Nord Anglia International School Dubai

Self-Evaluation Form 2017-18

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Introduction

Nord Anglia International School Dubai (NAS Dubai) has been in operation since August 2012. The school opened initially for students from Nursery up to Year 8 and has gradually expanded. The first cohort graduated from Year 11 in June 2017; the first cohort from Year 13 will graduate in June 2019.

As at February 2019, the complement of student was:

1745 students:	308 in EYFS
	739 in Primary
	649 in Secondary

NAS Dubai employs over 165 teachers and over 80 classroom-based teaching assistants or LSAs, as well as an administrative team in excess of 40 employees.

The school follows the English Early Years Framework and the English National Curriculum, culminating in GCSE and IGCSE exams. Post 16, we offer the IBDP, which our first Year 12 cohort embarked upon in September 2017. We also run personalised BTEC courses Post-16. The school is truly an international school, with students from 75 nationalities present each day. The largest contingent is British, representing approximately 35% of the student population.

NAS Dubai is part of the Nord Anglia Education family of schools which has 56 schools worldwide. Students and staff are able to collaborate with peers and colleagues in schools from numerous cities around the world.

Although the school is part of a global network, it is very aware of its place and its duty within the United Arab Emirates. There is a strong focus on developing the ethos of the UAE and fully supporting the UAE Vision 2021 for developing a world class education.

Matthew Farthing
Principal
February 2019

Construction of the Self Evaluation Form

The leadership team of the school comprises the Principal and senior members of staff from the Primary and Secondary sections; together they constitute the Senior Leadership Team. In consultation with Middle Leaders such as Heads of Subject, each member of the SLT team retains responsibility for a section of the work within the school and has compiled the notes and evidence for the relevant Standards and Indicators.

The evidence for Progress and Attainment has been broken down into the key subject areas. Individual judgments have been made for each subject and each phase to support more detailed analysis. We have made judgements on Phases 1, 2 and 3 including Trends over Time; our Phase 4 has only been open since September 2017 so we do not include Trends over Time.

The SEF links directly to the School Development Plan. Both documents are aligned to the United Arab Emirates School Inspection Framework as published in 2015. The School Development Plan is a working document with termly reviews taking place to evaluate strategies, measure impact and include any further actions which may be required.

Performance Standard 1:
Students' Achievement

ISLAMIC EDUCATION

Islamic Education

1.1 Attainment in Islamic Education

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
Judgement in relation to this indicator:	Not Applicable	Acceptable	Good	Good
Judgement in relation to Emirati students' attainment: Good				

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
1.1.1 Authorised Curriculum Standards	Not Applicable	Acceptable	Good	Good
1.1.2 National & International Standards	Not Applicable	Acceptable	Good	Good
1.1.3 Knowledge, Skills & Understanding in Key Subjects	Not Applicable	Acceptable	Good	Good
1.1.4 Trends over Time	Not Applicable	Acceptable	Good	Not Applicable

Explanation of judgement in relation to this element

Phase 1

The introduction of Islamic Education in Reception has allowed students to begin their learning journey by listening and responding to the stories of Islam, in preparation for the Year 1 curriculum

Phase 2

- In Yr1 92% of students are meeting or above curriculum expectations
- In Yr2 81% of students are meeting or above curriculum expectations
- In Yr3 81% of students are meeting or above curriculum expectations
- In Yr4 89% of students are meeting or above curriculum expectations
- In Yr5 91% of students are meeting or above curriculum expectations
- In Yr6 93% of students are meeting or above curriculum expectations

• Most students in Phase 2 demonstrate high levels of knowledge and understanding, shown in the consistently high quality of their work

• NAS Dubai has developed a tracking system for Phase 2 with DESS & Kings' Schools based on the MOE National Document & Books

• Lesson planning in Phase 2 has been adapted to the personal needs of all learners

• Student, teacher dialogue (both in books and verbally) on how to make progress is developing as a strength; students are able to articulate their process and skills of learning. The 'Higher Order' skills of Synthesis and Evaluation remain an ongoing area of focus in Phase 2

• Memorisation of Surahs, Duas/Athkar and Hadeeths along with the application of Tajweed are areas of developing strength in the Primary school

• A sharper focus on problem solving and application to real life has ensured most Primary students are becoming more confident and accurate in critical thinking and solving problems

• An early morning Qur'an club is on offer to Primary students wishing to further develop Tajweed application and memorisation of Surahs

• Weekly homework in Primary focuses on the learning of Qur'anic passages, Hadeeths and Dua/Athkar

• Communication with parents in Primary has supported students in terms of their achievement and understanding

Phase 3

- In Yr7 85% of students are meeting or exceeding curriculum expectations
- In Yr8 100% of students are meeting or exceeding curriculum expectations
- In Yr9 95% of students are meeting or exceeding curriculum expectations
- In Yr10 96% of students are meeting or exceeding curriculum expectations
- In Yr11 100% of students are meeting or exceeding curriculum expectations

• Student Islamic Leaders are in post in Secondary; they lead curriculum modification

• Books purchased for classroom libraries are raising the profile of reading from primary and secondary sources, which in turn supports higher levels of attainment

• Lesson planning in Phase 3 has been adapted to the personal needs of all learners

• As in Primary, student-teacher dialogue (both in books and verbally) on how to make progress is developing as a strength in Secondary, with students able to articulate their process and skills of learning. 'Higher Order' skills of Synthesis and Evaluation remain an ongoing area of focus

• Memorisation of Surahs, Duas/Athkar and Hadeeths along with the application of Tajweed are developing as areas of strength within Secondary

• A sharper focus on problem solving and application to real life has ensured most students in Secondary are becoming more confident and accurate at critical thinking and problem solving

• Students in Secondary have Qur'an/Hadeeth lessons, whereby students identify key themes in passages. Each theme includes a short discussion, thus deepening knowledge and allowing for reflection and real-life application

Phase 4

• By the end of Year 12, 100% of students are meeting or exceeding curriculum expectations

• Lesson planning in Phase 4 has been adapted to meet the personal needs of all learners

• Student-teacher dialogue (both in books and verbally) on how to make progress is developing as a strength at Post-16, with students able to articulate their process and skills of learning. 'Higher Order' skills of Synthesis and Evaluation remain an ongoing area of focus at Post-16

• Memorisation of Surahs, Duas/Athkar and Hadeeths along with the application of Tajweed are developing as areas of strength Post-16

• A sharper focus on problem solving and application to real life has ensured most Post-16 students are becoming more confident and accurate in critical thinking and solving problems

Evidence
• Classwork & student books; homework
• formative assessments
• summative assessments
• tracker system

Emirati Students	Evidence
• By the end of Year 6, 100% of Emirati attainment is at or above end of year expectations • Most Emirati students attain levels that are in line with or above curriculum standards • Most Emirati students demonstrate high levels of knowledge and understanding shown in the consistently high quality of their work	As above

Next Steps Improvement Planning

Based on data analysis, our next steps include:

- Reviewing exams across all phases so as to make exam questions more rigorous and directly in line MOE end of year expectations to further improve attainment across the phases

- Recording data based on recommendations from KHDA by splitting marks across the six strands

- Introduction of Islamic GCSE examination as an external benchmark for the end of Year 12

1.1 Progress in Islamic Education

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
Judgement in relation to this indicator:	Not Applicable	Good	Good	Good
Judgement in relation to Emirati students' attainment: Good				

Explanation of judgement in relation to this element
Phase 2:

Phase 2:

• By the end of Year 6, 93% of students made expected or above expected progress in Islamic Education

• Students in Phase 2 make good progress as measured against appropriate learning objectives

• Teaching staff in Primary address gaps in students' learning when planning their next steps

• The HoD and SLT use observations, drops in and coaching sessions to monitor the quality of teaching and learning, using their observations to inform plans for professional development

• Assessment information is used effectively by Primary teaching staff to meet the learning needs of all groups by providing excellent challenge, support and positive feedback

• Students are beginning to be able to apply their knowledge from Islamic Education to real life

• Primary lessons have been adapted to engage more male learners and close the gap between males and females. Strategies such as more practical learning, cross-phase lessons and cross-curricular opportunities have been developing

Phase 3:

• By the end of Year 11, 100% of students made expected or above expected progress in Islamic Education

• Students in Phase 3 make good progress in lessons in relation to the learning objectives

• Teaching staff monitor progress by tracking progress over time and addressing gaps in students' learning in Phase 3

• Formative and summative assessments take place at the end of each term in Phase 3, to ensure progress is monitored and appropriate strategies are put into place to improve student learning

• Students' progress is tracked and analysed by teachers at the end of each term; modified interventions are then implemented using the support of teaching assistants and with dual explanation in Arabic and English in order to further progress

• Students in Phase 3 are beginning to confidently express their ideas verbally and in their written work, which is coherent, complex yet logical. They are able to discuss complex themes and ideas

Phase 4:

• By the end of Year 12, 100% of students made expected or above expected progress in Islamic Education

• Students in Phase 4 make good progress in lessons in relation to the learning objectives

• Regular assessments take place in Phase 4 to ensure progress is monitored and appropriate strategies are put into place to improve student learning via support or challenge

• Students' progress is tracked and analysed by teachers regularly, with intervention strategies targeting specific developmental needs

Evidence
• classwork
• student books
• homework
• formative assessments
• summative assessments
• tracker system

Emirati Students	Evidence
<u>Phase 2</u> • There were 7 Emirati students in Phase 2 during 2017-18. Their progress in all subjects, including Islamic, is a defined action point in all termly Pupil Progress Meetings • The progress of the Majority of Emirati students exceeded curriculum expectations compared to starting points. This is Good • One male Yr1 Emirati achieved just below expected progress in Islamic. A modified curriculum and support plan has been implemented to aid progress • One female Yr2 Emirati achieved higher than expected progress in Islamic, which is Very Good • One male Yr2 Emirati achieved expected progress in Islamic; Good • One female Yr3 Emirati achieved higher than expected progress in Islamic, which is Very Good • Two male Yr4 Emirati achieved higher than expected progress in Islamic, which is Very Good • One male Yr5 Emirati achieved expected progress in Islamic; Good • Regular progress updates are shared with all Emirati parents <u>Phase 3</u> • There were six Emiratis in Phase 3 during 2017-18. All were Meeting or Exceeding their CAT Likely • One male Yr7 Emirati is working one grade above his CAT Aspirational grade, which is Outstanding • One female Yr7 Emirati is exceeding her CAT Likely grade and meeting her aspirational grade, which is Outstanding • One male Yr8 Emirati is working three grades above his CAT Aspirational grade, which is Outstanding • One female Yr8 Emirati is working one grade above her CAT Aspirational grade, which is Outstanding • One male Yr10 Emirati is working one grade above his CAT Aspirational grade, which is Outstanding • One male Yr11 Emirati, (SEND Wave 3) is working one grade above his Aspirational, which is Outstanding <u>Phase 4</u>	As above

- One male Yr12 Emirati started 2017-18 at IB grade 6 and by the end of Yr12 he had made progress to IB grade 7. This represents Very Good progress

Next Steps Improvement Planning

Based on data analysis, our next steps include:

- Ensuring Islamic teachers in the lower Primary school are supported via a mentoring programme aimed at effectively equipping them with appropriate and varied pedagogical skills and strategies

- Supporting effective differentiation and challenge in all lessons by splitting Islamic groups still further, through hiring a new member of staff

