of the 'Skills for Success'; a curriculum framework that initially began in FS in the form of the 'Characteristics for Effective Learning' and later adopted in Upper Primary. Following the School Improvement Pilot inspection notes, this has now been rolled out into the secondary school in order to draw more explicit focus on these skills.

In lesson plans, teachers refer explicitly to questions that they are using, and which pupils they are targeting with those questions. Teachers use the 'responsive teaching' approach which promotes opportunities for students to engage in dialogue about their learning - including the generation of learning challenges, success criteria and identifying next steps. Specific focus is placed on inference and reasoning rather than simply knowledge and

In general, teachers adapt their planning to ensure that SoD achieve the learning objectives and the targets set for them in their IEPs.

Innovation and creativity are seen in a variety of lessons such as observational drawings of Egyptian mummies in art in Year 4, the drama of 'Peter Pan' for students from Phase 2 and musical rehearsals, art and design and technology activities for all phases. There are excellent opportunities for children in Phase 1, to take part in art, music, constructions and role-play scenarios to reflect on the wider world around them and to rehearse their own experiences through play. However, this is not always strong in the Arabic medium subjects, where at times, teachers rely on the content of the book.

In most subjects, teachers provide very good learning experiences to help students to develop their skills to solve problems and to think critically. For example, in Year 10, students develop very good knowledge and skills to solve algebraic equations. However, the high levels of order thinking skills are not fully developed to challenge students, especially the high attainers and the G&T students in all subjects and phases.

Teachers use learning technologies very well to teach face-to-face and during remote learning. They provide the opportunity for students to use ICT suites and computers in the lessons to strengthen their technology skills. Students use MS Teams to break out into teams to work and to share their ideas with others.



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understanding, to ensure that pupils are able to answer more probing questions. Technology has also served as an excellent means to differentiate the pace of learning for different children and the degree of depth (e.g. Accelerated Reader, Century Technology, Education Perfect, and other similar platforms) (Very Good).

3.1.4 Teaching strategies to meet the needs of individuals and groups of students

Catering for learners with a range of different barriers to learning is explicit in planning. Since the last inspection, the inclusion team has been expanded considerably, as has the ratio of teaching and learning assistants and EAL staff. One of the EAL staff was

recognised in AY2020-21 for winning the ADEK Teacher of the Year award. We have also appointed specialist Korean support teachers to support the school's

disproportionately large and growing Korean population as well as Arabic teaching and learning assistants. In September 2021, there will be greater deployment of Arabic teaching and learning assistants.

Data from cognitive ability tests and progress tests as well as other tools such as reading assessments from Accelerated Reader are used to create minimum target grades for students. In both the primary and secondary schools, the use of such data is increasingly used more routinely to not only evaluate the improvements in pupils' attainment and progress but target setting, tracking and monitoring (see 3.2).

Improved systems of monitoring and external validation of teacher judgement have allowed the school to more objectively assess outcomes. These software products have assisted greatly in standardising this process and for providing accurate formative assessment. The latest enhancement of this process came in the form of the introduction of 'Learning Ladders' which started in October 2021 and was rolled out to parents at the start of Term 3 AY 2021-22.

Generally, in all parts of the school, teachers have high expectations of all learners within the classroom. A range of strategies are used across



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the curriculum to ensure that all students are supported and can access the relevant content. The Inclusion and EAL teams work with teachers on a regular basis to provide materials for use within the classroom to support pupils with particular needs. Lessons are differentiated to ensure that pupils are appropriately challenged in order to maximise each student's progress.

(Very Good).

3.1.5 Teaching to develop critical thinking, problem solving, innovation and independent learning skills

There has been an increasingly explicit focus on critical thinking, problem solving, innovation and independent learning skills. These are now embedded in the Foundation Stages, Primary and Secondary school. However, following the school improvement pilot report, there is now explicit focus made to them in lessons through the Characteristics for Effective Teaching and Learning, and 'Skills for Success' frameworks. There are many visible examples of these skills being developed. For one thing, they are required elements of the assessment process at GCSE and A level in many subjects including, History, Geography, Sciences and English literature. However, they are also embedded intentionally in all other parts of the school.

To list a few examples:

In September 2020, a new course, 'Inquiry, Innovation and Enterprise' was introduced into the curriculum and this course features opportunities for critical thinking and problem solving explicitly.

In the Primary School, pupils have created and presented their own business ventures drawing on cross-curricular skills of numeracy and literacy and communication as well as critical thinking, creative thinking, innovation and inquiry

In AY2019-20, members of the secondary school competed in an Abu Dhabi inter-school innovation and robotics competition against older children and won. In July 2021, the first publication of 'The Minervan' was published which featured a gamut of selected independently researched essays and accounts from across the



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curriculum on the topic, 'Waves'. A similar project on 'Stars' was completed in AY2021-22. This serves as a celebration of the independent, intellectual curiosity within the school. Debating also now features commonly in the secondary school and the school has recently partnered with 'Debate Mate' in order to improve speaking and listening attainment and improve a range of higher-order thinking skills and non-cognitive abilities such as confidence, teamwork, and leadership.

The focus on independent writing permeates the school. Amity International School inaugurated the BSME Secondary Creative Writing competition across British Schools in the Middle East, Primary children have won international competitions for creative writing, and Amity International School had a winning student in the secondary school in AY201-22. Initiatives such as Helicopter Stories in Nursery and Reception are enabling children to develop their own narratives to boost independent writing. Since the last inspection, there has been an accelerated focus on the implementation of technology to encourage independent learning, differentiation, augmentation (e.g. robotics), and student engagement. There has been an effective implementation of technology in all year groups and over the coming years, there will be continual evaluation and improvement of the provision following natural technological evolved improvements. Century Technology, a powerful AI engine that supports learning in Maths, English, and Science, was piloted in the Secondary school and was rolled out to primary school from September 2021 with the phase 2 of the new BYOD programme. The secondary school substituted Century Technology with Education Perfect which better suited its needs and requirements and has questions that are clearly delineated as ones to promote and assess critical thinking. Since 2018, the Secondary School has been using Accelerated Reader and this was extended to Year 6 in AY2020-21. This also software together with MyOn, its online library, also has



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helped promote independent learning skills. Curriculum adaptation to promote key skills for success are common. Problem-solving, innovation and independent learning are evident in the plentiful project-based topic work in Primary and Secondary. Examples include: Year 3 business plans, volcano projects in Year 8, music/Art/DT/Textiles compositions and projects, and our own self-directed course of “Innovation, Inquiry and Enterprise” which forms part of our key stage 3 curriculum provision. Pupils are encouraged to collaborate, plan, and design projects after their own independent research, designs such as escape room challenges and other inventions. It is worth noting that students from Amity who have benefitted from this tuition have gone on to win international design competitions such as the recent international competition run jointly by the Dubai Institute for Design and Innovation and the Louvre, The Innovation Awards run by Repton School, or the Expo design awards. The school will be expanding its provision for developing these skills further next academic year as it rolls out its own diploma programme and its new expanded Skills for Success Curriculum Framework. (Outstanding)

Next steps for teachers:

1. Ensure that teachers consistently provide challenge and support in all lessons across the school to help all students, particularly the high attainers and G&T students to make high levels of progress they are capable of achieving.
2. Ensure that teachers of Arabic medium subjects offer more opportunities for innovation in their lessons to help students to be more creative in their work.
3. Ensure that teachers provide highly challenging work in all lessons to help students strengthen their high order thinking skills, particularly for the high attainers and G&T students.

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PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
<p>In the 2017 inspection, Assessment was graded Good in all areas of the school. Since this time, a range of initiatives have been implemented in order to standardise and moderate internal assessment procedures. Standardised, external assessments have been deployed (GL Progress Tests and CAT4) from Year 3 up. This was done to resolve the area of improvement highlighted in the last inspection 'to deploy more consistent use of assessment for learning within the school and to use data more consistently to inform planning.' In FS staff use the EYFS Assessment trackers to inform planning and next steps in learning. GLD at the end of Reception has been measured consistently year on year as per the UK's national benchmark at the end of the Foundation Stage. In Primary, Learning Ladders has been implemented from Year 3 and up. This is a suite of tools designed to give teachers and leaders more accurate and meaningful assessment data, live gap analysis, data to help them plan lessons and support pupils. It will be implemented in KS1 next year. Moderation meetings for core learning ensure that internal assessment is valid and reliable. New external benchmarking and progress assessments are deployed in Upper Primary and the Secondary school. Cat 4 has now become routine part of the pupil induction process for pupils into the school from Years 3 and above is now used to set pupil targets and a means of calculating value-added. Correlations of cognitive ability with outcomes at KS2, KS3, KS4 and KS5 are used to set pupil grade targets and progress towards and beyond these targets to assess progress and attainment. Pupil, group and whole school analyses are conducted. The GL data, together with analysis of other data sources, is now used also to inform curriculum planning (e.g. the addition of extra time for English in 2019/20 academic year in the</p>	<p>3.2.1 Internal assessment processes</p> <p>3.2.2 External, national and international benchmarking</p> <p>3.2.3 Analysis of assessment data to monitor students' progress</p> <p>3.2.4 Use of assessment information to influence teaching and the curriculum</p> <p>3.2.5 Teachers' knowledge of and support for students' learning</p>	<p>The school's internal assessment processes are very well established and link to the school's curriculum standards. This helps the school to measure students' attainment, progress and their personal development very effectively. For example, teachers assess students at the beginning of the academic year, and this is followed by mid and end of term examinations, formative and summative assessments. In Phase 1, teachers observe children during adult-led activities and when children choose their own tasks. This helps teachers know what children know, can do and need to learn next.</p> <p>The school benchmarks students' outcomes against national and international expectations, including TIMSS, IGCSE, IBT, GL, CAT4 and AS-level examinations, and the ADEK Assessment Policy. The analysis of data is detailed and comprehensive. This enables the school to measure students' attainment and progress over time, identify any potential trends and /or patterns and gaps in students' achievement, and to make adaptations to the curriculum when required.</p> <p>The school leaders analyze the internal and external assessments regularly and share them with teachers to inform future planning. For example, in phases 1 and 2, teachers differentiate activities for phonics to help children and students to make better progress in their acquisition of reading skills. Extra intervention programs for SoD, low attainers and EAL enable students to improve their phonological skills and early reading requirements.</p> <p>Most teachers use assessment data they gather on students to plan stimulating activities and tasks to aid students to make the best possible progress. However, a few teachers in all subjects, including in the Arabic</p>



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Secondary school) and also as a means of checking the validity of internal/formative judgements made and to assess the school's performance against international benchmarks. The results of this are discussed more widely in Standard 1. In order to assess the effectiveness of the curriculum delivery, formative assessment is deployed routinely and effectively in class to ascertain pupil learning. For example, in Arabic, a core focus for school improvement since the last inspection, the use of Learning Ladders to assess and track pupil achievement and progress has been implemented. In January 2020, the school also began using more standardized assessment tools to measure attainment (the Arabic Benchmark Test) and the result of these is used by Middle and Senior Leadership to assess the progress in learning. Formative assessment is incorporated in wide variety of guises in lessons. Use of whiteboards, card sort tasks, think-pair-share tasks and many others have been observed and staff are routinely asked to consider questioning as a means of learning (encouragement of deeper engagement) as well as assessment. Data from standard 1 used to show that regular formative assessment is consistent and validated by outcomes identified in PTM, PTS and PTE data. From September 2019, the school began a partnership with CENTURY Tech. The tool provides Artificial Intelligence engines to track and monitor progress of pupils in Mathematics, English and Science against British Curriculum learning outcomes. This innovative assessment and learning tool ensures that internationally standardized assessment outcomes lead to bespoke tailored learning tasks for students, all of which is determined by the AI engine (Education Perfect, Century Technology and Accelerated Reader). Marking and feedback policies dictate the level of frequency required of marking and for pupils to respond to feedback. In the EYFS, the 'assessment tracker' is the main assessment database and consistent leadership in the department over the last four

medium subjects do not use assessment data very well enough to cater for the different learning abilities of all students and to provide sufficient challenge for the high attainers and G&T students.