- Deploying an Arab speaking Teaching Assistant for Islamic A classes, thus allowing for further curriculum modification and Arabic language support

Performance Standard 1:
Students' Achievement

ARABIC AS A FIRST LANGUAGE

Arabic as a First Language

1.1   Attainment in Arabic as a First Language

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
Judgement in relation to this indicator:	Not Applicable	Acceptable	Acceptable	Good
Judgement in relation to Emirati students' attainment:	Not Applicable			

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
1.1.1 Authorised Curriculum Standards	Not Applicable	Acceptable	Acceptable	Good
1.1.2 National & International Standards	Not Applicable	Acceptable	Acceptable	Good
1.1.3 Knowledge, Skills & Understanding in Key Subjects	Not Applicable	Acceptable	Acceptable	Good
1.1.4 Trends in Attainment over Time	Not Applicable	Acceptable	Acceptable	Not Applicable

Explanation of judgement in relation to this element
Phase 1   • Arabic native speakers receive three sessions per week in preparation for Year 1 curricular requirements   • Introduction of Arabee phonics curriculum has impacted on learning   • Students attain levels that are in line with or above expected subject standards, and in line with the schools Early Years Learning Goals   • Students in EYFS develop a love of learning Arabic through themed stories, songs, games, drama and conversation

Phase 2

- In Year 1 94% of students are meeting or exceeding curriculum expectations
- In Year 2 91% of students are meeting or exceeding curriculum expectations
- In Year 3 100% of students are meeting or exceeding curriculum expectations
- In Year 4 86% of students are meeting or exceeding curriculum expectations
- In Year 5 100% of students are meeting or exceeding curriculum expectations
- In Year 6 100% of students are meeting or exceeding curriculum expectations
- The school has developed an assessment system that correlates with MOE expectations for every year group in Primary
- Weekly reading sessions have developed student confidence in Arabic literacy and proficiency to ensure pupils from Years 3 to 6 read a wide range of fiction and non-fiction texts in Arabic; whole text studies give pupils the opportunity to develop their inference and deduction skills
- Student-teacher dialogue (both in books and verbally) on how to make progress is developing as a strength with students able to articulate their process and skills of learning, while 'Higher Order' skills of synthesis and evaluation remain an ongoing area of focus
- Lesson planning has been adapted to the personal needs of all learners and where possible we link the MOE curriculum with the topic themes in Year 1-4
- Teachers are using ongoing assessments to inform their planning to meet students' needs, modifying the curriculum as needed
- Weekly homework focusses on reinforcing what has been covered in lessons
- 'Come and Learn' sessions with parents learning alongside children have supported both parents and students in terms of achievement and understanding
- Reading journals have been introduced to encourage students to read more and further develop a love of reading in Arabic

Phase 3

- In Year 7 93% of students are meeting or exceeding curriculum expectations
- In Year 8 94% of students are meeting or exceeding curriculum expectations
- In Year 9 100% of students are meeting or exceeding curriculum expectations
- In Year 10 100% of students are meeting or exceeding curriculum expectations
- In Year 11 100% of students taking GCSE examinations received A*-B grades
- The Phase 3 curriculum is modified to meet the individual needs of students and to ensure that the MOE curriculum is delivered to maximise attainment
- PEPS have been implemented to support those with low language ability; setting and small groups with targeted support have been introduced in Phase 3
- A sharper focus on problem solving and application to real life has ensured most students in Phase 3 are becoming more confident and articulate at critical thinking and problem solving
- Secondary student 'Arabic Leaders' are in post; they lead curriculum modification and the development of cultural awareness

- Additional books have been purchased for classroom libraries; raising the profile of reading both primary and secondary sources has led to higher attainment
- Secondary lesson planning has been developed to be more interactive and engaging, consistent with planning expectations in other Secondary subjects

Phase 4

- In Year 12 100% of students exceeded curriculum expectations in Arabic A
- Lesson planning in Phase 4 has been adapted to the personal needs of all learners and adapted to integrate greater cultural awareness
- Raising the profile for reading both primary and secondary sources in Arabic has led to improved attainment at Phase 4
- Student-teacher dialogue (both in books and verbally) on how to make progress is developing as a strength in Phase 4 with students able to articulate their process and skills of learning, while 'Higher Order' skills of synthesis and evaluation remain an ongoing area of focus

Evidence
- Student books - Other classwork eg presentations; digital portfolio - Homework - Quality of marking - Formative Assessments - Summative Assessments - NAS Tracker System (especially breakdown of learning objectives across the strands & breakdown of weighting of different areas of assessment) - Lesson observations by HoD & SLT - Learning walks by HoD & SLT - Languages coaching and mentoring programme for teachers - Planning and lesson structure - Inclusion of curriculum 'Non-Negotiables' and MOE documentation in planning - Student PEPS

Emirati Students	Evidence
• By the end of Year 6, 100% of Emirati attainment is meeting 'at or above' expectations in Arabic • Most Emirati students attain levels that are in line with and above curriculum standards in Arabic	As above

• Most Emirati students demonstrate high levels of knowledge and understanding, which is shown in the quality of their work in Arabic	

Next Steps Improvement Planning

Based on analysis of data and other evidence, our next steps include:

- To develop our newly appointed Head of Arabic A to ensure effective leadership in raising attainment and progress
- To adapt the timetable to allow for specialist teaching teams throughout the school to support pedagogical understanding
- To provide consistent opportunities for students to develop their grammar and writing skills, by creating grammar and reading comprehension booklets
- To introduce different competitions such as reading, writing, speech, poetry recitation and debating to help students be more confident and raise their attainment in all Arabic language skills
- To allocate time during lessons for speaking presentations to help students develop their spoken Arabic and to raise their self-confidence
- To move from NAPS to ACER IBT exams from Yrs5-10 for international bench marking in Arabic
- To ensure all students new to NAS sit a baseline exam to ascertain their Arabic level on entry, so the best provision can be made for them
- To implement intervention classes as CCAs for students who need additional support with Arabic
- To make a link between the IB Arabic curriculum and MOE curriculum in Year 11 & 12
- To update the Arabic Scheme Of Work so it includes opportunities for the 4Cs 21st century learning skills
- To further embed the Arabee phonics curriculum in EYFS, Yr1 & Yr2
- To introduce the online writing platform 'Kam Kalimah' from Yr6 onwards
- To introduce the 'Little Thinkers' online reading platform for Yrs3-6
- To update all assessment criteria for reading and writing to ensure challenge in line with MOE expectations
- To work in partnership with BSME schools on producing a YouTube channel for 'flipped learning'

1.1   Progress in Arabic as a First Language

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
Judgement in relation to this indicator:	Not Applicable	Good	Good	Good
Judgement in relation to Emirati students' attainment: Good				

Explanation of judgement in relation to this element

Phase 2

- By the end of Yr6, all students of Arabic A make the expected levels of progress, appropriate to their individual starting points and targets
- Students' progress is tracked and analysed by teachers at the end of each term; this leads to curricular modification and intervention strategies targeting specific developmental needs
- Staff address gaps in students' learning using regular moderation and assessments, which leads to identification of clear 'next steps'
- Assessment information is used effectively by Arabic teaching staff in Primary to meet the learning needs of all groups by providing challenge, support and positive feedback
- Primary students are beginning to be able to apply their knowledge gained from Arabic language lessons to real life
- The Head of Arabic A and SLT use observations, drops ins and coaching sessions to maintain professional development in all aspects of Arabic teaching and learning

Phase 3

- By the end of Year 9, 100% of students made expected progress
- The Secondary school has a thorough and rigorous monitoring and tracking schedule that ensures children make progress in lessons and over time; teachers use this information to address gaps in students' learning
- Formative and summative assessments take place at the end of each term to ensure progress is monitored and appropriate strategies are put into place to improve student learning in Secondary
- Setting of students in Secondary has allowed for smaller, targeted support groups differentiated by ability of language skills; this has led to accelerated progress for all students
- An increase in the timetable allocation for Arabic has allowed for greater learning opportunities for students to achieve

Phase 4

- By the end of Year 12, 100% of students made expected or above expected progress
- Students at Post-16 are progressing well in lessons in relation to the learning objectives
- Regular assessments take place to ensure progress is monitored and strategies are put into place to improve student learning via support and/or challenge as appropriate
- Parental meetings ensure there is triangulation of support for the students and extra support is given ensure progress is made

Evidence
- Fast Fact Sheet   - Markbook (formative assessments & summative assessments)   - GL Assessments for Progress Tests   - Internal analysis summaries of Progress Tests   - GL CAT 4 data & internal analysis of same   - NAS Tracker System (especially breakdown of learning objectives across the strands & breakdown of weighting of different areas of assessment)   - Lesson observations by HoD & SLT   - Learning walks by HoD & SLT   - Teacher Appraisal data   - Learning Walks overviews   - Work Book scrutiny (student books, other classwork e.g presentations, digital portfolio, homework) including quality of marking   - NAE Quality Assurance document   - Curriculum overview   - Planning and lesson structure   - Inclusion of curriculum 'Non-Negotiables' and MOE documentation in planning   - Student PEPS   - Languages coaching and mentoring programme documentation

Emirati Students	Evidence
Phase 2 There were 7 Emirati students in Phase 2 during 2017-18. Their progress in all subjects, including Arabic A, is a defined action point in all termly Pupil Progress Meetings	As above

- The progress of the Large Majority of Emirati students exceeded curriculum expectations compared to their starting points, which is Very Good
- One male Yr1 Emirati achieved expected progress in 3 areas of the curriculum and just below in Reading in Arabic A, which is Acceptable. A supported reading programme has been implemented to aid progress
- One female Yr2 Emirati achieved expected progress in Arabic A; Good
- One male Yr2 Emirati achieved just below expected progress in 3 areas of the curriculum. A modified curriculum and support plan has been implemented to aid progress
- One female Yr3 Emirati achieved much higher than expected progress in Arabic A, which is Outstanding
- Two male Yr4 Emirati achieved higher than expected progress in Arabic A, which is Very Good
- One male Yr5 Emirati achieved higher than expected progress in Arabic A, which is Very Good
- Regular progress updates are shared with all Emirati parents in Phase 2

Phase 3

- There were six Emiratis in Phase 3 during 2017-18; all were achieving or exceeding their CAT Likely
- One male Yr7 Emirati is working at his CAT Aspirational grade, which is Outstanding
- One female Yr7 Emirati is working at her CAT Likely grade, which is Very Good
- One male Yr8 Emirati is working one grade above his CAT Aspirational grade, which is Outstanding
- One female Yr8 Emirati is working one grade above her CAT Aspirational grade, which is Outstanding
- One male Yr10 Emirati is working at his CAT Aspirational grade, which is Outstanding
- One male Yr11 Emirati, (SEND Wave 3) achieved a Grade A* in June 2018, which exceeded his CAT Likely grade by four grades, which is Outstanding

Phase 4

- One male Yr12 Emirati started 2017-18 at grade 5 and by the end of Yr12 he had made progress to grade 6, which represents Very Good progress

Next Steps Improvement Planning

Based on analysis of data and other evidence, our next steps include:

- To ensure that Arabic teachers of Yrs1-3 are supported via a mentoring programme aimed at effectively equipping teachers with appropriate and varied pedagogical skills and strategies to allow for more effective teaching of younger Primary students
- To provide mentoring partnerships for Arabic teachers identified as needing support with their teaching and learning, in order to improve progression for students
- To ensure that effective differentiation and challenge occurs in all lessons across the school
- To appoint a new Arabic Language Teaching Assistant to support low ability students
- To implement a specific Arabic A monitoring programme to ensure equal weighting between Arabic A and B