Teachers know students' strengths and weaknesses. They set learning targets for students, share and review them with students and their parents termly. For example, parents say that teachers share targets with them and give them guidance on how to support their children's learning at home. Parents of SoD say that they are very well involved in devising and knowing how to implement their children's targets. Parents attend regular meetings with their children's teachers and the SENCO to discuss their children's progress.

Teachers offer students oral feedback during lessons and mark their written work regularly. They offer students constructive feedback. However, a few students do not always respond to their teachers' comments to help improve the quality of their work. In the best lessons, students peer-assess and learn from one another, but this is not consistent across the school.



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years has led to data trends showing improvement over time. The approach and systems of data collection are now uniform, and include moderation and whole cohort and group analysis in a manner aligned with inspection framework. The EYFS and Primary School have begun to transfer to Learning Ladders during AY2022-23 in order to facilitate more innovative means for live tracking, feedback and reporting.

A wide variety of assessment tools are used in the Foundation Stage to build a complete picture of individual children's achievement and progress against predicted outcomes. Regular formative and summative assessment across the full breadth of the EYFS framework occurs and data is used to evaluate the efficacy of the education provision and to inform planning. Assessments also occur for the same purpose in the school's adapted phonics programme (the research for which was recently submitted for Khalifa Education Award), reading (using the Oxford Reading Tree programme), and each child's wellbeing and involvement is assessed and tracked using the Leuwen Scale. In all parts of the school, age-related expectations in performance and skills are set based on the National Curriculum of England and Wales and tracking of student progress is recorded as pupils complete the set success criteria. A similar system is deployed for Arabic, Islamic, and social studies but is based on the MoE frameworks.

In primary school, teachers record an attainment judgement based on progress against the objectives at the end of each term. This judgement takes into account performance in lessons as well as the completion of unaided reading and writing assessments. These internal assessments are then moderated to ensure consistency across year groups and phases.

In secondary school, internal assessments are set in secondary school by middle leaders, and these occur at the end of topics or at the end of key pieces of work/study. These are recorded to inform both pupils and parents of their progress mid-year. They also serve as a



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means of adapting lesson planning if necessary. Each department uses a 'steps' programme to baseline pupils at the start of KS3 and to set targets for KS4. CAT4 and progress tests are used to help standardise this system.

(Very Good)

3.2.2 External, national and international benchmarking

This has been an area of significant improvement since the last inspection.

Data in the Nursery and Reception is benchmarked against the UK's national EYFS Profile Data. In the last inspection, the school used no externally standardised testing.

However, in the last five years, the school has routinely used GL progress test data (Maths, English, Science) to evaluate the outcomes of pupils in maths, English and science from Year 3 upwards. CAT4 testing has also been introduced to provide a means of comparing outcomes against cognitive ability and this is used to determine progress and 'value-added' at GCSE (and in the future, A level). CAT4 also provides potential insight for staff on how to best differentiate accordingly for each child.

GCSE cohort analysis is compared against published statistics from each examination board. However, 2021 was the school's first GCSE cohort and the year group only contained 19 students making comparison subject to sample bias. The school has also participated in TIMSS and this data has been used to benchmark our school internationally (see standard 1). In AY2021-22, the school took part in its first PIRLS and PISA assessment. However, the data from these tests has not yet been made available.

In AY2021-22, the school took part in IBT assessments in Arabic first language. The data is visible in the write up for standard 1.

In MoE subjects, moderation with other schools of assessment and progress data is now happening in Islamic studies. From September 2022, the Arabic and social studies departments will be looking to do similar with other partner schools.

The school has invested in technology that facilitates standardised assessment. Century Technology which is used as a tool



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to assist math, English and science at KS2. In KS3, the school uses Education Perfect. At both KS2 and KS3, the school uses Accelerated Reader as well for English reading and comprehension. It is likely that these tools have contributed significantly to the uplifts in attainment observed in maths, English and science in the attainment and progress data in AY2021-22.

Accelerated Reader also provides reading age assessments via Star Assessments. Comparisons of change in reading age vs actual months allows the school to evaluate rate of progress as well as achievement against conventional norms.

(Very Good)

3.2.3 Analysis of assessment data to monitor students' progress

The CAT4 data and Progress Test data is used to assess the efficacy of the education provision.

The CAT4 data is used in Secondary School to set targets at the start of the year.

Homework, topic tests, and in-class assessment is used as a means of assessing learning. The assessment software previously described also greatly assists this process and allows for efficient monitoring and tracking. Subsequent lesson planning is adapted based on these assessments in order to address concerns. Students have opportunities to evaluate their errors, correct work, and in doing so, learn from their feedback provided which routinely happens following the school's marking and feedback policies. This feedback happens in accordance with policy. This policy is reinforced through work scrutinies performed by middle and senior school leaders, the data of which is recorded centrally in an online database (which is also used for assessing cohort progress).

The greater prevalence of technology provides opportunities for homework to be more 'preparatory' in nature (e.g. reading, making notes), or skills practice. Less lesson time is used for formal assessment, and is instead used for resolving queries, correcting misconceptions, or application of knowledge and understanding at greater depth.



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In addition to traditional means of using assessment information to plan and adapt teaching, advances in artificial intelligence are being adopted by the school to provide bespoke, differentiated learning pathways in reading (Accelerated Reader), and maths, English, and science (Century Technology and Education Perfect).

From September 2021, middle leaders (heads of department and heads of year) utilise external data in order set 'minimum expected targets' in core subject areas, and in all GCSE and A-level subjects.

In the Nursery and Reception, a structured phonics programme together with a mastery approach in mathematics using White Rose has strengthened practice and improved learner outcomes in these key areas. COETL is embedded and children get regular feedback about their attitudes to learning and skills as learners. A similar system for Skills for Success exists in the primary school. (Very Good)

3.2.4 Use of assessment information to influence teaching, the curriculum and students' progress
Teachers have access to a wide range of well-developed systems and trackers to analyse the attainment and progress of individual children. Increasingly, these are used to make good use of this information to plan learning and specify areas of learning that need improving. However, it is noted that this occurs with varying frequency between year groups and departments. The implementation of 'Learning Ladders' from KG to KS4 will ensure greater consistency in formative assessment, evidence gathering, and will allow both teachers, middle leaders (heads of department and heads of year), and senior leaders greater opportunity for quality assurance when it comes to assessment of teaching and learning.

In the primary school, assessment information is collated by senior leadership and analysed on a termly basis which then paves the way for pupil progress meetings, which in turn provide an in-depth overview of student attainment and progress in each class, per term. Appropriate measures are put in place to further support students where assessment



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reviews indicate those students not on track to meet age-related expectations in any specific subject area. Additionally, summative assessment, including GL Progress Tests enables the school to assess the efficacy of the curriculum and identify any changes to the time allocation to topic/skill areas in the following year. This can also be performed at an individual level. In secondary school, assessment of progress at individual and group level for each subject comes from end of topic/unit assessments. Teaching can be adapted accordingly based on assessments and out of class student intervention is also possible, utilising the school's team of teaching assistants and learning support. Pupils have the opportunity to reflect on the outcomes of these assessments and make corrections and improvements and in doing so, develop a greater mastery of knowledge, understanding, and application skills required to be successful independent learners. These assessments are recorded in departmental databases and discussed at line management meetings. Assessments are used effectively to report on pupil progress to set minimum target grades that are, in turn, based on CAT4 and PT attainment which is used as the baseline at the start of the year. These assessment practices are further guided by data from software such as Century Technology, Education Perfect (maths, English, science), and Accelerated Reader. The artificial intelligence components of these software programmes ensures that pupils' learning paths are altered in accordance to the scale of their attainment and progress.

(Very Good)

3.2.5 Teachers' knowledge of, and support for, students' learning

The systems that are established allow teachers to have in-depth knowledge of the strengths and weaknesses of individual students. In primary school, the termly assessment of pupil progress enables the primary school to evaluate the performance of individuals and different groups. On a termly basis, teachers monitor



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progress and identify pupils who require additional intervention to ensure appropriate progress is achieved. Teachers understand the needs of students who are new to English or have special educational needs and importantly know the referral process for access to specialised support. The pupil support programmes are routinely forwarded to staff by the inclusion and EAL departments with advised pedagogical approaches relevant to each child.

In secondary school, formal assessments are more regular as described above, and intervention both inside and outside of the classroom is facilitated. In EYFS classes, assessment is ongoing, primarily through observation of writing, play, phonics and reading. Marking and feedback policies exist in all parts of the school. These were adapted during the pandemic as the exchange of books was considered unsafe. However, the necessity for feedback, whether verbal, typed on seesaw, OneNote, or via Teams chat was the most common means of providing constructive, comprehensive feedback. Reporting systems and termly parent teacher consultations allowed for pupils, parents and teachers to consult on progress on learning.