Performance Standard 1:
Students' Achievement

ARABIC AS AN ADDITIONAL LANGUAGE

Arabic as an Additional Language

1.1   Attainment in Arabic as an Additional Language

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
Judgement in relation to this indicator:	Not Applicable	Acceptable	Acceptable	Not Applicable
Judgement in relation to Emirati students' attainment:	Not Applicable			

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
1.1.1 Authorised Curriculum Standards	Not Applicable	Acceptable	Acceptable	Not Applicable
1.1.2 National & International Standards	Not Applicable	Acceptable	Acceptable	Not Applicable
1.1.3 Knowledge, Skills & Understanding in Key Subjects	Not Applicable	Acceptable	Acceptable	Not Applicable
1.1.4 Trends in Attainment over Time	Not Applicable	Acceptable	Acceptable	Not Applicable

Explanation of judgement in relation to this element
Phase 1

- Students in EYFS are introduced to Arabic through dedicated lessons. They develop a love of learning Arabic through themed stories, songs, games, drama and conversation

Phase 2

- In Year 1 91% of students are meeting or above curriculum expectations
- In Year 2 84% of students are meeting or above curriculum expectations
- In Year 3 92% of students are meeting or above curriculum expectations
- In Year 4 93% of students are meeting or above curriculum expectations
- In Year 5 90% of students are meeting or above curriculum expectations

- In Year 6 88% of students are meeting or above curriculum expectations

- Most Primary students demonstrate high levels of knowledge and understanding shown in the consistently high quality of their work, across Yrs1-6
- The curriculum in Years 3&4 has been developed using a thematic approach, to ensure language skills are aligned with classroom topics and real-life contexts
- Internal assessments are linked to the new MOE assessment criteria to support and moderate the measurements of the students' academic achievement
- We have developed and implemented the current tracking system based on the MFL frameworks and the MOE framework, to ensure a focus on language skills
- Student-teacher dialogue (both in books and verbally) on how to make progress is developing as a strength, with students across Primary school able to articulate their process and skills of learning, while 'Higher Order' skills of synthesis and evaluation remain an ongoing area of focus
- Arabic B lesson plans are adapted to the personal needs of all learners
- The online reading scheme 'Little Thinkers' is being used in Yrs3-6; this is successfully improvement reading attainment across Upper Primary
- Writing remains a focus area in Primary; we are developing new schemes of work and Arabic teachers are embedding these
- Arabic teachers are using ongoing assessments to inform their planning to meet students' needs, modifying the curriculum to personalise the learning
- Pupils from Year 1 to Year 6 are increasingly confident when articulating and expressing ideas in Arabic, as evidenced during our monitoring processes
- Weekly homework focuses on reinforcing what was learnt in Arabic lessons, leading to higher levels of attainment
- Weekly communication with parents has supported students in terms of achievement and understanding of Arabic

Phase 3

- In Year 7 81% of students are meeting or exceeding curriculum expectations
- In Year 8 94% of students are meeting or exceeding curriculum expectations
- In Year 9 85% of students are meeting or exceeding curriculum expectations
- In Year 10 100% of students are meeting or exceeding curriculum expectations
- In Year 11 100% of students received A*-B at GCSE and one student achieved the highest Arabic GCSE result in the UAE and the World
- Setting, together with modification of the curriculum, has ensured the appropriate level of challenge for all students in Phase 3 to achieve in line with their starting points
- Writing and reading remain focus areas in Secondary; new schemes of work and assessment criteria have been implemented to better prepare students for GCSE Arabic exams

- Secondary Arabic Student Leaders are in post; they lead curriculum modification and cultural awareness
- Books purchased for classroom libraries raise the profile of reading secondary sources in Arabic, which in turn results in higher levels of attainment in reading
- Lesson planning in Phase 3 has been adapted to the personal needs of all learners and opportunities are given for students to apply their learning to real life contexts

Phase 4

- No Post-16 students studied Arabic as an additional language in Phase 4 during 2017-18

Evidence

- Student books
- Other classwork eg presentations; digital portfolio
- Homework
- Quality of marking
- Formative Assessments
- Summative Assessments
- NAS Tracker System (especially breakdown of learning objectives across the strands & breakdown of weighting of different areas of assessment)
- Lesson observations by HoD & SLT
- Learning walks by HoD & SLT
- Languages coaching and mentoring programme for teachers
- Planning and lesson structure
- Inclusion of curriculum 'Non-Negotiables' and MOE documentation in planning
- Student PEPS

Emirati Students	Evidence
- No Emiratis study Arabic as a second language at NAS	Not Applicable

Next Steps Improvement Planning

Based on analysis of data and other evidence, our next steps include:

- To provide consistent opportunities throughout school for students to develop their grammar and writing skills
- To introduce ACER IBT exam for Years 5-10 as an external benchmark examination

- To update the Arabic B Schemes of Work across school, and plan in opportunities to include 4C '21st century learning' skills
- To further embed the 'Arabee' new phonics curriculum in EYFS, Yr1 and Yr2
- To further develop the 'Little Thinkers' online reading platform throughout Yrs3-6
- To update all assessment criteria for reading and writing in the Secondary school, based on the new GCSE specifications
- To work in partnership with BSME schools on producing a YouTube channel to for 'flipped learning'

To review exams and assessments across all phases of school; to make exam questions rigorous, and directly in line with MOE end of year expectations, to further improve attainment across all phases of school

1.1 Progress in Arabic as an Additional Language

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
Judgement in relation to this indicator:	Not Applicable	Good	Good	Not Applicable
Judgement in relation to Emirati students' attainment: Not Applicable				

Explanation of judgement in relation to this element

Phase 2

• By the end of Year 6, a 'Majority' of students made expected or above expected progress in Arabic

• Arabic teachers identify gaps in students' learning then carefully plan their next steps to ensure the best possible progression for individuals and groups

• Assessment information is used effectively by staff to meet the learning needs of all individuals and groups by providing more focused challenge, support and positive feedback

• Students are beginning to be able to apply their knowledge from Arabic language lessons to real life contexts

• The Head of Arabic B and SLT use observations, drops in and coaching sessions to maintain professional development and personalise CPD appropriately to better meet the needs of our Arabic teachers

Phase 3

• Arabic teaching staff track progress over time in Secondary, monitoring patterns and trends so they can address gaps in students' learning in all four language skills

• Formative and summative assessments take place at the end of each term in Secondary, to ensure progress can be monitored; appropriate strategies are put into place to ensure maximum progress for students

• All Secondary Arabic teachers demonstrate modification of planning; there is now greater understanding of the personal needs of all learners. Teachers adapt their approaches to ensure students succeed and progress to the best of their ability

- Feedback is now provided more regularly, in line with the Secondary school marking policy. This allows students to clearly identify their next steps and ensures Arabic is in line with other curriculum subjects

- Students coming to NAS with no prior Arabic knowledge in Years 7-9 are provided with individualised programmes of study, within small beginner groups. Students can attain grades in line with curriculum standards according to 'years of learning', via a personalised curriculum that includes vocabulary and the basics of grammar

- An emphasis on conversations, use of target language, vocabulary learning, grammar, use of complex structures and creative writing are part of a strategy to incorporate more GCSE and IB style learning into the Year 7&8 Arabic curriculum, which has raised attainment and ensured better progress throughout secondary

- In Secondary Arabic lessons, a variety of pedagogical approaches help students meet or exceed the set learning objectives. New approaches include the use of online tools such as Quizlet, Kahoot, Language Nuts, Linguascope and Nearpod. A variety of exciting pedagogies has supported 'good' or better progress in Secondary Arabic lessons

- SEND provision has been extended to include Arabic lessons, whereby specialist SEND support teachers or specific SEND strategies may be seen in lessons more regularly

- Student engagement with the Arabic curriculum material has improved, as well as overall resilience with regards to language acquisition. This has been monitored by Arabic teachers and form tutors, as well as being observed by the Head of Department during routine monitoring

Phase 4

- There were no Post-16 students studying Arabic as an additional language during the year 2017-18

Evidence
- Student books   - Other classwork eg presentations; digital portfolio   - Homework   - Quality of marking   - Formative Assessments   - Summative Assessments   - NAS Tracker System (especially breakdown of learning objectives across the strands & breakdown of weighting of different areas of assessment)

- Lesson observations by HoD & SLT
- Learning walks by HoD & SLT
- Languages coaching and mentoring programme for teachers
- Planning and lesson structure
- Inclusion of curriculum 'Non-Negotiables' and MOE documentation in planning
- Student PEPS

Emirati Students	Evidence
• There are no Emiratis studying Arabic as a second language at NAS	Not Applicable

Next Steps Improvement Planning

Based on analysis of data and other evidence, our next steps are:

- To deploy dedicated teams of Arabic teachers for Yrs1-4 and for Yrs5-8 to allow for consistency in delivery and pedagogical approach
- To ensure Arabic teachers teaching students in Years 1-3 are supported via a mentoring programme aimed at equipping teachers with appropriate and varied pedagogical skills and strategies, ensuring more effective teaching of children in the lower Primary school
- To ensure effective differentiation and challenge occurs in all lessons by adapting planning formats and delivering specific CPD to upskill Arabic teachers
- To employ an Arabic Language Teaching Assistant to support low ability students across the school
- To create more opportunities for moderation of students' work throughout the year
- To introduce ACER IBT exams to students in Yrs5-10 as an external benchmark examination, in order to track students' progress

Performance Standard 1:
Students' Achievement

ENGLISH

English

1.1   Attainment in English

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
Judgement in relation to this indicator:	Outstanding	Outstanding	Outstanding	Very Good
Judgement in relation to Emirati students' attainment: Very Good				

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
1.1.1 Authorised Curriculum Standards	Outstanding	Outstanding	Outstanding	Outstanding
1.1.2 National & International Standards	Outstanding	Outstanding	Outstanding	Outstanding
1.1.3 Knowledge, Skills & Understanding in Key Subjects	Outstanding	Outstanding	Outstanding	Outstanding
1.1.4 Trends in Attainment over Time	Outstanding	Outstanding	Outstanding	Not Applicable

Explanation of judgement in relation to this element

Phase 1

- 80% of children achieved a Good Level of Development at the end of Reception/FS2, which is above the UK average of 71%. Against KHDA standards this is Outstanding. This includes the Early Learning Goal from Literacy
- 89% of children achieved Phase 3 or above in phonics using the UK Letters & Sounds strategy, which represents Outstanding attainment.
- 19 children passed the Yr1 phonics screening check one year ahead of time, at the end of Reception/FS2 year

Phase 2

- Primary PTE results indicate that English attainment in Phase 2 is Outstanding with 83% of all students exceeding curricular expectations
- The Primary SAS mean of 115 is well above the UK, UAE and International mean, with improved 2 year trends in SAS and PTE data for all students
- Primary PTE data shows that 85% of all students in Year 2 and 84% of all students in Year 6 exceeded curricular expectations. The cohort mean SAS of 116 is well above the UK, International, UAE and Dubai mean. The data shows a year on year increase; this is Outstanding
- Three-year trends in Year 5 tell us that the Majority of students exceed curricular expectations with a 14% increase in SAS achieved. This is the impact of a curriculum modified to embed guided reading and comprehension, together with the introduction of reciprocal reading strategies
- Internal assessments and external benchmark testing indicate no significant variance between gender of student, nor EAL status
- SEND students achieved an SAS mean of 103,with 89% of students meeting or exceeding their CAT4 indicators

Phase 3

- 98% of Yr11 GCSE students achieved A*-B in Eng Lang, with 98% exceeding their CAT Likely grades
- 85% of students achieved A-A* (7-9 Grade); Outstanding
- 96% of Yr11 GCSE students achieved A*-B in English Lit, with 91% exceeding CAT Likely grades
- 84% of students achieved A-A* (7-9 Grade); Outstanding.
- There is no significant attainment gap between any of the key groups
- GL progress data in Year 9 shows 64% of students at Stanine 6 or above; Very Good. Internal data shows that 78% of students in Yr9 are working at above expected standards; Outstanding. It is important to note that Year 9 are a GCSE cohort and therefore the material covered is one year above their expected level
- Yr10 internal assessment data shows 78% of students are working at A*-B; Outstanding.
- Yr9 data shows 75% above Stanine 6 for NGRT; 85% in Yr7; both are Outstanding
- Schemes of Work for Yrs7&8 have been updated to ensure access to PISA and TIMSS required content and skills; a wider range of skills are introduced early on in KS3, to ensure greater success at GCSE and IB
- A sharper focus on collaborative and student-led learning has ensured pupils are now more confident at demonstrating their independent learning and communication skills.
- Grammar & Punctuation texts continue to develop as a key strength in the department

Phase 4

- There were 22 students studying English at Post-16 in 2017-18
- Year 12 internal data shows that 75% of students are exceeding their CAT Likely grade, with 86% of students achieving a 7-5 Grade; 17% higher than the world average of 69%; Outstanding
- Average score for English in June 2018 was 5.55 compared to a world average of 4.97
- Schemes of Work modified in IB ensure higher level critical reading analysis such as comparing and contrasting (multiple text-types), approaching an unseen text and analysis of how stylistic features are used for effect
- There are no significant gaps or differences between any key groups of students

Evidence
- EYFS individual trackers, class trackers & markbooks   - Primary & Secondary Markbooks   - Primary & Secondary Fast Fact Sheets   - Significant Groups Fast Fact Sheets (Emirati, SEND)   - Power BI   - GL Assessments for Progress Tests   - Internal analysis summaries of PTS   - GL CAT 4 data   - Teacher Appraisal data   - Learning walks overviews   - Work Book scrutiny   - Nord Anglia Quality Assurance SEF   - Curriculum overviews   - HOD Discussions and meetings

Emirati Students	Evidence
Phase 1 - There was 1 full-time Emirati student in Phase 1 during 2017-18 - He achieved GLD and exceeded the ELG in Reading Phase 2 - There were 7 Emirati students in Phase 2 during 2017-18 - Attainment of all 7 Emirati students exceeded curriculum expectations with a PTE mean SAS of 113; Outstanding	As above

- One Year 5 student achieved SAS of 111 and stanine 6; Outstanding
- One Year 4 student achieved SAS of 134 and stanine 9; Outstanding
- One Year 4 student achieved SAS of 100 and stanine 5; Very Good
- One Year 3 student achieved SAS of 116 and stanine 7; Outstanding
- One Year 3 student achieved SAS of 106 and stanine 6; Outstanding
- One Year 2 student achieved SAS of 105 and stanine 6; Outstanding
- One Year 2 student achieved SAS of 116 and stanine 7; Outstanding

Phase 3

- There were 6 Emirati students in Phase 3 during 2017-18
- One female Yr7 Emirati achieved a PTE SAS of 107, a stanine score of 6 and had a CAT Likely of B grade. In June 2018 her working at grade was a C, which means she is on track to achieve her potential; Very Good
- One male Yr7 Emirati achieved a PTE SAS of 83, a stanine score of 3 and a CAT likely of C grade. In June 2018 his working at grade was a C, which means he is on track to achieve his potential; Very Good
- One female Yr8 Emirati missed the PTE test in June 2018; her NGRT score was stanine 5. In June 2018 her working at grade was a C, which means she is on track to achieve her potential; Very Good
- One male Yr8 Emirati student missed the PTE test in June 2018. In June 2018 his working at grade was a D, which means he is on track to achieve his potential; Very Good
- There were no Emirati students in Yr9 during 2017-18
- One male Yr10 Emirati was working at a grade C in June 2018; this is one grade above his CAT Likely; Outstanding
- One male Yr11 Emirati student, (SEND Wave 3) who joined us at the start of Yr11 attained a grade B in June 2018; this was one grade above his aspirational grade. This is Outstanding, especially considering he had gaps in his schooling and is first time studying a British Curriculum

Phase 4

- There was 1 Emirati student in Phase 4 during 2017-18
- One male Emirati was 'Working At' grade 6 in June 2018, one grade above his CAT Likely; Outstanding. He is now predicted a grade 7 for the end of Yr13, which is two grades above his CAT Likely

Next Steps Improvement Planning

Phase 1

- To build upon the current phonics provision by investing in a robust programme of systematic synthetic phonics
- To further embed phonics across the EYFS curriculum, and to provide practical support for improving the quality of phonics teaching in Nursery & Reception
- To develop the use of the EYFS library with new after school opening times so parents can access it more regularly with their children

Phase 2

- To appoint a Lead Teacher for Lower Primary Reading to work alongside the Head of English. The intended impact is to ensure progression and consolidation of reading skills through teacher CPD and reviewing the impact of curriculum modifications
- To introduce reciprocal reading from Year 2 upwards to target reading comprehension skills which, although well above the benchmarked mean, were comparatively lower, in particular with non-narrative texts
- To further modify guided reading ensuring students in Years 1&2 are able to make simple inferences about the feelings, thoughts or motivations of characters, based on what has been said or done
- To further embed skills of retrieval, basic comprehension and complex inference from non-narrative texts in Years 3-6

Phase 3

- To develop further techniques in comparison of non-narrative texts. This is an ongoing focus in lessons and has been incorporated into the greater Schemes of Work
- To find more applications to real life. More mass media/communication texts have been included in the English curriculum, synthesis of information and precision when selecting points and evidence remain an ongoing focus
- To raise the standards in the teaching and preparation for PTE to achieve our target of 75% stanine 6 and above that our students are capable of. There are two new Assessment Leaders in the department, who have this as their clear target
- To use student-teacher dialogue on how to make progress. This has developed as a strength with students more able to articulate their process and skills of learning, but it will continue to be an area of focus
- To maintain zero or narrow gap between male and female attainment. We altered texts, teaching strategies, seating plans and interactive learning; impact has been no significant gender gap in attainment so we continue to focus on these elements

Phase 4

- To ensure all staff are upskilled in the IB curriculum
- To ensure all oral assessments and written tasks are completed to at least one grade above students' CAT Likely indicators
- To ensure there are continued moderation opportunities for all Secondary English teachers
- To create portfolios of exemplary work for best practice at Post-16

1.1   Progress in English

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
Judgement in relation to this indicator:	Outstanding	Outstanding	Outstanding	Very Good
Judgement in relation to Emirati students' attainment: Very Good				

Explanation of judgement in relation to this element

Phase 1

- 100% of girls and boys in Nursery/FS1 and Reception/FS2 made expected or better than expected progress in all areas of the curriculum
- 100% of Nursery/FS1 and Reception/FS2 students identified with SEN and EAL made expected or better than expected progress in all areas of the curriculum, including areas related to English in the EYFS framework
- The percentage of children achieving a Good Level of Development has increased from 76% to 80%, over the past 3 years, indicating accelerated rates of progress for more of our EYFS pupils
- Children attaining 30/50S & 40/60E (age and stage) at the end of Nursery/FS1 has increased from an average of 51% to 95%, across all areas of learning, over the past 3 years. This indicates accelerated rates of progress for our Nursery/FS1 pupils

Phase 2

- At the end of Year 6, 78% of students exceed their CAT4 indicators when compared to starting points, with progress in reading at 83% exceeding age related expectations; this is Outstanding
- At the end of Year 2, 76% of students made Outstanding progress in English, with marginally greater progress in reading at 82% exceeding age related expectations; there is no CAT4 data for this cohort
- 95% of all tested students in Primary meet or exceed their CAT4 indicators when compared to starting points
- Internal and external data tells us that there is no significant variation in groupings of EAL or gender bias
- 89% of SEND students met or exceeded their CAT4 indicators, since quality first classroom provision and curriculum modification using data supports Outstanding progress in English lessons
- Primary class teachers moderate writing termly to ensure lessons are challenging pupils; this ensures progress exceeds curricular expectations. Lessons planned around text based units of learning underpin progress in inference and deduction;

critical thinking and language rich content support progress in both writing and reading

- Robust progress tracking linked to termly Pupil Progress Meetings helps the Head of Primary English and class teachers to identify cohort trends and modify curriculum provision for classes and sets as well as intervention groups
- Progress of individual students is measured rigorously, for example NGRT A-B-C assessments are used in Primary to track, monitor and signpost in-year reading progress of all students. This supports teachers' ability to map and evaluate provision for all and to accelerate reading progress

Phase 3

- 55% of students at the end of KS3 (Yr8) made better than expected progress
- Progress trends in KS3 (Yr8) over the last three years show the majority of students (61% + Good) consistently make better than expected progress
- There are no significant gaps in most year groups
- There was a slight SEND gap in Yr 7 (2017-18) when looking at % of students exceeding CAT Likely. However, this closes by the end of KS3 (Yr8) and GCSE results show SEND students have made better progress than non-SEND; Outstanding
- Progress in lessons is Outstanding and students can confidently express their ideas verbally and in their written work, which is coherent, complex yet logical
- NGRT data from June shows Years 7, 8 and 9 attainment as Outstanding (Yr7 77% stanine 6+, Yr8 77% stanine 6+ & Yr9 83% stanine 6+)

Phase 4

- 86% of students were 'Working At' grades 7-5 for English in June 2018; This compared with 77% 'Working At' grades 7 in Dec 2017; Outstanding progress
- 75% of students are currently 'Working At' above their CAT Likely but with a jump to 91% in the final year 13 exams. This is outstanding progress
- The number of students achieving grade 7-6 in English has doubled over the course of the year from 27% to 64%; Outstanding progress
- There are no significant differences between any of the groups

Evidence
• EYFS individual trackers, class trackers & markbooks
• Primary & Secondary Markbooks
• Primary & Secondary Fast Fact Sheets
• Significant Groups Fast Fact Sheets (Emirati, SEND)
• Power BI

- GL Assessments for Progress Tests
- Internal analysis summaries of PTS
- GL CAT 4 data
- Teacher Appraisal data
- Learning walks overviews
- Work Book scrutiny
- Nord Anglia Quality Assurance SEF
- Curriculum overviews
- HOD Discussions and meetings