It was noted that in the **ADEK parent Survey this year (AY2022-23), 90% of parents reported “The nursery/school frequently communicates with me about my children's progress and performance.”** This is significantly higher than the Abu Dhabi Schools average (74%), the British schools average (75%), and of schools with the same Irtiq'a rating (70%) and schools with similar tuition fees (57%). On every parameter related to communication regarding teaching and learning, the school was higher than every benchmark. **(Outstanding)**

Next steps for assessing learning:

1. Use assessment data with rigor to cater for all abilities, including the high attainers and G&T students.
2. Encourage students to respond to their teachers' written suggestions so that they can improve the quality of their work even further.
3. Provide more opportunities for students to evaluate the work of each other so that they can improve their

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PS4: Curriculum

4.1 Curriculum

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



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PS4: Curriculum

4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
	<p style="text-align: center;">4.2.1</p> <p style="text-align: center;">Modification of curricula to meet the needs of all groups of students</p> <p style="text-align: center;">4.2.2</p> <p style="text-align: center;">Enhancement, enterprise and innovation</p> <p style="text-align: center;">4.2.3</p> <p style="text-align: center;">Links with Emirati culture and UAE society</p>	

Next steps for curriculum leaders:



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PS5: Protection, care, guidance and support of students

5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
<p>5.1 Health and safety, including arrangements for child protection / safeguarding</p> <p>In the last inspection, the school was rated 'Outstanding' in all parts of the school on 5.1 Health and safety. To maintain and develop the high standards of care, guidance and support of students we are utilising the online system ('Wellbeing Manager') to further improve the rigour and monitoring of wellbeing and safeguarding concerns. We share our updated child protection policy with Amity parents and staff via the school website, Newsletters, on our school child protection noticeboard, and through staff training, with reviews throughout the year. The students are encouraged to share all their concerns with teachers, tutors, safeguarding leads and counsellors. All staff are trained on the school child protection policy, as well as through the Educare safeguarding training. Child Protection/safeguarding training is a main part of every year's induction programme. Further training sessions take place during the academic year, for example when new staff join the school. The school has six child protection officers assigned all of whom have level 3 safeguarding training. There are also 62 first-aid trained staff across the school.</p> <p>The school has implemented very effective arrangements to protect students from all forms of abuse and bullying. The school follows a positive behaviour and anti-bullying policy. Anti-bullying week and children's mental health week, online safety week are annual events. Members of pupil voice are involved in planning and leading the events. Primary/secondary children at AIS sign an e-safety agreement and the e-safety policy is updated and shared with parents on an annual basis. Secondary pupils also sign a code of conduct that is in their planners. The 2022 ADEK parents' questionnaire results show</p>	<p>5.1.1 Care, welfare and safeguarding</p> <p>5.1.2 Arrangements to ensure health, safety, security</p> <p>5.1.3 Quality of maintenance and record keeping</p> <p>5.1.4 Suitability of premises for all students</p> <p>5.1.5 Provision for and promotion of safe and healthy lifestyles</p>	<p>The school has rigorous safeguarding policies and procedures, including child protection, behavior and e-safety. These are made available to staff, parents and others on the school's website and in paper format. Training arrangements for safeguarding are regular and robust. For example, designated leads for safeguarding, teachers and other staff have attended the relevant safeguarding training. They are very clear about the different types and signs of abuse, how to keep students safe and to protect themselves from allegations.</p> <p>Parents have received support on how to keep their children safe from cyber-bullying. 'Anti-Bullying' assemblies across the school and very well-planned lessons focus on all forms of safety issues, including e-safety, and how to promote positive relationships in the school. Discussions with senior students and others across the school indicate that students have very good knowledge about cyber-bullying and are very confident to ask for help when needed.</p> <p>Health and safety committees undertake frequent and thorough risk assessments on the premises and resources. The school makes regular checks on fire equipment and electrical appliances. Fire marshals help students and staff to evacuate the buildings safely and calmly in the event of an emergency. Supervision of students in all parts of the school is exceptionally well managed. The bus supervisors check students' temperature, ensure that students wear face masks and put their seat belts on their journey to school and home. The school keeps detailed records of accidents and incidents, including subsequent actions.</p> <p>The school premises and facilities provide an excellent learning environment that supports the</p>



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that 95% of parents feel that their children are happy in school, 97% say that safety is considered a high priority by school staff. Staff deal sensitively and effectively with students' needs and concerns. To ensure the health and safety of the pupils and staff members, the management and OSH committee has developed all the relevant procedures in concordance with Abu Dhabi OSH guidelines and these are reviewed quarterly and annually. This includes the development of an OSH policy which has been updated in 2021 following the school's categorisation as a high-risk entity due to the size of the campus and the number of people on site. To manage the increased administration required (legal compliance procedure, contractor management procedure, management of change, competency, communication and consultation, inspection and audit, OSH performance monitoring, document control and record retention and management review), a new OSH coordinator has been trained (IOSH) and appointed. AIS keeps comprehensive records of fire drills, evacuation procedures and other incidents, with the clearly stated action taken, to prevent their recurrence. The school also has other protocols e.g. lost/missing child protocol, and emergency school closure, and school trips. School clinic staff are well trained and show great care of students and staff. Routine checks are carried out and detailed records kept and updated on ISAMS (the school's management information system). Relevant medical information is shared with staff in the school via the MIS. Pupils feel safe in the school and are appreciative of the care provided in the onsite medical clinic. The clinic employs 3 trained nurses, 2 female and 1 male. The premises, equipment and resources are outstanding and very well suited to the educational needs of all students, including those with special educational needs. Healthy eating, health and wellbeing and sport are encouraged in all aspects of school life. School meals and snacks provided by ALOFT catering are consistent with the

needs of all students. There are lifts, electronic escalators, ramps and suitable toilet facilities for students, staff and visitors who have mobility difficulties to use. There are ample spaces for intervention programs to support SoD and very well dedicated places for individual support, group work and independent study.

The clinic is highly organized with extra facilities for quarantine. Medical records and medications for students and staff are stored in securely locked cabinets. The school nurses conduct regular health checks on students, including their weight and height, and monitor their medical needs such as allergies, diabetes and asthma very effectively.

Students who have medical needs are very well known as individuals to the nurses and staff in the school. For example, the nurses administer medications to students when required and report to parents. They keep extra Epi-pens in the clinic so that they can urgently attend to the needs of students who have severe allergies. Nurses also provide very good support to students on sanitization, dental health and hygiene and healthy eating. They also offer support and guidance to staff and parents on how to monitor their weight and any underlying health issues that they might have. Before COVID-19, the nurses provided first aid training to staff, and allergy awareness to students, staff and parents.

The school gives a high profile to students' healthy living. There are excellent opportunities for students to engage in physical activities, including 'Run daily for a mile', Swimming Galas, sailing, canoeing, yoga, gymnastics and games. The school offers lessons on nutrition to support students' healthy eating. A few of the snacks that students from Phase 2 bring from home do not fully support a healthy eating habit.



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school's policy on the promotion of healthy food choices and no 'junk' food. The school offers a weekly programme of physical education and swimming to all students to promote healthy living and older students take a module of sailing each academic year. The wellbeing calendar promotes safe and healthy lifestyles.



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PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
<p>In the last Inspection, the school was rated 'very good'. Since then, steps have been taken to develop and improve the care and support of pupils, through further staff training in safeguarding, special educational needs and differentiation. Staff at Amity know their students exceptionally well and relationships are built on mutual respect and kindness. Behaviour management strategies are well embedded and highly effective. Although the behaviour of all students is exemplary, decisive action is taken should a child require additional support or guidance to follow the school code of conduct. A clear positive behaviour policy is in place as well as robust recording and monitoring systems. The PSHE (incl. Moral Education) curriculum supports us with instruction on forming excellent relationships, behaviour and well-being. The school keeps records of attendance and punctuality with attendance currently at 94%. Systems for managing attendance and punctuality, including follow-up of unauthorised absences and lateness, are effective and each term excellent attendance is celebrated. An attendance officer is now in post. Should students fail to arrive at school parents are contacted and letters are sent home and these students are then monitored closely. The clinic employs 3 trained nurses, 2 female and 1 male. There are also 62 first-aid trained staff across the school. If and where necessary, the clinic will produce individual care plans for pupils. The work in the clinic and around the school is supported by a robust first aid policy, updated 2021. The school conducts termly fire-drills and has completed a lock-down practice in light of the current political climate. There are clear procedures for identifying students with special educational needs. Amity has a team of dedicated, specialist staff with the expertise to lead the</p>	<p>5.2.1 Staff and student relationships and behaviour management</p> <p>5.2.2 Promotion and management of attendance and punctuality</p> <p>5.2.3 Identification of students with special needs, gifted, talented</p> <p>5.2.4 Support for students with SEN and the gifted and talented</p> <p>5.2.5 Guidance and support for all students</p>	<p>The school provides a welcoming learning environment where students and staff work in mutual respect. Relationships between students and students are very positive. Procedures to manage students' behavior are highly effective. For example, the school shares the behavior policy, rules and code of conduct with parents and their children at the beginning of each academic year so that they know what is expected of them. Teachers reinforce positive behavior for learning in lessons and consistently deal with any undesirable behavior in a calm and constructive manner.</p> <p>Parents say that they are very well informed about their children's behavior and attitudes to learn. For example, the school counselors contact parents when there are concerns about their children's behavior and provide them with very good support and guidance on how to support their children's social and emotional skills at home and beyond.</p> <p>The school promotes attendance and punctuality very effectively. For instance, the school counselors and the attendance officers have established very strong links with parents, conduct follow-up calls and send them e-mails to find out about the nature of their children's absence and punctuality. They help parents understand the importance of attendance and the impact it can have on their children's achievement. Senior leaders undertake learning walks in corridors to ensure that students are punctual to lessons. The school leaders rightly acknowledge students' efforts in attendance and punctuality and reward them accordingly. The attendance is above the national expectations and it is very good.</p> <p>The school has comprehensive systems and processes to identify</p>



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identification process, in conjunction with teaching staff and support pupils who have additional needs through individual education plans. The academic team works alongside class teachers/tutors to identify students who are gifted and/or talented. Gifted and talented pupils are identified through rigorous procedures and the school scholarship programme. Teachers ensure their planning is tailored and differentiated to meet the needs of Students of Determination and Gifted and Talented pupils as well as opportunities for participating in UAE, BSME and other national and international competitions.

Opportunities for excellence are promoted across the school, across a range of academic, sporting and performing arts. However, the school recognises that this is an area for further development in future years. The school's admissions procedure is highly inclusive. School counsellors, Inclusion staff and the child protection team provide regular advice and guidance about academic progress, concerns, and well-being, with the school counsellor also providing support to staff and families. Training has supported an inclusive approach for all pupils.

The school provides excellent facilities and resources which include necessary modifications for the range of special needs.

Individualised planning and effective review procedures ensure that the students' needs are fully met and parental contributions are regularly sought. As a result, most students make excellent progress.

Student survey results show that students feel very comfortable asking questions and sharing their concerns with a range of adults in school, especially their class teachers and the pastoral team.

The care and support given by staff ensures that students consistently achieve success and flourish in their learning. The Leuven Scales of Involvement and Wellbeing are implemented in the Foundations Stage and KS1 to monitor and track pupils' wellbeing and involvement. KS2 and Secondary pupils complete termly wellbeing surveys, allowing the school to track, monitor and

SoD and G&T students. Teachers and the special educational need coordinator (SENCO) observe students, quickly identify and categorize them based on the level of their needs. Such information is also shared with parents. The SENCO helps parents to make referrals to professionals, including child psychologists and speech and language therapists and devise IEPs for students. The SENCO also trains teachers and support staff on how they can meet the targets set for SoD in their IEPs.

The G&T coordinator also liaises with parents to discuss their children's gifts and talents. The school also uses CAT4 data to identify G&T and students who require additional support. G&T students are provided with a range of extra-curricular activities to optimize their learning and to develop their leadership skills. These include reading in English, art, drama, chess and sports such as swimming, sailing and football.

The support provided for SoD and G&T are carefully considered and very well matched to their outcomes. Intervention programs in the school enable most of the SoD to make the best possible progress that they are capable of, academically and personally. In the most effective lessons, G&T students receive a high level of challenge in lessons that maximizes their learning. However, this is not consistent across the school.