Emirati Students	Evidence
Phase 1 - There was 1 full-time Emirati student in Phase 1 during 2017-18 - One Emirati student in EYFS made expected or better than expected progress in all areas of the curriculum, including areas related to English in the EYFS framework **Phase 2** - There were 7 Emirati students in Phase 2 during 2017-18 - Progress of Emirati students in all subjects, including English, is a defined action point in all termly Pupil Progress Meetings - The progress of 'Almost All' Emirati students exceeded curriculum expectations compared to starting points. This is Outstanding - One male Yr5 Emirati achieved higher than expected progress; Outstanding - One male Yr4 Emirati achieved much higher than expected progress; Outstanding - One male Yr4 Emirati achieved expected progress; Very Good - One female Yr3 Emirati achieved aboved age related expectations; Outstanding - One male Yr2 Emirati achieved above age related expectations; Outstanding - One female Yr2 Emirati achieved above age related expectations; Outstanding - Regular progress updates are shared with all Emirati parents	As above

Phase 3

- There were a total of 6 Emirati students in Phase 3 in 2017-18
- One male Yr7 Emirati was achieving his CAT Likely grade in June 2018 and is predicted to exceed his CAT Likely by June 2019; Very Good
- One female Yr7 Emirati was below her CAT Likely by one grade in June 2018 and intervention was put in place to support her to make better progress; progress by Dec 2018 was judged to be Acceptable
- One male Yr8 Emirati was achieving his CAT Likely grade in June 2018 and is predicted to exceed his CAT Likely by June 2019; Very Good
- One female Yr8 Emirati was achieving her CAT Likely grade in June 2018 and is predicted to exceed her CAT Likely by June 2019; Very Good
- There were no Emirati students in Year 9 during 2017-18
- One male Yr10 Emirati made progress from a D to a C grade by June 2018, exceeding his CAT Likely; Outstanding
- One male Yr11 Emirati started 2017-18 with a grade E and he made Outstanding progress to achieve a grade B in his final GCSE examination, two grades above his CAT Likely; Outstanding

Phase 4

- There was one Emirati student in Phase 4 during 2017-18
- One male Yr12 Emirati has made 2 grades of progress from grade 5 to grade 7 in 2017-18 and is currently working to exceed his CAT Likely grade and achieve a grade 7 during Yr13 final exams; Outstanding

Next Steps Improvement Planning

Phase 1

- To build upon the current phonics provision by investing in a robust programme of systematic synthetic phonics
- To further embed phonics across the EYFS curriculum, and to provide practical support for improving the quality of phonics teaching in Nursery & Reception

Phase 2

- To further embed use of the Primary 'Markbook' and 'Fast Facts' to support Pupil Progress Meetings and sign-post trends in progress for all Primary class teachers,

Primary Year Leaders and the Head of Primary English. This will allow for proactive curriculum modification and mapping to ensure quality provision in English and a progressive and challenging curriculum

Phase 3

- To continue to focus on internal grades, ensuring the predicted grades are robust and valid and a true reflection of current levels
- To ensure regular, frequent cross moderation of all assessment grades
- To ensure students are able to use of technical language, applying this to their work skillfully. Students can already discuss complex themes and ideas, but this continues to be an area of focus
- To ensure a continued focus on inquiry, interpretive skills and critical thinking resulting in appropriate challenge in the large majority of lessons. We continue to ensure students are actively encouraged to develop these skills

Phase 4

- To ensure a review is done of all assessments to align with curriculum
- To ensure there has been reflection on T&L reports from the CATs and that teaching is adapted to learning preferences
- To ensure the organization of all work completed in lessons (including assessments) demonstrates progress over time

Performance Standard 1:
Students' Achievement

MATHS

Maths

1.1 Attainment in Maths

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
Judgement in relation to this indicator:	Outstanding	Outstanding	Outstanding	Very Good
Judgement in relation to Emirati students' attainment:	Outstanding			

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
1.1.1 Authorised Curriculum Standards	Outstanding	Outstanding	Outstanding	Very Good
1.1.2 National & International Standards	Outstanding	Outstanding	Outstanding	Very Good
1.1.3 Knowledge, Skills & Understanding in Key Subjects	Outstanding	Outstanding	Outstanding	Very Good
1.1.4 Trends in Attainment over Time	Outstanding	Outstanding	Outstanding	Not Applicable

Explanation of judgement in relation to this element
Phase 1   • 80% of children achieved a Good Level of Development at the end of Reception/FS2, which is above the UK average of 71%. Against KHDA standards this is Outstanding. This includes the Early Learning Goal for Mathematics   Phase 2   • PTM data in Mathematics demonstrates that mean attainment across the Primary school is Outstanding, with over 75% of Phase 2 pupils exceeding curriculum expectations

- PTM data for attainment in each of Yrs2 to 5 is Outstanding; Yr6 is Very Good, with 65% of pupils attaining above UK SAS average
- Analysis of PTM indicates key strengths in algebra and problem solving in Yr6. Further analysis has resulted in curriculum modification to improve student outcomes in areas such as mental maths, fluency in facts and measurement
- Using internal and external analysis Yr6 results have improved from last year from 56% to 65% exceeding curricular expectations, a 9% increase and part on an upward trend in Yr6 attainment
- Attainment across the Primary school has been supported by significant parental engagement with Mathematics, particularly the mastery of Mathematics and our calculation policy. Over 600 parents attended Mathematics open mornings during 2017-18, across the full range of Primary Yrs1-6

Phase 3

- 92% of all Year 11 GCSE students achieved grades 9-6, with 90% exceeding their CAT Likely grades; Outstanding.
- 100% of our Mathematics GCSE Early Entries achieved grade A*; Outstanding
- Combined Yr7-9 GL PTM results showed 76% of students at stanine 6 or above in June 2018; Outstanding
- Yr9 GL PTM14 results were especially strong, showing 91% of students at stanine 6 or above in June 2018
- Yr7, 8 & 9 mean SAS scores, were all above the UK, UAE & International average; Outstanding
- Our internal data mirrors similar results to PT12 & PTM 13 in Yrs7&8. Our internal 'Working At' grades in Yr9 were slightly lower than those of PTM14 results in 2017-18. This is because students begin their GCSE course one year early in Yr9
- 78% of students in Yr10 were 'Working At' above CAT Likely grades in Mathematics in June 2017-18; Outstanding
- There are no significant gaps between key groups in Mathematics across Secondary
- From analysis of PTMs across Phase 3, mathematical reasoning appears as a key strength

Phase 4

- 2017-18 saw our first Yr12 cohort at NAS, with 22 students studying Maths at IB
- Only internal data is available for 2017-18
- 82% of Yr12 students were 'Working At' grades 7-5 in June 2018; Outstanding
- 50% of Yr12 students were 'Working At' grades 7-6 in June 2018; Outstanding
- 64% of Yr12 students were 'Working At' above their CAT Likely score by June 2018
- There were no significant differences between any key group in Mathematics at Yr12

Evidence
• EYFS individual trackers, class trackers & markbooks
• Primary & Secondary Markbooks
• Primary & Secondary Fast Fact Sheets
• Significant Groups Fast Fact Sheets (Emirati, SEND)
• Power BI
• GL Assessments for Progress Tests
• Internal analysis summaries of PTS
• GL CAT 4 data
• Teacher Appraisal data
• Learning walks overviews
• Work Book scrutiny
• Nord Anglia Quality Assurance SEF
• Curriculum overviews
• HOD Discussions and meetings

Emirati Students	Evidence
Phase 1 • There was 1 full-time Emirati student in Phase 1 during 2017-18 • He achieved GLD and met the ELG in Mathematics Phase 2 • There were 7 Emirati students in Phase 2 during 2017-18 • All Emirati students' attainment is exceeding age related expectations in the English National Curriculum for Mathematics • All Emirati students from Yr2 to Yr6 attained a PTM SAS score of 125 or greater • The mean SAS for Emirati students is 133; Outstanding • One male Yr5 Emirati achieved a PTM SAS of 141, stanine 9; Outstanding • One male Yr4 student achieved a PTM SAS of 136, stanine 9; Outstanding • One male Yr4 Emirati achieved a PTM SAS of 131, stanine 9; Outstanding • One female Yr3 Emirati achieved a PTM SAS of 124, stanine 8; Outstanding • One female Yr2 Emirati achieved a PTM SAS of 126, stanine 8; Outstanding	As above

- One male Yr2 Emirati achieved a PTM SAS of 141, stanine 9; Outstanding

Phase 3

- There were 6 Emirati students in Phase 3 during 2017-18
- One female Yr7 Emirati achieved a PTM SAS of 98, stanine 5 and her 'Working At' was in line with her CAT Likely; Very Good
- One male Yr7 Emirati achieved a PTM SAS of 97, stanine 5 and his 'Working At' was above his CAT Likely; Outstanding
- One female Yr8 Emirati achieved a PTM SAS of 95, stanine 5 and her 'Working At' was above her CAT Likely; Outstanding
- One male Yr8 Emirati achieved a PTM SAS of 103, stanine 5 and was working 3 grades above his CAT Likely; Outstanding
- There were no Emirati students in Year 9 during 2017-18
- One male Yr10 Emirati was working at a grade C in Mathematics in June 2018; this was in line with his CAT Likely; Very Good
- One male Yr11 Emirati, (SEND Wave 3) who joined us at the start of Yr11 attained a grade C at the end of Year 11. This is Outstanding, especially considering he had gaps in his schooling and it was his first time studying the British Curriculum

Phase 4

- There was 1 Emirati student in Phase 4 during 2017-18
- One male Yr12 student attained a grade 5 at IBDP level, which met his CAT Likely at SL. However, he was studying HL Mathematics, which means he attained above his expected level. This is Outstanding

Next Steps Improvement Planning

Phase 1

- To upskill Early Years practitioners in understanding the steps & processes involved in early number and calculation across the curriculum and equip them with the resources to support pedagogy

Phase 2

- To use PTM analysis to ensure that mental mathematics skills are embedded in planning
- To introduce 'Mental Sundays' in Yr6 to improve both attainment and progress in mental mathematics skills

- To continue to develop the mastery of mathematics, including problem solving, reasoning and critical thinking; linking this to real life context
- To increase provision for using technology within mathematics teaching and learning opportunities
- To implement the Singapore Bar Model into Yrs1&2 to pilot the impact on teaching and learning of early mathematics
- To further develop opportunities for mathematics to be integrated into STEAM project based learning

Phase 3

- To continue to place a sharp focus on problem solving and application to real life. To date, this has ensured that a Large Majority of students are more confident and accurate when solving problems using equations, formulae and functions as well as in critical thinking. This key focus is in place not just in Secondary Mathematics but across all subjects and phases of the school as well as supporting PISA & TIMSS requirements
- To continue to plan for Project Based Learning opportunities in Secondary Mathematics as well as continuing to plan for problem solving tasks. This key focus is in place to ensure that our students are working on key 21stCentury learning skills
- To continue to make use of student-teacher dialogue (in books and verbally) on how to make progress; this has emerged as a strength in 2017-18. A Large majority of students in Phase 3 can articulate their mathematical processes and explain next steps to develop further
- To continue to teach exam technique including the interpretation of exam questions
- To continue to adapt the Phase 3 Mathematics curriculum to incorporate the TIMSS & PISA framework where necessary, as well as planning more opportunities for innovative cross-phase and cross-curricular projects

Phase 4

- To create more opportunities for moderation exercises in Mathematics at Post-16
- To continue to build upon the bank of IB Mathematics teaching & learning resources
- To ensure all IAs are above the student CAT Likely grade
- To further develop problem solving and critical thinking tasks within lessons at Post-16
- To further strengthen the collaborative work with other IB schools
- To develop a greater understanding and preparation required for the new Mathematics IB curriculum

1.2 Progress in Maths

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
Judgement in relation to this indicator:	Outstanding	Outstanding	Outstanding	Very Good
Judgement in relation to Emirati students' attainment: Outstanding				

Explanation of judgement in relation to this element

Phase 1

- 100% of girls and boys in Nursery/FS1 and Reception/FS2 made expected or better than expected progress in all areas of the curriculum, including areas related to Mathematics in the EYFS framework
- 100% of Nursery/FS1 and Reception/FS2 students identified with SEN and EAL made expected or better than expected progress in all areas of the curriculum, including areas related to Mathematics in the EYFS framework
- The percentage of children achieving a Good Level of Development has increased from 76% to 80%, over the past 3 years, indicating accelerated rates of progress for more of our EYFS pupils
- Children attaining 30/50S & 40/60E (age and stage) at the end of Nursery/FS1 has increased from an average of 51% to 95%, across all areas of learning, over the past 3 years. This indicates accelerated rates of progress for Nursery/FS1 pupils

Phase 2

- 94% of all students in Year 6 meet or exceed their CAT4 indicators when compared to starting points
- The mean SAS based upon PTM has increased by 11% across the primary school from the previous year
- Across Phase 2 internal data demonstrates that 98% of Primary students are working at or above age related expectations in Mathematics
- Compared to starting points at the end of Yr6, 78% of students working above age related expectations
- Compared to starting points at the end of Yr2, 97% of students working at or above the age related expectations
- Internal moderation and external moderation as part of the 'British Schools in Dubai' group has informed current internal data in mathematics. Moderation is

used alongside Pupil Progress Meetings to monitor progress of all individual students. It is also used to identify cohort trends and modify curriculum provision

Phase 3

- 90% of Yr11 GCSE students made better than expected progress, when compared to starting points and CAT aspirational predicted data; Outstanding
- 66% of Yr8 students made better than expected progress, when compared to starting points and CAT aspirational predicted data; Very Good
- 75% of students across Phase 3 consistently make better than expected progress in all areas of the Mathematics curriculum evidenced by progress trends and in lesson observations over the last three years
- During Yr7, students made 15% progress on their PTM12 (June 2018) when compared to their PTM11 (June 2017); Outstanding
- During Yr9, students made 8% progress on their PTM14 (June 2018) when compared to their PTM13 (June 2017); Outstanding
- Across Yrs7-9, students made 8% progress on their PTMs from June 2017 to June 2018; Outstanding
- Combination reports show 96% of Yr9 students have made 'Much Higher', 'Higher' or 'Expected' progress during the year, compared to 75% of students nationally. This is Outstanding
- There are no significant variations between key groups in Maths across Phase 3
- There was a slight, but not significant, gap between students identified as G&T and non-G&T students for Yr7 (2016-17) but this narrowed during Yr8 (2017-18)
- During 2017-18, our Yr9 & Yr10 SEND pupils made better progress than their non-SEND counterparts

Phase 4

- 82% of Yr12 Mathematics students were predicted to achieve grade 7-5 at the end of academic year 2017-18. The starting prediction was 62% of the cohort, representing a 20% increase and Outstanding progress
- Limitations of the CAT indicators in Mathematics means we have only SL indicators. It is for this reason we subtract one grade level from this indicator for any student studying the Mathematics HL course to give us a valid benchmark.
- When using this data 77% of Yr12 Mathematics students are predicted to achieve and are 'Working At' above their CAT Likely; Outstanding.
- When the standard SL CAT indicator is used; 64% of Yr12 Mathematics students are predicted to achieve above their CAT Likely
- Books and conversations will demonstrate the progress students are making during individual Post-16 Mathematics lessons, and progress over time
- Phase 4 students can articulate their progress in Mathematics and explain how to make further developments

Evidence
• EYFS individual trackers, class trackers & markbooks • Primary & Secondary Markbooks • Primary & Secondary Fast Fact Sheets • Significant Groups Fast Fact Sheets (Emirati, SEND) • Power BI • GL Assessments for Progress Tests • Internal analysis summaries of PTS • GL CAT 4 data • Teacher Appraisal data • Learning walks overviews • Work Book scrutiny • Nord Anglia Quality Assurance SEF • Curriculum overviews • HOD Discussions and meetings

Emirati Students	Evidence
Phase 1 • There was one full-time Emirati student in Phase 1 during 2017-18 • He made better than expected progress in all areas of the curriculum, including areas related to Mathematics in the EYFS framework Phase 2 • There were 6 Emirati students in Phase 2 during 2017-18 • Emirati students' progress in all subjects, including Mathematics, is a defined action point in all termly Pupil Progress Meetings • The progress of 'Almost All' Emirati students exceeded curriculum expectations compared to starting points. This is Outstanding • One male Yr5 Emirati achieved much higher than expected progress in Mathematics; Outstanding • One male Yr4 Emirati achieved much higher than expected progress in Mathematics; Outstanding • One female Yr3 Emirati achieved aboved age related expectations in Mathematics; Outstanding • One male Yr2 Emirati achieved above age related expectations in Mathematics; Outstanding • One female Yr2 Emirati achieved above age related expectations in Mathematics; Outstanding	As above

- One male Yr1 Emirati achieved age related expectations in Mathematics; Very Good
- Regular progress updates are shared with all Emirati parents

Phase 3

- There were 6 Emirati students in Phase 3 during 2017-18
- One male Yr7 Emirati has made Outstanding progress above expectations, compared to his starting point (SAS 97, CAT Likely C/D, 'Working At' grade C, one grade above CAT Likely)
- One female Yr7 Emirati has made better than expected progress compared to her starting point (SAS 98, CAT Likely C/B, 'Working At' grade B, meeting her aspirational grade; Outstanding
- One male Yr8 Emirati has made Outstanding progress above expectations, compared to his starting point (SAS 103, CAT Likely E/D, 'Working At' grade B, three grades above CAT Likely; Outstanding
- One female Yr8 Emirati has made Outstanding progress as expected compared to her starting point (SAS 95, CAT Likely C/B, 'Working At' grade B, meeting her aspirational grade; Outstanding
- One male Yr10 Emirati was working consistently hard to ensure he remained on his flightpath. He obtained a C grade by the end of Yr10, in line with his CAT Likely; Very Good
- One male Yr11 Emirati, (SEND Wave 3) achieved a Grade C in June 2018, which exceeded his CAT Likely grade by one. His starting point in October 2017 (according to internal assessments) was an E grade, demonstrating two grades of progress in such a short space of time. This is Outstanding
- Internal assessments have shown an upward trend for all Emirati students, demonstrating the progress they are making in their end of unit assessments and overall progress

Phase 4

- There was one Emirati student in Phase 4 during 2017-18
- Our Yr12 Emirati student started 2017-18 at grade 4 and by the end of Yr12 he had made progress to grade 5. This represents Outstanding progress against his CAT Likely score for SL Mathematics

Next Steps Improvement Planning

Phase 1

- To upskill Early Years practitioners in understanding 'next steps' when planning provision for progress in Mathematics

Phase 2

- To further embed use of the Primary 'Markbook' and 'Fast Facts' to support Pupil Progress Meetings and sign-post trends in progress for all Primary class teachers, Primary Year Leaders and the Head of Primary Mathematics. This will allow for proactive curriculum modification and mapping to ensure quality provision in Mathematics and a progressive and challenging curriculum
- To develop a Primary school Mental Mathematics programme of study to ensure progression of skills throughout the Primary phase

Phase 3

- To maintain a continued focus on critical thinking and problem solving to provide appropriate challenge in lessons. We want students to be actively involved in developing these skills, leading to the Large Majority of students making Outstanding progress across all year groups in Phase 3
- To continue to ensure students are given more opportunities to problem solve with real life examples, enabling them to master this area of mathematics
- To maintain a continued focus on assessment folders and DIRT to support student progress, using assessments as learning tools for further development
- To gain a more accurate picture of the progress taking place in Mathematics by aggregating unit-based assessment 'Working At' grades

Phase 4

- To review all assessments in Mathematics to ensure alignment with the IB curriculum
- To ensure model answers are shared with students at IB to ensure they are able to make progress to the next grade up
- To monitor adaptation of planning informed by the Teaching & Learning reports from the CATs, including modifications for identified learning preferences
- To ensure the organisation of all work completed in Phase 4 lessons, including assessments, demonstrates progress over time
- To create further moderation opportunities, especially using the expertise within other Nord Anglia Education sister schools

Performance Standard 1:
Students' Achievement

SCIENCE

Science

1.1 Attainment in Science

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
Judgement in relation to this indicator:	Outstanding	Outstanding	Outstanding	Very Good
Judgement in relation to Emirati students' attainment: Outstanding				

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
1.1.1 Authorised Curriculum Standards	Outstanding	Outstanding	Outstanding	Outstanding
1.1.2 National & International Standards	Outstanding	Outstanding	Outstanding	Outstanding
1.1.3 Knowledge, Skills & Understanding in Key Subjects	Outstanding	Outstanding	Outstanding	Outstanding
1.1.4 Trends in Attainment over Time	Outstanding	Outstanding	Outstanding	Not Applicable

Explanation of judgement in relation to this element
Phase 1

- The Knowledge & Understanding of the World ELG is not part of the GLD data that is reported. However, our data shows that 93% of children met or exceeded the expectations in KUW at the end of Reception year (FS2)

Phase 2

- PTS results indicate Outstanding attainment with 92% of all students in Yrs3-6 exceeding curricular expectations for Science. Our two-year trends tell us that mean PTS scores increased by 11% for all students. Our SAS mean of 125 is well above the UK, UAE and International mean

- Year 5 student PTS SAS increased by 16% over 3 years, with SAS mean of 129 (well above National and International mean). 2019 TIMSS benchmark testing is therefore predicted to exceed school targets
- Internal assessments and external benchmark testing indicate no significant variance with regards to gender or EAL students
- SEND students' attainment is slightly lower than non-SEND mean at 117 but still well above UK, UAE and International mean. Year-on-year SEND students' attainment has increased by 36%
- Internal assessments and PTS analysis was used to inform TIMSS action planning in Year 5; subsequent curriculum modification in all year groups. Data indicates strengths in physics, chemistry and biology in all Primary year groups

Phase 3

- 94% of all Yr11 GCSE students achieved A*-B (100% in Triple Science Award), with 76% meeting their CAT Aspirational grades; Outstanding
- Our 2018 results showed no significant gap between any of the key groups in GCSE Double Science Award
- Our internal data showed 100% A*-B for all Triple Science Award students; Outstanding
- GL PTS data in Yr9, shows 91% of students at stanine 6 or above with no significant difference between any of the key groups; Outstanding. Our internal data shows between 63-76% of students achieving A*-B. However, Yr9 start the GCSE course early
- Average SAS score on PTS14 is 118.6 which is +2.4 compared to last year. We are 18.6 points above the UK average and between 1.6-4.8 points above UAE, Dubai and International averages; Outstanding
- SEND students outperformed their counterparts on PTS14 with only 1 out of the 7 students on a stanine 5 & the other 6 students at 6+. Average SAS for SEND students is 123; Outstanding
- There is a 3 point difference in the male and female SAS scores for PTS14 with males outperforming girls
- Of the 10 students who achieved a stanine 5 or below on PTS14, 20% are working at their aspirational grade, 70% are meeting their likely grade. The remaining 1 student is on a clear personalised intervention plan