Students' personal development and academic guidance are very well monitored and supported. Admission arrangements are very well organized. For example, in FS2, parents and their children visit the school to meet the teachers and to help children be familiar with the classroom routines.

Transition between phases is very well supported. For example, before COVID-19, students from Year 7 used to conduct workshops for Year 6 students and talk to them about their expectations in Phase 3. In all phases, teachers meet students before the beginning of the academic year to get to know them and to help reduce their anxiety.



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implement necessary interventions. Although academic support, intervention, and career guidance exists for older pupils, and although all pupils have a Unifrog account, its use is varied amongst the pupil body. From August 2022, higher education preparation and careers options will become a key focus of a new Inaugural Deputy Head Sixth Form appointed.

Teachers also welcome SoD and their parents to the school and answer any questions they might have. In Phase 3, teachers provide very good support for students about the subjects that they would like to study in Phase 4.

Visits by professionals from different careers such as doctors and artists, and links with external higher educational establishments such as Amity University in Dubai along with dedicated guidance help to prepare students very well for different career pathways.

Discussions with students from phases 3 and 4 indicate that they receive very good support and guidance on the career choices, including career fairs and plans for work experience. However, the school has not explored ways to use its strong links with business institutions to further support and invest in students' career guidance.

Next steps for leaders:

1. Help students understand the importance of healthy eating and the impact it might have on their health and wellbeing, particularly in Phase 2.
2. Provide extra support and challenge for the G&T students in lessons.
3. Strengthen the links with business bodies and institutions to support students' careers guidance even further.



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PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
<p>The principal, installed in September 2019 following his promotion from vice-principal and head of secondary established a clear set of KPIs for the school. The strategic vision of the school forms part of the induction process for all staff.</p> <p>Governors for the school are aligned with the strategic direction of the school and act as a critical friend in helping to steer the school's ambition to be leading British curriculum school in Abu Dhabi catering for children with a range of talents and interests with an inclusive agenda.</p> <p>Interviews with new staff look to identify the capacity to deliver upon that vision and staff appraisal, especially that of middle leaders, looks to assess how well staff are aligned to deliver it. The school, department and year group development plans are similarly aligned with meeting this vision.</p> <p>The website was updated in AY2021-22 and included a promotional video to help illustrate what the school is aiming to achieve. The parent handbook has also been expanded to include a fuller account of the school's vision and direction.</p> <p>The school's vision, which is broken down into seven parts (Academic, Pastoral, Co-Curricular, Admissions and Marketing; Staff; Facilities and Campus; Operational) are underpinned by the UAE National agenda and Emirati priorities, and the necessity to establish a fully inclusive school (Outstanding)</p> <p>6.1.2 Educational Leadership</p> <p>It is evident from the achievement data over the last three years that there have been significant uplifts in attainment and especially progress across the school. This is due to the focus on optimising student achievement. This has been a core element of the school's development plan. It has been driven not only through the deployment of improved systems of teaching, assessment, tracking and monitoring, but also through the</p>	<p>6.1.1 Vision and Direction</p> <p>6.1.2 Educational Leadership</p> <p>6.1.3 Relationships and Communication</p> <p>6.1.4 Capacity to Innovate and Improve</p> <p>6.1.5 Impact on and accountability for school performance</p>	<p>Leaders at all levels, including the principal articulate a very clear vision and direction for the school. They share such vision with staff and the wider school community. Leaders at all levels are very committed to the UAE national and Emirate priorities, National Agenda and inclusion. For example, the school has recently taken part in PISA examinations. To achieve and to monitor such targets, the school reviewed its curriculum and provided training for staff to help a large majority of students attain levels that are above the national and international standards. Provision for SoD is very well organized. There are trained staff to support SoD and the low attainers.</p> <p>The senior leaders are very experienced practitioners, demonstrating professional competence and leading on the very good performance in the school, especially in the English medium subjects. They have improved Arabic as a first language from acceptable to good in all phases, and attainment in Arabic as a second language from weak to acceptable in all phases as well as the progress to good in Phase 2. In social studies, students' progress has improved from good to very good in Phase 2.</p> <p>Senior leaders demonstrate a thorough knowledge and understanding of the best practices in teaching, learning and assessment. They have been very successful in upskilling new staff to teach different subjects in the school and to lead on the subjects such as Arabic as a first and second language. They have trained new leaders on succession planning. This builds and empowers individuals and teams to support each other and to strengthen the school's capacity. The importance of this area is demonstrated by the recruitment of teachers to teach mathematics and science with the expertise in the</p>



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school's focus on establishing greater pupil self-confidence, character and skills development, and student learning. This culture has been achieved by finding the balance between celebrating high achievement publicly, whilst at the same time promoting a growth mindset in those that are not yet of a high standard. These uplifts and improvements are the product of the school's outstanding leadership team.

At the time of the last inspection, it was evident that leadership responsibilities were not appropriately distributed. Heads of departments have now been appointed in the secondary school (there were none in the previous inspection) and Heads of Year have been appointed in the primary school. There is now a broader administrative and academic senior and extended senior leadership team. The academic senior and middle leaders have a thorough knowledge of the curriculum and middle leadership are increasingly held more accountable for attainment and progress; a significant development since the last inspection. In the Primary school the curriculum has been rewritten and across the whole school all schemes of work have been reviewed and adapted ensuring best practices, innovation, creativity and effective and personalised differentiation are embedded. Since 2019, there has been a much greater focus on middle leadership accountability and the optimisation of student achievement. The increase in external assessment tools across the school and software that facilitate more regular assessment of attainment and progress are testament to this. The principal has been heavily involved in facilitating training on the effective analysis of data to evaluate outcomes, and the targeting of specific intervention and differentiation in planning. This is an on-going area of development and training has continued throughout AY2021-22. Furthermore, the expansion in the inclusion resources; (both teaching staff and teaching and learning assistants, including an ADEK award-winning Head of Secondary EAL) are further

English National Curriculum. Overall, leaders have raised teachers' expectations in all subjects, including the Arabic medium subjects. However, some aspects of leadership, such as the strategic use of assessment data by a few teachers is not fully embedded. The school is aware of its priorities to further improve all subjects to be outstanding.

The school leaders have acknowledged that there is more work to do to improve the school's work, to resume its full extra-curricular activities after COVID-19 and to provide more training for the middle leaders, particularly in Arabic so that they can support and hold teachers more to account for students' performance.

Relationships and communications with all stakeholders are very professional. Morale throughout the school is very positive. Discussions with a group of teachers and support staff, show that they enjoy working in the school and are very committed to school improvement.

Staff say they have very clear roles and lines of accountability. Teachers plan together and share best practice. They set themselves targets and work towards achieving them, and senior leaders hold them accountable for students' achievement. For example, the school leaders observe lessons and check students' attainment and progress information with teachers to verify their evidence. They ask the SENCO, teachers and support staff how they are helping students to narrow the gaps in their learning. Leaders have improved students' performance from good to very good overall, and eradicated weak attainment and progress in the school.

The school leaders ensure that the school is fully compliant with ADEK requirements. For example, they ensure that there are suitable and qualified staff to teach the required curriculum. They conduct thorough checks on the premises and resources to keep students safe. Premises and facilities provide extra enrichment activities that help



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testament to the drive to be a fully inclusive school that caters for all abilities. The school is proactively inclusive and meets the needs of all students. Prior to joining the school all children identified as SEN are met and the inclusion team and parents work together to plan a curriculum programme that is appropriate. This process is the same for emotional and social needs.

The appointment of senior and middle leaders has been assisted greatly by the school's improved reputation and recognition internationally. As a relatively new school, there has been change in the senior leadership as the school has expanded its education remit to include secondary, and sixth form. The school opens Year 13 for the first time in AY2022-23. There has been augmentation of the senior leadership team, most recently with the appointment of the Head of Arabic to the position of Head of MoE curriculum who now sits on the SLT, and where necessary, greater experience and/or skills more closely aligned with the school's vision and aims have been appointed both at senior and middle leadership levels. All middle leaders are expected to ensure that the all pupils under their charge are catered for by the curriculum and in doing so, an inclusive culture has been established.

A new Deputy Head position was appointed in September 2022 to oversee co-curricular provision post pandemic and another to re-establish community involvement in the school. The impact of these two appointments is evident in the parent surveys: "The nursery/school has an excellent extra-curricular programme/activities" = 83% (norms: Abu Dhabi schools = 60%; British schools = 57%; Schools with same tuition fees = 56%)

Great effort has gone into ensuring the school is comprised of a senior and middle leadership team that is inclusive of very able and talented leaders, capable and driven to deliver high student achievement. Professional Development is provided as required for all leaders (e.g. five members of staff and one governor have been trained as BSO inspectors, three school leaders attended the future schools lecture

students of the different abilities to fulfil their potential. Therefore, the school's capacity to improve is very good.



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series from Abu Dhabi University, one member of staff has completed their NPQH whilst a Deputy Head), and also provide support for schools around the world (e.g. providing lessons in IT and mathematics to schools in India, and lectures on computing and artificial intelligence and school curriculum design to the Ministry of Education in Uzbekistan. The Principal upon request from ADEK has acted as a facilitator for the University of Auckland's 'Growing Great Leader's' course for another Abu Dhabi School that is part of the School Improvement Pilot; an initiative that will be extended to other schools in AY2022-23. Members of the senior leadership and middle leadership, including the principal, have been invited to be a panelists in a range of webinars at education conferences across the Middle East, and at the Abu Dhabi annual CPD conference (which is scheduled to be run at Amity International School in 2023), with other outstanding schools. The leadership have identified that pupils of higher ability need further support, that opportunities for enterprise needs augmentation, and that the careers programme needs enhancement. As a result, from September 2022, these will be areas of focus. A Head of Sixth Form has been appointed for September 2022 for this purpose and to grow the Amity Horizons programme which features a new mini-MBA programme run collaboratively with the award-winning Amity University, Dubai.

(Outstanding)

6.1.3. Relationships and Communication

After a very turbulent year of often high anxiety amongst staff, parents, and to a lesser extent pupils, the school's leadership has been shown to be highly effective in its communication with staff. This has been expressed in many parent comments and testimonials. Since the new principal was promoted, there has been a move for greater distributed leadership. A higher proportion of the budget is dedicated to remuneration of middle leaders and the devolved responsibility has empowered individuals and teams to take on more responsibility for the education



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outcomes of their year groups/departments and the pupils under their charge.

During the pandemic, the school had to make difficult decisions in order to protect the wider group of schools to which it belongs. Due to the nature of the demographic of the school, the school was highly vulnerable to pupil attrition.

However, through the last academic year, the school has worked hard to support staff and have even increased packages and benefits; in many cases considerably. They have taken great care to protect staff who have felt anxious because of the circumstances by supporting them with counselling and buddy systems. Where conflict between the interests of the school and staff individual interests are evident, the school has looked to seek settlement without conflict as far as possible.