Phase 4

- This is our first IB cohort and we await our final results in the summer of 2019. Data reported is internal data for end of Yr12 June 2018
- Yr12 internal end of year data shows 71% of Biology students were Working At grades 7-6 and 100% were Working At grades 7-5. Of these students, 29% were working at the top grade of 7. This is Outstanding
- Biology results show no significant gaps between the key groups

- Yr12 internal end of year data shows 33% of Chemistry students (3 students total study Chemistry) were Working At grades 7-6 and 67% were Working At grades 7-5. This is Very Good
- Yr12 internal end of year data shows 56% of Physics students were Working At grades 7-6 and 78% were Working At grades 7-5. 44% were working at the top grade of 7. This is Outstanding
- Physics results show no significant gaps between the key groups
- When treated as 'Science' and not separate subjects, 82% of students were Working At grades 7-5, 39% higher than the world average of 46%
- The average score for Science subjects in June 2018 was 5.59, compared with a world average of 4.28

Evidence

- EYFS individual trackers, class trackers & markbooks
- Primary & Secondary Markbooks
- Primary & Secondary Fast Fact Sheets
- Significant Groups Fast Fact Sheets (Emirati, SEND)
- Power BI
- GL Assessments for Progress Tests
- Internal analysis summaries of PTS
- GL CAT 4 data
- Teacher Appraisal data
- Learning walks overviews
- Work Book scrutiny
- Nord Anglia Quality Assurance SEF
- Curriculum overviews
- HOD Discussions and meetings

Emirati Students	Evidence
Phase 1 • There was 1 full-time Emirati student in Phase 1 during 2017-18 • He achieved GLD and exceeded the ELG in Knowledge & Understanding of the World Phase 2 • There were 7 Emirati students in Phase 2 during 2017-18 • However, only 4 Emirati students were in Yrs3-6 and took the PTS	As above

- PTS results SAS mean of 138 (significantly above National and International mean); Outstanding
- There was no significant variance between Emirati boys' and girls' SAS at 137 and 139, respectively
- One Year 3 Emirati achieved SAS of 139
- One Year 4 Emirati achieved SAS of 141
- One Year 4 Emirati achieved SAS of 139
- One Year 5 Emirati achieved SAS of 141

Phase 3

- There were 6 Emirati students in Phase 3 during 2017-18
- One female Yr7 Emirati attained her CAT Likely grade of C in internal assessments by the end of Yr7
- One male Yr7 Emirati attained his CAT Aspirational grade of C in internal assessments by the end of Yr7, one grade above expectations
- One female Yr8 Emirati achieved a PTS SAS of 98 and a stanine 5, with a CAT Likely of D; she is working at 1 grade above her CAT Likely; Outstanding
- One male Yr8 Emirati achieved a PTS SAS of 95 and a stanine 4 with a CAT Likely of E; he is working at 3 grades above his CAT Likely; Outstanding.
- There were no Emirati students in Year 9 during 2017-18
- One male Yr10 Emirati is meeting his CAT Likely grade
- One male Yr11 Emirati joined us in September 2017 and was on a reduced timetable, therefore did not study Science

Phase 4

- There was 1 Emirati student in Phase 4 during 2017-18
- One male Yr12 Emirati has a CAT Likely grade of 5 and is working at this grade; he is predicted to achieve a grade 6, which would meet his aspirational grade

Next Steps Improvement Planning

Phase 1

- To continue to develop the children's critical thinking skills so they deepen their own understanding of the world around them

Phase 2

- To focus on embedding 'working scientifically' skills by using phased curriculum planning, measured against moderated teacher descriptors to support accurate assessment and progression of these skills
- To embed, in Yrs1&2, skills of interpreting results accurately
- To challenge students to critically analyse their scientific approach in Yrs3-6
- To adapt the curriculum in Primary to improve comparatively lower results in the topic areas of magnets and materials
- To implement the results of internal and external data analysis and focus on non-flowering plants, methods of separation and reading results accurately and making predictions

Phase 3

- To focus on the accuracy of teacher predication of results, since final results are higher than predictions
- To continue to focus on developing Critical Thinking Skills in Science lessons and ensure teachers provided appropriate challenge
- To ensure Yr8 has a sharper focus on working scientifically
- To ensure Yr9 receive more opportunities to explore the application to real world of their scientific knowledge and understanding
- To remained focused on 'working scientifically', enabling students to articulate their findings and providing the basis for higher order analysis
- To adapt the Yr9 curriculum where necessary, to incorporate the content of the TIMSS framework
- To ensure that student-teacher dialogue on how to make progress continues to be a strength of Secondary Science; a Large Majority of students are able to articulate their subject knowledge and state how to develop areas further against criteria. Interpretation of higher order questions and exam technique will remain an ongoing area of focus

Phase 4

- To further build upon the resources for teaching in Phase 4 moderate the digital approach taken in Chemistry
- To further embed knowledge of the learning preferences of individual students (as identified in the CAT reports) to inform teaching and learning in Phase 4
- To improve the % of Working at 7-6 grades in Chemistry, so they are in line with Biology and Physics
- To further upskill Science subject specialists within the Post-16 department, with IB training and group support

1.2 Progress in Science

	EARLY YEARS	PRIMARY	SECONDARY	POST-16
Judgement in relation to this indicator:	Outstanding	Outstanding	Outstanding	Very Good
Judgement in relation to Emirati students' attainment: Outstanding				

Explanation of judgement in relation to this element

Phase 1

- 100% of girls and boys in Nursery/FS1 and Reception/FS2 made expected or better than expected progress in all areas of the curriculum, including areas relating to Science (Knowledge & Understanding of the World)
- 100% of Nursery/FS1 and Reception/FS2 students identified with SEN and EAL made expected or better than expected progress in all areas of the curriculum, including areas related to Science (Knowledge & Understanding of the World)
- The percentage of children achieving a Good Level of Development has increased from 76% to 80%, over the past 3 years, indicating accelerated rates of progress for more of our EYFS pupils
- Children attaining 30/50S & 40/60E (age and stage) at the end of Nursery/FS1 has increased from an average of 51% to 95%, across all areas of learning, over the past 3 years. This indicates accelerated rates of progress for our Nursery/FS1 pupils

Phase 2

- Comparison from last years' data indicates that progress remains positive with Almost All students exceeding curricular expectations
- At the end of Yr6, 81% of students achieved above expected progress when compared to their starting points. Year on year trends indicate above expected progress for successive cohorts achieved with a sharp focus on Science planning that exceeds curricular expectations of scientific knowledge and skills
- 82% of all Primary students exceed age related curricular progress when compared to their starting points. At the end of Yr2, 82% of students achieved above expected progress in Science
- There is no significant variation in gender or EAL students' progress
- 92% of all SEND students in Primary achieved above expected progress when compared to their starting points; curriculum modification using data and strategies adopted from our Personalised Learning team help teachers to challenge SEND students to make the best possible progress

- Progress in Science lessons is supported through partner talk, shared understanding of vocabulary and use of a range of media to support learning in lessons
- Challenging science lessons, aimed at exceeding curricular expectations for pupils, relate to the world around them to ensure excellent understanding of scientific knowledge and embedding of scientific enquiry skills
- Pupils self and peer assess throughout units of work in Science lessons to develop independent learning skills; they use success criteria to sign post their next steps. Correct scientific terminology is used as part of the self and peer assessment

Phase 3

- 100% of Yr11 Single Science and 76% of Yr11 Double Science students exceeded their CAT Likely grades; Outstanding. There was no significant variations between different groups
- By the end of Yr8 83% of students were working above their CAT Likely grades; Outstanding.
- Yr10 students made 19% progress between December 2017 and June 2018, working at grades A*-B in Physics, 20% in Biology and 5% in Chemistry
- PTS14 revealed that 76% of students made better than expected progress; Outstanding. Knowledge & Understanding continue to be areas of strength
- Our current Yr9 have made 1.1% progress compared to their PTS13 last year. This has slightly improved on their already Outstanding progress
- Progress trends over the last three years show that a Majority of students consistently make better than expected progress in Sciences in Phase 3; this figure exceeds 75% at the end of Yr11, which is Outstanding
- Progress in lessons remains Very Good, with a Majority of students being able to work scientifically, analyse and evaluate key concepts in Science

Phase 4

- In Yr12, 86% of students in IBDP Biology were working at above their CAT Likely; Outstanding
- Between December 2017 and June 2018 students in IBDP Biology made progress from 29% achieving grade 7-6 up to 71% achieving grade 7-6 (an increase of 42%). This represents Outstanding progress
- In Yr12 67% of students in IBDP Chemistry were working at above their CAT Likely; Very Good
- Between December 2017 and June 2018 students in Chemistry have made progress from 33% achieving grade 7-5 up to 67% achieving grade 7-5 (an increase of 34%). This represents Outstanding progress
- In Physics 78% of students are predicted to achieve grade 7-5. This is Outstanding.

- Between December and June there has been a 44% increase in the number of Grade 7 predictions. This is Outstanding
- This is with 67% achieving above their CAT Likely. This is Very Good

Evidence
• EYFS individual trackers, class trackers & markbooks • Primary & Secondary Markbooks • Primary & Secondary Fast Fact Sheets • Significant Groups Fast Fact Sheets (Emirati, SEND) • Power BI • GL Assessments for Progress Tests • Internal analysis summaries of PTS • GL CAT 4 data • Teacher Appraisal data • Learning walks overviews • Work Book scrutiny • Nord Anglia Quality Assurance SEF • Curriculum overviews • HOD Discussions and meetings

Emirati Students	Evidence
Phase 1 • There was one full-time Emirati student in Phase 1 during 2017-18 • He made better than expected progress in all areas of the curriculum, including areas related to Science (Knowledge & Understanding of the World) in the EYFS framework Phase 2 • Emirati student progress is a defined action point in all Pupil Progress Meetings, Year Group Action Plans and Curriculum Action Plans; regular progress updates are shared with all Emirati parents • Progress of all Emirati students exceeded curriculum expectations in Science compared to their starting points; Outstanding	As above

Phase 3

- One female Yr7 Emirati has made Very Good progress and gone from a D grade to a C grade, achieving her CAT Likely grade. This is Very Good progress
- One male Yr7 Emirati has made Outstanding progress and gone from a D grade to a C grade, achieving his CAT Aspirational grade. This is Outstanding progress
- One male Yr8 Emirati has made Outstanding progress above expectations, compared to his starting point (SAS 95,CAT Likely E/D). His 'Working At' grade was B in June 2018, having started with a D grade in October. This is three grades above his CAT Likely, representing Outstanding progress
- One female Yr8 Emirati has made Outstanding progress as expected compared to her starting point (SAS 98, CAT Likely D/C). Her 'Working At' grade was C in June 2018 having started with a D grade in October. This meets her aspirational grade, representing Outstanding progress
- There were no Yr9 Emirati students during 2017-18
- One male Yr10 Emirati has made Very Good progress compared to his starting point (SAS 101, CAT Likely C). His 'Working At' grade was C in June 2018, having started with a D grade in October. This meets his CAT Likely grade, representing Very Good progress
- One male Yr11 Emirati joined us in September 2017 and was on a reduced timetable, therefore did not study Science
- Internal assessments have shown an upward trend for all Emirati students, demonstrating the progress they are making in their end of unit assessments and overall progress

Phase 4

- There was one male Emirati student in Phase 4 during 2017-18
- This Yr12 Student has been working at a grade 5 most of the year and is currently predicted a grade 6, which is exceeding his CAT Likely score. This is Outstanding progress