Although internal training for middle and senior leaders is provided, further external middle leadership training is being sought as part of the induction in August 2023, drawing on the learning from the 'Growing Great Leaders' course provided by ADEK and the University of Auckland, for which the Principal was a facilitator. (Very Good)

6.1.4 Capacity to innovate and improve

AY2020-21 forced the school to reevaluate its priorities. The school was fast to adapt to establish new systems and means of meeting key objectives. These were administrative, financial, and academic in nature. As a result, leadership showed great ingenuity, adaptability and resilience in order to keep attainment and progress as high as it was. The school has repeatedly been heralded as a beacon of excellence when it comes to adaptation to the pandemic by both parents and ADEK.

Moving forwards in the post-pandemic era, the distributed leadership and accountability has helped elicit clear and accurate understanding of the aims moving forwards. Whilst teaching and learning will remain the focus, new priorities have arisen and so in September 2021 the school



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development plan was updated. The new plan included the means to address all the areas highlighted in the annual self-evaluation, together with areas associated with curriculum and co-curriculum design (standard 4) and student personal, social and self-development skills. The embedding of enterprise, entrepreneurship and independent study and creativity were also key priorities in the school development plan, and links with the wider community.

As is evident in this self-evaluation and in the significant improvements in student achievement, there is much to celebrate. However, the school aims to continually improve and as a result, a new school improvement plan and renewed vision that more closely addresses local, UAE, and global priorities will be established and communicated in September 2022 following governor ratification. (Outstanding)

6.1.5 Impact on and accountability for school performance and standards

The school's achievement and progress together with the increased popularity of the school and its high approval rating with current parents and students is testament to the innovation and successful development by its leadership team.

Senior leaders have initiated new scholarship programmes to help create a culture where excellence is celebrated (e.g. the school Minerva programme). Bursary programmes to support students who might otherwise have their education interrupted, entrepreneurship, sustainability initiatives, and collaborations with university and local business, including the nearby hydroponics farm (who are working to design a bespoke sustainability and enterprise project for Amity) are all products of the innovation strategies implemented by its school leaders.

New BYOD programmes and artificial intelligence-based software have been incorporated into the curriculum to help improve learning outcomes in maths, English, science, reading, and very soon, Arabic. Leaders and governors share much greater collective



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responsibility than ever before and attainment and progress are now much higher of the priorities of the school.

Since the new principal took over in September 2019, there has been much higher adherence to statutory and regulatory requirements, including staff approvals and adherence to health and safety requirements. The school has regularly been praised for the manner in which it handled the pandemic by both parents and health and safety inspectors. (Very Good)

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PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
<p>6.2.1 Process for school evaluation The self-evaluation process was rated good in the last inspection. It was noted that although moderation was evident, the lack of sufficient external, standardised data made the self-evaluation challenging. This has now been resolved, and systematic as well as rigorous processes are evident. Self-evaluation occurs at both the class level, department/year group level, and at the whole school level and all staff are given training in the self-evaluation process. The school is now in a position to present both international standardised assessment (GL Progress tests; GCSE outcomes vs CAT4 data) and can compare student achievement from software tools. For example, the use of Accelerated Reader and the associated Star Assessments has been a crucial element of the school's approach to improving standards of reading in the school which is such an important element for widening access to the curriculum and for driving independent learning. This data has facilitated far greater systematic and rigorous self-evaluation. Evidence from across the school has been collated. This has included wide-scale lesson evaluations and work scrutinies using a process that has been recently modernised and updated drawing on the support and guidance of leadership from other outstanding Abu Dhabi schools. Middle leaders have been trained on the use of the lesson evaluation and work scrutiny process and there has been wide contribution to the lesson evaluation and work scrutiny database accordingly. The use of moderation to ensure accurate and reliable internal teacher assessments is evidenced and in core subjects where external standardisation is less available (e.g. Islamic studies, social studies) moderation with other schools has begun. The development plan that was</p>	<p>6.2.1 Processes for self evaluation</p> <p>6.2.2 Monitoring and evaluation of teaching and learning</p> <p>6.2.3 Processes and impact of improvement planning</p> <p>6.2.4 Improvement over time</p>	<p>The school's self-evaluation report (SER) is comprehensive. It includes the views of teachers, support staff, parents, other stakeholders and sources of information such as the internal assessment and external examination data. The Heads of Departments have also devised their action plans and subject SERs to feed into the whole SER. This enables the senior leaders to highlight the school's strengths and to identify the key priorities for the school improvement.</p> <p>Senior leaders have very good systems in place to evaluate teaching and learning and to verify its impact on students' attainment and progress. For instance, they conduct learning walks, observe formal lessons and offer detailed feedback to teachers so that they can improve students' education. Middle leaders support staff to plan lessons, but a few of the leaders are not monitoring the quality of their subjects with rigor to further improve students' outcomes, especially in Arabic as a first and a second language.</p> <p>The school's development plan (SDP) has strong links with SER. SDP includes the school's priorities for improvement with measurable timescales and a system for monitoring and evaluation of the school's actions. It also refers to the strategic actions to address the school's recommendations from the previous inspection as well the UAE national priorities such as the targets for the large majority of students to meet the TIMSS and PISA expectations. It has resulted in very good improvement in the school's work. For example, students have improved their speaking and reading skills from good to very good overall in English. In mathematics, students are very confident to solve problems. However, in few lessons, assessment information is not always very well used to identify</p>



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updated in summer 2021 identified priorities from effective self-assessment. The self-evaluation was comprehensive and was based on pupil attainment, parent comments from surveys and qualitative forums, teachers, and governor priorities, as well as the opinions and insights of the senior leadership team.

To inform the judgements on the self-evaluation, evidence was collated from a large variety of sources, as evidenced in this account. This included stakeholder feedback such as parent surveys (the data of which is referenced regularly through this survey) and pupil surveys (such as in the section on wellbeing), Parent Consultative Committees, the Pupil Council, and individual meetings with school staff. Staff views have also been collated as well as year group, departmental and individual meetings.
(Outstanding)

6.2.2. Monitoring and evaluation of teaching and learning in relation to students' achievement

Tracking and monitoring practices have improved significantly since the last inspection. New external standardisation measures have been introduced and these are used to evaluate the core education provision at the school. Systems of periodic assessments occur across the school and these are used to report on progress to age related expectations (primary and early years) or their GCSE target grades (secondary). Now that the school has, in some cases, four years of GL progress tests, we are also able to see improvements in stanines from one year to the next and in doing so, measure the progress to individual students, and the groups and cohorts to whom they belong. This academic year, the school decided has begun to embed "Learning Ladders" to allow for more effective monitoring and tracking of attainment and progress from Nursery to Year 6 and in Arabic, Islamic Studies and Social Studies. Specialist teachers in Year 3 to Year 6 are assessing using Learning Ladders. Into Year 6, Accelerated Reader, MyOn and Century Technology were also rolled out which has contributed greatly to

gaps in individual students' performance and to quickly improve students' learning.

Overall, the school has improved students' quality of education to be very good and dealt very efficiently with the challenges related to COVID-19. It has acted on almost all of the recommendations noted in the previous inspection report. For example, there is no weak attainment and progress in the Arabic subjects. The school has improved students' attainment and progress in the English medium subjects to be very good overall.



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some of the remarkable improvements seen in attainment and progress in this year group. Monitoring of pupil progress is done at middle and senior leadership levels. Across all schools, senior leaders are actively involved in the planning process and cross check with curriculum standards and objectives to ensure robust coverage. Systems to assess the quality and effectiveness of lessons are secure and include, lesson observations followed by lesson evaluations which are recorded into an online database using Microsoft Forms. Pupil work scrutinies are also conducted and the data is collected in a similar fashion so that pupil progress can be further examined. The establishment of these systems needs embedding in the new academic year. However, the school has tested them this year and is on track to embed them as 'business as usual' for live reporting and live tracking in the new year. (Good)

6.2.3. The processes and impact of school improvement planning
It is evident from the raised attainment and progress across the school, as well as the exceptionally high parent satisfaction, that the school improvement planning has been effective.

The school's improvement plan was updated in summer 2021 at the end of the previous two-year cycle. The plan was updated based upon the self-evaluation (see 6.2.1) and upon any revised strategic aims for the school which will be finalised in September 2022.

Innovative approaches to assessment, student tracking and monitoring, assessment for learning, and provision for different types of learners are being factored into the plans as a priority as well as the National Agenda with its focus on improvement in the quality of teachers, effective leadership, and academic performance in PISA, TIMSS and Arabic language.

In light of the renewed vision and strategy in the post pandemic era, and following the Irtiqa'a inspection of June 2022 and the BSO inspection of October 2022, the school will revise its development plan accordingly



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(Very Good)

6.2.4 Improvement over time

There has been significant progress in addressing nearly all of the recommendations in the previous inspection.

With reference to the areas for improvement in the last inspection: Arabic standards have improved although it still remains an area of focus, especially in Secondary. The new head of Arabic has been in post since February 2021 and has begun a new development plan to resolve ongoing concerns. It is intended that re-launching the newly improved ALEF programme and better tracking and monitoring software will help with this aim.

Islamic education has undergone significant improvements, in part because a designated head of Islamic studies was appointed in September 2021. Collaboration and moderation with other outstanding Islamic studies departments has helped address the expectations of teachers and pupils in this subject

■ Social studies has also seen improvement. Collaboration with other humanities. It is noted that it has not made the same advance as Islamic studies and therefore, it remains an area for development.

■ Mathematics, English and science standards have seen highly significant improvements as referenced in Standard 1 and in the attainment and progress data. Reasons are provided in Standard 3, 1.3., and elsewhere in Standard 6.

■ Opportunities for pupils to improve enterprise skills have increased significantly. Whilst it was recognised that they were already strong in secondary, the school has since launched its own Inquiry, Innovation, & Enterprise course at Key Stage 3, a mini-MBA programme with Amity University Dubai. Meanwhile, in the primary school, enterprise and entrepreneurship features as a core component of the KS2 curriculum and pupils have conducted business research and presented their own business ideas as part of their topic work. There have been some international and national recognition for enterprise and entrepreneurship. One Year 10 pupil recently won the DIDI-Louvre gallery design project; she competed



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against 12,000 pupils internationally. Another, had his design created for the EXPO young innovators competition but many of our Year 7, 8 and 9 students submitted entries. The also has a has been added so all pupils from Year 7 to 11 have specific focus on this area. Similar programmes will be rolled out in the upper and lower primary. Pre-pandemic, we were able to set up enterprise projects and enterprise days where students have set up stalls. We look forward to being able to relaunch these in AY2022-23.

█ Innovative skills have been incorporated across the curriculum and, as is the nature of innovation, further plans are incorporated on an ongoing fashion into the curriculum and co-curricular programmes next year including BYOD installation into some primary year groups and AI based software in Arabic, Islamic, Social studies, English, maths, science and reading. These developments will also help with the improvement in learning skills in Arabic which, although notably better, still remain an ongoing concern. They will also increase the challenge for more able learners in this subject and provide more consistent data to inform planning

█ Provision for SEN students is now outstanding. Although there is now a very active 'Minerva' programme to cater for higher ability students in the secondary school, similar provision now needs to be embedded in the curriculum and co-curriculum in other parts of the school.

█ The CPD programme has been expanded but plans are underway to embed this more firmly in the calendar. Two new assistant heads dedicated solely to standards of teaching and learning have been appointed to drive this programme from September 2021.

INDUCTION/EDUCARE/NPQH/ Matt Worth Masters/ Examples of PowerPoints provided by SLT in Kirsty/Ondine/

█ The governor stakeholder representation is expanded from September 2021 with two new governors. One of these is a member of the executive council for Abu Dhabi and the other is a principal and entrepreneur and will have a focus on the standard of the



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school's curricular and co-curricular offering. Parent advice is taken via surveys and from parent consultation committees and the summaries are submitted to the governing body.

The quality of standardised benchmarked data to inform leaders and the governing board of the overall academic performance has seen undergone huge improvement (see Standard 1 and assessment data). (Very Good)

Next steps for leaders:

1. Assist a few teachers in all subjects so that they consistently know how to use assessment data to identify those students who are not meeting their performance targets.
2. Strengthen the roles of the middle leaders to further monitor all subjects effectively and how to hold colleagues more accountable for students' performance, especially in the Arabic medium subjects.
3. Make sure the strategic use of data to inform teaching is fully embedded to optimize students' achievement further across the school.



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PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
<p>6.3.1 - Parental Involvement School partnerships with parents were considered 'very good' in the last inspection. Since then, there has been continued efforts to increase parental involvement. This has culminated in very high ratings for parent involvement in ADEK Parent Surveys ("The nursery/school has many parents' activities to encourage our involvement in the children's education" = 76%. Abu Dhabi Schools Average = 61%; Schools with Similar Tuition Fees = 60%). Through the pandemic, intermittent distance learning has forced the school to evaluate and augment its systems for parent involvement in learning. Subsequently, there was much higher active participation and intentioned involvement of parents in the learning process. Through AY2021-22 alone, the school has launched the following improvements: A new parent portal, using our ISAMS platform, to communicate news, timetable information, attendance and punctuality, and information on behaviour New standardised email communication Updated formats for newsletters including a school blog New software solutions ("Learning Ladders") that allow pupils to see pupil progress and achievement more regularly (for Primary and MoE curriculum subjects). New parent community events (e.g. coffee mornings, water sports events, STRAVA, morning yoga) We have launched a new website and new social media strategy New opportunities for parents to discuss the school on parent consultation committees New software solutions to facilitate to parent consultations A new activity management platform to communicate and manage our vast co-curricular programme and our growing number of trips and excursions and for recording attendance.</p>	<p>6.3.1 Parental involvement</p> <p>6.3.2 Communication</p> <p>6.3.3 Reporting to parents</p> <p>6.3.4 Community partnerships</p>	<p>Parents contribute very well to the life of the school, including involvement in special days and events, such as National and Heritage Days, Eid celebrations and organizations of Sports and Book Days. Parents are proactive in the way they raise funds to aid families that are financially affected by COVID-19. They are very keen to share their cultures and traditions with the school community through events. The school leaders, teachers and other staff seek regularly parents' views on a range of school initiatives, through surveys, questionnaires and meetings, and act promptly upon, their comments and suggestions. For example, the school has sought parents' views on whether the school would provide an on-line or face-to-face learning. This has led to the provision of face-to-face lessons for the majority of students during COVID-19. The school has ensured that there are enough technology resources for staff and students to use in the school. The school has provided computers for families to use at home to support the on-line learning as requested by families. The school has also recruited additional support staff to work with small groups of students in order to adhere to COVID-19 safety rules. However, parents say that they would benefit more from information of how well the school has improved, especially in the Arabic medium subjects since the previous inspection. They would appreciate more activities and events in the school to bring the community together as COVID-19 rules are lifted. Parents value highly the accessibility of teachers and leaders. The school communicates with parents using a very good range of effective methods, including the use of technology and considers the home language. For example, the school employs staff who speak different languages and can communicate in</p>



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This is an addition to our already embedded systems for parent involvement (e.g. Seesaw, Class Dojo etc). These allow teachers and tutors to communicate on matters relating to child welfare, pupil achievement, and operational matters. They also serve as conduit for children with particularly needs. As a result of all these systems, in the recent ADEK Parent Survey AY2021-22, the school yet again eclipsed all norms: “The nursery/school informs me, in a timely manner, of any behavioral problems my children may face”: 86% (Abu Dhabi schools average = 77%; Schools with similar tuition fees: 61%)

The school actively involves the parents in their children's learning. When circumstances permit parents are frequently invited into school for theme days, information seminars and for whole school events (e.g. UAE day, International Day, World Book Day, Sports tournaments and events) enabling them to participate purposefully in the life of the school. Parents respond very positively and attend these with much enthusiasm. Most parents engage with the child's learning and support with homework and projects and take an active interest in their child's progress and attainment. They attend parent teacher consultations (now conducted more regularly online which results in greater parent participation and attendance, and have close relationships with the class teacher or tutor (secondary school).

The views of parents are surveyed annually, both through our own internal survey and via the ADEK Parent Survey which provides valuable comparison with other Abu Dhabi schools. Indeed, it is from the latter that we are confident that parent satisfaction is very high. ADEK Parent Survey AY2021-22 “The nursery/school provides a good education” = 94%. Abu Dhabi Schools = 87%; Schools with similar tuition fees = 81%)

(Outstanding)

6.3.2 Communication

Details of the curriculum are shared at the start of the year in secondary and the start of each term in other parts of the school. These outline

their mother tongue with parents when required. Parents appreciate the way teachers and staff keep them very well informed about their children's academic progress, personal development and wellbeing. One parent spoke highly about the continuous mental health support their children have received since COVID-19.

The school has comprehensive systems to report on students' academic progress, personal and social development. This also includes strengths and improvement points as confirmed through the discussions with several parents and the scrutiny of a large sample of students' reports. For example, parents receive regular reports about their children's academic achievement, efforts, targets, behavior, attitudes to learn, relationships and attendance.

Parents confirm that their children do very well in the school and enjoy the excellent range of extra-curricular activities that the school provides. Parents say that teachers are very innovative as evident in the way they used visual and auditory tools such as videos to enhance and to facilitate their children's learning during remote learning due to COVID-19. Parents are very happy with the way; the school supports students' emotional wellbeing very effectively. However, a few parents would appreciate more time to discuss their children's learning, particularly during open-evening meetings.

Senior leaders use their considerable expertise in international education to provide very good leadership, sensitive to the school's context. For instance, they have established a number of productive partnerships with the local community such as ‘People who help us’, including health professionals to keep the school safe from COVID-19. This is actively demonstrated in the way the school tests staff and students during the pandemic.

The school also works very well with other schools following the English National Curriculum in the UAE,



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the content for all subjects. Each week the class teacher sends home the 'curriculum corner' which provides parents' further insight into the detail of the upcoming weeks learning. 'Class DoJo' is used on a daily basis to share live classroom learning and daily updates in addition to reminders and messages.

Although parent partnerships were considered very good in the last inspection, the recent pandemic has stress-tested our systems and we have identified areas for improvement. That said, they have remained relatively strong. In the last ADEK Parent Survey AY2021-22: "The nursery/school frequently communicates with me about my children's progress and performance" 90% (Abu Dhabi Schools Average = 74%; Schools with Similar Tuition Fees = 57%). Similarly, in the same survey: "The nursery/school provides helpful ideas and tools so I can support my children's learning at home" = 81% (Abu Dhabi Schools Average = 67%; Schools with similar tuition fees 60%). These include a greater frequency of reporting on progress so that we continue to build on the momentum of the current academic year regarding parent involvement. Also, whilst there has been vast improvements in the consistency of assessment and subsequent communication because of the improvements in standardised testing, there does need to be a more standardised conversion to end of year/term ESIS grades. This form of assessment is not standard practice in British curriculum schools so new systems need to be made to fit in with these new ADEK requirements. Curriculum documents will be updated in the new academic year 2021 and all documentation will be upgraded to include all our new systems of attainment and progress tracking and the new parent portal. We are also upgrading our website in the new academic year. The newsletter and our social media channels provide a whole school picture of learning and celebrates achievements and highlights upcoming events. Formal communication is sent using ISAMS by the communications manager;

United Kingdom and beyond to enrich its curricula as evident in the training of staff on the English National Curriculum, the Early Years Foundation Stage and the 'Characteristics of Effective Teaching and Learning'.



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an occurrence that has become a lot more frequent since the start of the pandemic. (Good)

6.3.3 Reporting

School reports are issued termly; two short reports and a full report at the end of the academic year. In addition to this, parents are provided with five Parent Consultation meetings per year, these are well attended. Additionally, an open-door policy enabling parents and teachers to meet as often as required is facilitated.

It has been noted during the self-evaluation that there is inconsistency in the quality of the reporting process and this needs addressing in the new academic year. The new tracking and data assessment strategies and parent portals will assist us with this. The school is also recruiting a new Head of Data and Examinations to look at how we can modernise our data analytics to provide greater insight to pupils and parents and the school is investing in new management information systems with strong analytical tools.

Despite the critique from our self-reflection, it is worth noting that reporting is considered very strong by our parent community. From meetings and from the examination of reports, it is known that parents do consider student teachers' to have a good understanding of students' strengths, interests and areas to improve and that these are reflected in the feedback to parents; verbally or in writing. This is especially true for parents of children with pupils of determination who meet regularly with the Inclusion Team and take part in the writing of their IEPs. Outside agencies are included where relevant and appropriate. In the ADEK Parents Survey AY2021-22: "The nursery/school informs me of any academic or skills gaps and implements the appropriate solutions" = 83% (Abu Dhabi Schools = 69%; Schools with similar tuition fees = 55%).

Parents and pupils are actively involved in discussing the reports and setting targets. Some data shared is against international and curriculum standards and it is a school target to embed this further over the coming academic year.



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(Very Good)

6.3.4 Community national and relevant national partnerships

The school has responded quickly to the relaxation of COVID constraints. In the period before the pandemic, the school was very successful in its sustained social contribution to the local, national, and international communities. There was a wide range of partnerships with external agencies: co-curricular sports providers, theatre, dance, computing, robotics, and many others.

During the pandemic this had to stop. However, as the constraints have gradually lifted, the school has looked to reestablish its strong links with its local community. It was through the necessity to train outside of school that the 'Amity A-Team' was established. This grew out of the STRAVA society that operated within the community outside of school and through the collective interests in triatholons that existed amongst staff, parents and pupils. The school was also permitted to run sailing, which occurs offsite in the adjacent bay. Parents were invited to be part of the multi-activity waters sports society that met each morning. From this, the school restarted its beach clean-up events. As soon as parents were permitted entrance to the campus, the school started its morning Pilates and Fitness boot-camps for parents.

In AY2022-23, there has been a revival of 'Friends of Amity' events run by the parents. They have assisted at our open evening events, and have helped run charity events such as our 'Pink Day' event. This year also marked a very emotional National Day, when, for the first time in two years, the whole community was able to come together and celebrate being part of the UAE. Important UAE events such as commemoration day and flag day are also recognised in accordance with society norms and these are marked as important events within the school year.

Unsurprisingly for a school with such a diverse mix of nationalities as Amity, International Day is a very special occasion. In year's passed, this has been an epic occasion and has served as a means to unify the



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whole community. For the last two years, it has been celebrated within the school campus in class. However, it still serves as an important event in the school year. Sport plays a major role in drawing the community together. Events such as the recent aquathon that was held at Amity with two other Abu Dhabi schools serve as the means to draw not only enrich the learning experience for our students, but to draw our own community together. Amity is an active participant in ADISSA (Abu Dhabi International Schools Sports Association) and interschool events are usually well attended by supporting parents. The school has hosted netball, football, athletics, sailing regattasa, and swimming galas. Amity was also a participating school in the first interschool sports tournament held in Abu Dhabi for two years which was the ADEK Sports cup.

The Performing Arts also plays an important role at Amity. Performing Arts scholars are supported through our co-curricular provision to develop their skills and gain valuable experience from performing. Actors and musicians from Amity performed together on stage at the Expo in Dubai. This was a play and performance of the school's own composition. Musicians from Amity recently performed in the Abu Dhabi Young Musician of the Year competition. One of our Year 7 pupils won the intermediate category, competing against musicians who were significantly older than her. Primary students this year have performed in their production of 'hoodwinked' and secondary students are performing Peter Pan in our 540 seat auditorium in June this year.

With respect to the creative arts, pupils not only take great pleasure in art and design & technology, but they are encouraged to participate in local competitions. This year alone, many secondary pupils competed in the local Deerfields Mall Art competition. One of our Year 11 pupils won the competition. Several of our dancers competed in the BSME dance competitions last year, and one was awarded the runner-up. This year, the school is submitting further entries to this

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competition.

Due to the school's strengths in the performing arts, it was not surprising to see so many pupils participating in the Mawabaty Arts scholarships. Several pupils benefit from the support from this Abu Dhabi initiative.

The community involvement of our pupils also extends to their academic, enterprise and entrepreneurial activities. Amity has had three winners or runner ups in the BSME Creative writing competition in the last three years. In recent weeks, one pupil won against 12,000 international students the Louvre-DIDI design and Innovation Award. We have also had many pupils compete in the community driven Expo2020 Young Innovators Award. One of the pupil's entry was considered worthy by the judges to be converted into a prototype.

Amity pupils are encouraged to consider the ways they can give back to the community. Social Responsibility is part of the Skills for Success framework. By way of example, pupils play an important role at our open evenings and weekend open mornings where they can be seen speaking with prospective parents about their learning experiences at Amity, or performing in the auditorium, the sports field, or elsewhere around the campus.

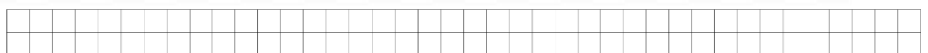
The school staff have participated with other schools within the international Amity community. Teachers have led learning opportunities for schools in India and have provided talks on innovation for schools and the Ministry of Education of Uzbekistan. The school has close ties with the multi-award winning Amity University, Dubai and partnerships are in place to enrich students' learning development and achievements in the secondary school. They have collaborated with the school to set up the pilot mini-MBA programme, the personal brand-equity course, and they have provided campus tours to secondary students. They also provided seminars on forensics for secondary students during science week.

Next steps with parents and partners:



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1. Provide more information for parents on how the school is improving, particularly in the Arabic medium subjects.
2. Re-engage with the community and provide activities and events for parents to attend once permitted to do so.
3. Provide more opportunities for a few of the parents to have extra time to discuss their children's learning during open-evening meetings.





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PS6: Leadership and management

6.4 Governance

Internal Evaluations	Elements	External Evaluations
<p>6.4.1. - Involvement of parents and other stakeholders and impact on the decision-making</p> <p>The Governing body of Amity International School, Abu Dhabi is led by the Chief Executive Officer (CEO) of Amity Education Middle East & Europe as Chairman of the Board, an eminent Emirati leader and member of the Abu Dhabi Executive Council serves as the Deputy Chair, Senior Vice President (Finance), Vice President (Human Capital), Assistant Vice President (Compliance) of Amity Education Middle East and a Senior Principal of a renowned UK educational organization serving as an external advisor.</p> <p>The Governing body offers active support and strategic guidance and direction to the School's Senior Leadership Team led by the School Principal and the School's Management Team comprising of key members that lead Admissions and Retention, Parent & Community Relations and School Operations. Such collaboration with Leaders and Key Members has been a tremendous source of strength to the School in decision-making that has led to positive reshaping, growth and development of the School since the time of inception of the School and ongoing; most importantly during the pandemic phase, distance/online learning timeframes and the School's drive towards a post-pandemic progressive era.</p> <p>School Governors provide clarity of vision, ethos and strategic direction in line with the Amity Education Group strong commitment towards nurturing talent, pupil success and wellbeing, providing world-class learning environments and bringing new and enhanced opportunities to pupils in order to provide an enriching Education (Academic and Co-scholastic) experience.</p> <p>Governors bring their wealth of experience in K-12 Education across curriculums (UK, IB & CBSE) and in the Higher Education landscape,</p>	<p>6.4.1 Involvement of stakeholders</p> <p>6.4.2 Ensuring accountability</p> <p>6.4.3 Influence on the school</p>	<p>The school's governance benefits from representation from school leadership, teachers, parents, and the local community members who have expertise in education such as in the English National Curriculum, IB and CBSE. There are also governors responsible for teaching and learning, curriculum, finance, buildings, welfare, health and safety, including safeguarding and wellbeing. However, there is no student representation within the governing body.</p> <p>Before COVID-19, governors have attended professional development courses to help them strengthen their roles to support the school and to act as critical friends. For example, governors have learned how to conduct learning walks in the school, observe lessons and ask questions about students' attainment, progress, and personal development and wellbeing.</p> <p>Governors bring a wealth of new knowledge and expertise to the school and contribute very well to the work of the school. For example, the governors who are responsible for welfare, and health and safety undertake checks of the school's health and safety policies and procedures to ensure that the school keeps students safe and secure. They conduct learning walks inside and outside the premises to ensure that students remain safe and secure. The governor who is responsible for safeguarding, including child protection is a principal of a school in the UAE, has a regular meeting with the designated safeguarding leads to ensure that all staff have attended the relevant training and know how to protect students in their care.</p> <p>The governing body regularly seeks the views of the wider community to acquire a wider understanding of the school's strengths and needs. Governors support the work of the</p>



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their key competences and life experiences driving resilience and a strong team spirit with the aim to raise expectations of what can be achieved by all pupils and strengthen the involvement of parents and the community.

The Governing body carefully reviews the surveys collected by the School from parents and pupils and considers them in the design of the School improvement plan.

Pupil opinions are gathered through surveys, pupil council meetings and other pupil groups. Staff feedback have been gathered through the TES Staff Pulse and regular meetings within schools. Outcomes of surveys and minutes from meetings are shared with Governors to provide comprehensive, transparent, and accurate knowledge of feedback received. This feedback enables the Governors to support the Principal and team in addressing challenges and in driving new initiatives.

The Governing body review stakeholder feedback in the response to the Covid-19 pandemic. Approximately 70% of families have two working parents and over 60% had no other home help. Therefore, of paramount importance to the community was full time opening. Amity International School and its Governing body responded to this survey data by sourcing further teaching assistants so that the school could maintain a full-time opening for all year groups permitted under the regulatory reopening guidelines. Amity International School was the only premium British curriculum school to provide this service. This investment is testament to the means by which the Senior Leadership and Governing body respond to parent feedback.

A focused approach to simple and effective communication with parents has been of vital importance and has been addressed with careful attention to ensure clarity for parents at all times, especially for covid-related and protocol updates.

The Governing body approved new bursary programmes in light of parental reports of financial difficulties, new scholarship programmes (worth up to 100% of

school very well and help ensure it meets the needs of the parents. For example, the governors have provided face-to-face education for the majority of students during COVID-19 in response to the parents' views. They have employed more support staff to teach students in small groups to meet COVID-19 safety regulations. They have ensured that there is sufficient internet and computers for staff and students to use in the school and at home. They have also ensured that the school has a member of staff to support the mental health and wellbeing of students, staff and parents. There are governors who liaise between parents and the school. For instance, they deal with any complaints, suggestions, comments and compliments. They share their findings with the school to inform future improvements.

Governors are aware of the school's key priorities and ask the school leaders the right questions about students' attainment and progress, including in the Arabic subjects, holding leaders more accountable for students' performance. Before COVID-19, governors have visited the school, observed lessons and had meetings with few teachers and students. They have also shared their reports with the school leadership and asked them questions about how the school acted on their recommendations.

Governors have plans to resume meetings and events in the school for parents and students to attend once permitted to do so. They have recognized that they need to visit the school, conduct lesson observations, meet teachers and check students' attainment and progress as COVID-19 restrictions are lifted.

The owner supports the school extremely well, ensuring development priorities are supported financially and the provision of training is appropriate for the school. Due to COVID-19, governors undertake virtual meetings with the senior leadership team and ask how the school is improving. This has led to very good



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the school fees), and newly enhanced teacher pay scales in order for the School to recruit and retain more experienced, outstanding teachers. This was reflected in the recent ADEK Parent Survey AY2021-22, "Nursery/schools are appropriately trained and able to provide for my children's needs" = 91% (Abu Dhabi Schools average = 77%; Schools with similar tuition fees = 68%).

The addition of an Emirati Governor has enhanced stakeholder representation to promote local culture, future perspectives and interests and to support the School's progress on key aspects of the UAE National Agenda. The School's external advisor serving as a Governing member has been a great source of guidance on student experience and the efficacy of the curricular and co-curricular provision and how well it meets the school's aims and priorities.

(Outstanding)

6.4.2 Ensuring accountability for the school's actions and outcomes

The Governing board systematically and effectively reviews the operational management and leadership of the school, thus serving as a highly effective, constructive and supportive guiding strength for the School.

Vital units such as the School's Admission, provide updates during Governor review meetings with respect to the number of scholars, retention efforts, target admissions necessary to meet the School's effective functioning. Similarly, the School Operations team also provide compliance and facility related updates and requirements.

Middle Leaders play a great role in driving change and improvement across all phases of the School are held accountable for the quality of the school's performance through reviews, observations, learning walks, interactive feedback sessions, PD planning line with academic targets set out by School Leaders. School leaders conduct in house training and review and model best practices. The use of key performance indicators by the School's senior leadership and again, especially for more senior management &/or culture-defining

improvement in the school. For example, reading and comprehension in English are embedded in the school. The provision of computers has enabled students to access remote learning and to make very good progress. They have also ensured that teachers of Arabic have attended training and know how to deliver the curriculum in an engaging manner. Governors have also ensured that that there are excellent facilities for drama, music, art, design, swimming, sailing and canoeing to enable students to have memorable experiences of the school.

The governing body ensures that the school meets statutory requirements, in relation to suitable teaching staff, resources to support students' learning, health, safety and security of the buildings. For example, governors undertake learning walks in the school to help ensure that students are safe and secure.



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roles have been built into the School's onboarding and performance management review process. At least three times a year, members of the Governing body visit the School and meet with School Leadership and team members across the School in support of the aims and targets of School.

The day-to-day management is driven by School leadership team led by the School Principal. The Principal daily checks in with members of the Senior leadership team, especially on matters relating to human resources, financial matters, or matters relating to operation strategy and admissions. The Principal and Senior leaders of the School are key initiators and outcome/performance drivers for the School.

Periodic Review meetings with the Governing body reflect outcomes in areas such as progress and attainment of pupils, internal and external testing data, inclusion and wellbeing that inform future planning for the School.

(Outstanding)

6.4.3 - Influence and responsibility for the school's performance

The Governing Board make a significant contribution in driving robust accountability, oversight and assurance for overall school performance in line with compliance guidelines, the UAE National Agenda and regulatory inspection framework and feedback post inspections.

The School's founding values of collaboration, diversity, togetherness, and excellence drive the collective vision for the School to fulfil its potential of being one of the leading British curriculum schools in Abu Dhabi. Thorough and comprehensive School self-evaluation and development plans is reviewed periodically by the Governing body.

The Governing body fully recognize the School's greatest asset being its dedicated staff and Leaders. The Governing Member of Human Resources actively reviews staffing and resourcing requirements of the School to ensure that statutory requirements are met. The Governing Board offers enhanced support to the School in talent



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sourcing locally and internationally, and supports continuous professional development and team building initiatives, professional progression opportunities and efforts to minimize staff attrition. Whilst the responsibility of posting new positions, shortlisting, and interviewing of staff lies with the Leaders in the School, Board review is sought for new appointments and/or review of leadership roles and key member positions. The use of key performance indicators by the School's senior leadership and again, especially for more senior management &/or culture-defining roles have been built into the School's onboarding and performance management review process.

With new appointments in leading roles (in both academic, support and co-scholastic areas) and the School campus with the unrivalled facilities and newly opened fully purposed technical/IT labs and workshops and new technology application strongly support the education provision for all pupils especially for Upper Primary, Secondary and Sixth form pupils.

School staff are remunerated at a competitive rate and the Governing body stress the importance of ensuring that staff are well settled and supported by peers and leaders, whilst also ensuring accountability to high standards of education provision, student outcomes in all aspects of the School, building strong commitment to the School, be ambassadors for the School and be role models to pupils.

Governors actively promote professional development of Leaders (Senior and Middle Leaders) with initiatives such as a cross-institutional collaborations and advisory opportunities, locally and internationally, to encourage a culture of participation, growth and collaboration across the School.

In response to the pandemic, the Governing body approved emergency spends at short notice, utilising critical funds to source IT provision to support a high quality of online learning in line with unwavering high priority toward school performance. This included investment in the purchase of



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multiple high-quality academic software licenses across all phases of the School. A BYOD strategy for the School for Years 3 and 4 was successfully introduced and the School will extend this strategy to Year 5 in AY2022-23. This included the purchase of apple TVs for classrooms, new IPADS with associated accessories for staff and multiple app licenses for pupils.

The School Principal submits highlights and reports to Governors on progress and requirements, which facilitates prompt responses to meet the schools immediate needs. Subject specific reports and presentations are submitted ad hoc and facilitate a needs-based immediate response allowing the school to be adaptable and efficiently run.

(Outstanding)

Next steps for governors:

1. Include student representation on the governing body to share students' views.
2. Re-engage in the activities and visits to the school to support and to monitor the effectiveness of the school's work once permitted to do so.
3. Resume activities and special events to involve parents in the life of the school once permitted to do so.



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PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
<p>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 pupils' achievements. The school's innovative procedures and routines are highly effective. The school has an extremely effective operations manager who ensures that all health and safety, procurement, buses, compliance, all contractors, and human resource matters are effectively managed and organised. The school's Vice Principal works closely with the Operations Manager to ensure that staff supervision, duty rotas, timetable and resource allocation, and day-to-day management is effective. The Vice Principal line manages the Deputy Head co-curriculum and careers who manages 'Schools Buddy' which is our school's activity manager, and the calendar which is published on ISAMs (the school's management information system) and the website. The finance and cashier effectively manage all financial matters in close liaison with the finance office in Amity University. The school's network, IT and management information systems are controlled and managed by the IT department and school records department which is managed by our ADEK recognised, award-winning Government Relations Executive. The outstanding satisfaction with the school amongst parents, as evidenced in this year's parents' survey, is testament to the effective day-to-day management of what is a very large school. ADEK Parents Survey: Satisfaction Rate = 90%; Abu Dhabi average = 83% schools with similar tuition fees = 73% (Outstanding)</p> <p>6.5.2 Sufficiency, deployment and development of suitably qualified staff to optimise student achievements The school is appropriately staffed to fulfil the vision and mission of the</p>	<p>6.5.1 Management</p> <p>6.5.2 Staffing</p> <p>6.5.3 Facilities</p> <p>6.5.4 Resources</p>	<p>The day-to-day management of the school and its procedures and routines are highly organized and have a very good impact on students' attainment and progress and excellent personal development and wellbeing. This ensures that there is a calm and orderly learning environment. The school conducts PCR tests for students and staff and sanitizations of the buildings and buses to ensure the safety of students and staff in the school. It has also installed thermal cameras at the entry point of the school to monitor the temperature of staff, students and visitors to the school. Senior leaders, teachers and support staff welcome students when they arrive at the school and provide excellent support to students who need help to engage in learning. Senior leaders also encourage students to be punctual to lessons and to be ready to learn.</p> <p>The school is appropriately staffed with very experienced senior and middle leaders, teachers and support staff to fulfil its vision. All staff are clear about their roles and responsibilities. For example, in Phase 1, support staff help children learn inside and outside the classrooms. All staff benefit from regular training, resulting in very good impact on students' learning and development. For example, in phases 1 and 2 teachers have received training in phonics and 'Talk for Writing' to support students' literacy skills. Teachers of mathematics and science have also attended professional development training to strengthen students' problem-solving and critical thinking skills. Teachers spoken to appreciate the valuable support they receive from the school leaders. A few teachers would appreciate further training to help them widen their knowledge and pedagogy skills in the subjects they teach, including in the Arabic medium subjects.</p>



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school.

The school appoints 228 members of staff for a pupil body of 1290. On current numbers, the school operates on a very low PTR (9.55 to 1). This is to ensure that students at the school are able to have a full enriched, diverse curriculum and co-curriculum as would be befitting to a premium British curriculum school.

All staff are fully qualified and have ADEK approval (unless recently employed in which case they might have a pending status) for the roles that they occupy. By way of example, three senior leaders recently completed their BSO inspection training (taking the number of trained staff up to five) and all PE staff and those involved in physical activities on site received first aid training this year. All staff are also signed up to Educare courses and it is considered mandatory to complete essential health and safety and child protection training using this platform, in addition to the training specific to our school on these matters.

Employees are provided with professional development aligned with strategic aims for the school (e.g. guidance on the new Skills for Success framework or matters relating to teaching and learning in staff meetings), or in order to help them in their career development (e.g. assistance with Masters or NPQH qualifications or middle leadership training). A full induction programme is provided in the two weeks preceding the start of term to ensure that staff benefit from such training.

7 members of staff recently presented at the Abu Dhabi Teacher's conference. This conference is to be held at Amity International School Abu Dhabi in 2023.

Active research is conducted within the school. The Nursery and Reception phonics programme was recently submitted for a Khalifa Education Award. It is expected that many more staff members will be presenting research and presentations at the Abu Dhabi Teacher Conference in 2023.

The vice principal has been working closely with Abu Dhabi university to

Premises and facilities are spacious and of the highest quality. Teachers and support staff make excellent use of the facilities indoor and outdoor spaces to maximize learning for all students, including two swimming pools, football pitch, theatre, art workshops and science laboratories. The school has high quality learning technology suites, such as interactive white boards, laptops and printers for use. Students benefit highly from sailing and canoeing activities.

The libraries are very popular and students enjoy their time reading and sharing books with their friends. However, there are not enough paper reading materials to support and extend students' reading in Arabic, particularly for phases 3 and 4. Year 12, students have their common room, break out area and café to eat and to relax. Phase 1 children have their designated outdoor areas to play and to explore the natural world around them.



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devise a middle leadership training course. Furthermore, all middle leaders will be attending a training course at Amity in August drawing on the learning from the University of Auckland's 'Growing Great Leaders' course that has been facilitated by the Principal. The CPD records show that the school is keen to support staff who request CPD. A budget is set aside specifically for this purpose. (Outstanding)

6.5.3 Appropriateness of the premises and learning environment to promote students achievements

The premises are of the highest quality, with extensive specialist facilities that are designed well to allow access for all. Already the school has facilities that are unrivalled in the city, and unique for any school in the UAE. These include specialist sporting, performing arts, and Design & Technology facilities that allow access for all. Learning areas, including Information Technology facilities and laboratories that are of a very high quality, and these are used regularly to promote pupils' achievements. As such, the campus and its facilities promote an excellent teaching and learning environment.

The school continues to invest in new facilities that increase the opportunities for pupil learning and achievement. The new design & technology suite that opened in April 2022 is a major new facility that provides outstanding support for inquiry and creativity in this very popular subject. The new sixth-form centre that opened in September 2021 provides a highly conducive learning space for A-level students and the new centralised gas system in our new science laboratories provides much needed support for practical chemistry. The new art studio that opened also opened in April 2022 provides further support for practical art to the fast-growing secondary school. The library has also increased greatly this academic year to approximately 22,590 books. This is equivalent to 17.5 library books per child and does not include reading schemes and textbooks held within departments.

Future projects will include further shaded playground space, further



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improvements to the library online provision, and shaded multipurpose courts to replace the current tennis courts. There are also plans to improve the internal environment of the school, especially in transition areas and secondary classrooms. Capital is also being invested in musical instruments and more sailing equipment for the older children in the school. There is further investment planned into IT and robotics for the new AY2022-23.
(Outstanding)

6.5.4 The relevance and range of resources for effective teaching and learning

Many of the facilities are of an outstanding quality. The resources are well-matched to the curriculum requirements, and the teachers' and pupils' needs. As the school expands into Year 13, there will be a need to expand the library provision and the secondary department resources to support the new courses. However, this organic growth of the campus, its teaching resources and facilities and its human capital is all accounted for within the school's business plan
(Outstanding)

Next steps for managers:

1. Provide training for teachers that match their needs so that they can improve their teaching skills even further, including in the Arabic medium subjects.
2. Offer bespoke training to middle leaders, particularly in the Arabic medium subjects so that they know how to monitor their subjects very effectively.
3. Provide more reading materials such as journals, poetry and articles in Arabic to help support and promote students' reading in phases 3 and 4.

Next steps with ADEK:

The school has been asked to prepare and submit an action plan to ADEK within two months of receiving this inspection report. The action plan should address:

- recommendations from the ADEK inspection team;
- areas identified by school leaders as requiring improvement;
- other external reports that evaluate the outcomes of the school;
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

If you have a question or wish to comment on any aspect of this report, please contact irtiqaa@adek.gov.ae