Next Steps Improvement Planning

Phase 1

- To upskill Early Years practitioners in understanding 'next steps' when planning provision for progress in Science-related areas (STEAM activities, KUW activities)

Phase 2

- To further embed the use of Primary Markbook and Fast Facts to support Pupil Progress Meetings and sign-post trends in progress for all class teachers, Year Leaders and Head of Science. This will allow for pro-active curriculum modification and mapping to ensure continued quality provision for Science and a progressive and challenging curriculum

Phase 3

- To review teacher skills when predicting grades, looking at changing grade boundaries through internal discussions and expert advice from Cambridge exam board
- To review resources and teaching order in Chemistry to ensure more accelerated progress
- To adapt Science lesson planning to ensure there are more appropriately challenging tasks to develop the 4Cs and application to real life
- To introduce more Project Based Learning in order to develop the skills required by 21st Century Learners in Science
- To continue to embed STEAM activities and the MIT philosophy through Science lesson planning, to ensure accelerated progress across all three Sciences

Phase 4

- To focus on personalised lesson planning and targeted teaching to ensure maximum progress is promoted across all three Sciences at Post-16
- To further strengthen the internal cross-moderation process for all three Sciences at Post-16
- To regularly review and moderate internal assessments to ensure they are in line with IB curriculum standards, particularly as the number of teachers delivering the IB Science curricula grows

Performance Standard 1.3:

LEARNING SKILLS

1.3 Learning Skills

Judgement in relation to this indicator	EARLY YEARS	PRIMARY	SECONDARY	POST-16
1.3 Learning Skills	Outstanding	Outstanding	Outstanding	Outstanding

Evaluation

Phase 1

- EYFS students are motivated to learn through child-led learning, taking responsibility for their learning through their own interests. Ideas are developed and facilitated by the adults ensuring that all children achieve their next steps
- Through shared sustained thinking students in EYFS focus reflect on their learning to evaluate their strengths and weaknesses accurately, linking them to the Early Years Characteristics of Effective Learning and IB Learner Profile attributes
- Our innovative and carefully planned indoor and outdoor environments contain enhanced provision, enabling students to consistently make meaningful connections between areas of learning, using them to deepen their understanding of the world
- EYFS students interact and collaborate very effectively in a wide range of learning situations, exceeding curriculum goals

Phase 2

- Students are enthusiastic, taking responsibility for their own learning in sustained ways. Students are able reflect upon AFL feedback and use this to inform their next steps in learning
- Collaborative planning allows students to have opportunities to develop critical thinking, creativity, communication and collaboration through project-based learning such as STEAM
- Lessons are planned to exceed curricular expectations by providing opportunities for problem solving, application of knowledge, investigation and critical thinking to consolidate depth and mastery of skills within learning
- Students are given many opportunities to develop their leadership and collaborative skills through group work opportunities across all curricular areas and even across year group
- Technology is used effectively to support the students in becoming leaders in their own learning

Phase 3

- A strategic focus on '4Cs for 21st Century Learning' means students have had plentiful opportunities to develop these skills, resulting in more risk taking from staff, with students rising to these challenges
- Teachers in Secondary are encouraged to be innovative, provide problem solving opportunities and make effective use of technologies
- Applications to real life learning have been embedded within planning across the Secondary school
- A 'Large Majority' of students will contribute in lessons and where they do not, teachers encourage participation. This continues to be an area of focus; a 'no hands-up' policy is encouraged to ensure contribution
- Student engagement and positive staff relationships have been cited as a key strength across Secondary, enabling students to learn from failure and focus on the learning process. This now requires further embedding

Phase 4

- Phase 4 continues to strengthen. The personalised approach to each student's learning needs is a highlight
- '21st Century Learning Skills' are at the core of our learning Post-16. Critical Thinking, Inquiry and Collaboration are notable strengths, with Communication and Creativity being areas of ongoing focus
- Reflecting on the development of 21st Century Learning Skills has minimised passive learning at Post-16
- Post-16 staff have invested much time in 'Discovery Learning'
- Staff continue to make effective use of the individual technology available to all students. A flipped learning approach is seen in a 'Large Majority' of lessons at Post-16
- Schemes of Work have been designed to incorporate application to real life
- The relationships between students and staff support and encourage use of the 4Cs. Student engagement in learning is palpable in this phase

Evidence
- Planning (all Phases); SoW & Curriculum outlines   - Lesson observations & their records   - Learning walks & their records   - Books & book scrutinies   - Work other than books (digital portfolios, See-Saw)   - CPD records (e.g. whole school training on 4Cs)   - ManageBac

Next Steps for Improvement Planning

- To ensure feedback to students includes information on how the learning relates to '21st Century Learning Skills'
- To continue to embed and apply learning skills to real-life contexts and project-based learning & STEAM opportunities in Primary, Secondary and Post-16
- To share more ideas regarding best practice in effective use of technology in lessons to enhance the learning, in all phases of the school
- To continue to focus on problem solving across all phases of the school, sharing ideas to further strengthen this area

Performance Standard 2:

PERSONAL & SOCIAL

Personal & Social

Judgement in relation to this indicator	EARLY YEARS	PRIMARY	SECONDARY	POST-16
2.1 Personal Development	Outstanding	Outstanding	Outstanding	Outstanding
2.2 Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
2.3 Care & support	Outstanding	Outstanding	Outstanding	Outstanding

Explanation of judgement in relation to this element	Evidence
2.1: Personal Development • The carefully planned first term in Nursery, focused on the Prime areas of learning, allows for the students' emotional, psychological and social wellbeing to be nurtured and cared for. This has resulted in happy, confident students who are autonomous, can problem-solve, manage their emotions, experience empathy, be resilient and attentive. Students feel secure and have good relationships with others • A Pastoral and Wellbeing Leader has been appointed in Primary who works alongside the Head of Pastoral in Secondary to action findings from the Dubai Schools Wellbeing Census (DSWC) • Key policies such as, Behaviour for Learning and Anti-Bullying have been reviewed and strengthened in all Phases to promote an ethos of positive behaviour management, where good behaviour is celebrated • Pro-active initiatives such as, working with Dubai Police to tackle cyberbullying, ensure that serious behaviour incidents are rare • The student voice is recognised and celebrated across school, for example during World Children's Day. The development of the Secondary and Primary Student Councils allows for their voices to be heard	• Secondary Passports • Student Leadership Roles • Secondary ABC (anti-bullying committee) minutes & records • Records of student-led initiatives; National Day, help in EYFS, buddy readers, World Children's Day • Written reports to parents • Records of communication to parents; daily email in Primary, weekly email in Secondary, weekly Newsletters • Parent survey responses • Student survey responses including PASS data • Marking & Feedback Policy

- throughout the year and changes are made in response to their suggestions
- The Student Leadership programme is purposeful and acts as a driver of change and innovation across the school. In the Secondary school there were 412 student leaders in 2017-18, an increase of 152 from the previous year. A Primary teacher has been appointed Leader of Primary Pupil voice to initiate more opportunities for Student Leadership in the Primary school, following Secondary's excellent example
- Students treat each other with respect and courtesy at NAS, and bullying is extremely rare, as evidenced by the DSWC from Years 6-10
- Pupils demonstrate empathy and tolerance towards one another, including those with SEND. Student-led themed days raise awareness of and celebrate our differences, such as 'Rock Your Socks for World Downs Syndrome Day'
- Students enjoy coming to school so attendance is high at 95%
- Moral Education is a core part of the curriculum and offers students opportunities to reflect on their roles and responsibilities as members of our school community and as global citizens
- There has been an increase in the number of students who have taken part in a wide range of residential trips that promote personal development
- The Sixth Form students are key role models in driving positive behaviour in the school, as seen by their voluntary break and lunch time duties
- Our Post-16 students demonstrate excellent understanding of safe and healthy living, which is evident in their approach to the activity element of the CAS programme
- There is a dedication to the promotion of mental health, with our Year 11-13 students taking part in weekly mindfulness sessions with our qualified yoga teacher
- Positive approaches to goal setting, stress management and time management are suggested to students, which can also embrace outside agencies
- The IB and BTEC curriculum encourage students to have a very strong sense of personal responsibility

- Book scrutinies; written records of student-teacher dialogue, peer-to-peer assessment
- Managebac reflections
- Year 12 student cultural presentations
- Learning walks
- Lesson observations
- Behaviour Policy, Anti-Bullying Policy, Counter-Cyber Bullying Policy
- Golden Rules and sign up to Class Codes of Conduct in Primary
- Pastoral data sheet in Secondary
- Records and celebrations of positive behaviour (Head of Year awards, House Points, Star of the Week)
- Records and celebrations of personal achievements (Celebration Assemblies, PE newsletters, social media, emails to parents)
- PSHE programme, linked to Moral Education programme (lessons, assemblies, guest speakers)

and to show independence of mind. This is evident in the service element of CAS, TOK and the EE • Our Post-16 students take responsibility for their life choices beyond NAS Dubai, using programs like Bridge U and Morrisby online to make informed decisions about their futures	• Healthy Lifestyle evidence; menus from new caterer, CCA and Sports Squad records, visits from the dentist, parent fitness classes, sports days from EYFS up, swimming & PE curriculum, House fitness challenges, visits from sporting teams eg DC7s, participation in 30:30 challenge • Attendance data • Display boards & environmental messaging
2.2 Understanding of Islamic Values and Awareness of Emirati and World Culture • In Early Years the children are exposed to a range of resources and activities to introduce them to the UAE culture. All classes have a dedicated area where children can explore resources that raise awareness and understanding of the country they live in • Through continued adaptations to the curriculum and raising the profile in school, students consistently demonstrate a clear understanding of how Islamic values influence the curriculum in the country in which they live • A stronger focus on Emirati culture through the Social Studies curriculum and across the school is resulting in students being able to express more confidently their understanding of the heritage of the UAE as well as its cultural and economic journey • Cultural Understanding and empathy continues to develop as a key strength of NAS, with students enthusiastically celebrating their own culture and that	• EYFS Islamic presentation • EYFS Arabic cultural curriculum boxes/Areas • Cultural Book • Whole School Cultural and Islamic Ambassadors • Daily & Weekly emails • Language Events • Language Trips • Residential trips-Sharjah,Oman, RAK and Day Trips-Expo, Dubai Safari • Dubai Cares- Adopt-A-School events • Displays • Assemblies (all Phases)

of others. The 74 nationalities of our students are represented in our 'Flag Atrium' • High profile cultural assemblies and events such as National Day Celebrations, School Iftar and Islamic Expo offer many opportunities to explore and celebrate together • We continue to expand our cultural events programme, which in 2017-18 included celebrations of UK culture and Arab World Day for the first time • Parents, students, staff and student Cultural Ambassadors work collaboratively to celebrate and communicate key messages related to World Cultures of the school • Moral Education and Social Studies are a core part of our curriculum and are also embedded across a range of subjects, the school being fully compliant • Islamic Student Leaders have lead school assemblies and worked with students to explain the core values of Islam; they provided information workshops during our 'Islamic Expo' • There has been an increase of displays in all Phases of the school with regards to Islamic values • Within the Sixth Form, tutor time draws upon the student's cultural background through debate and discussion e.g. Student led presentations on their country of origin • The IB curriculum develops international mindedness which encourages the respect and understanding for other perspectives, cultures and languages. It also develops the ability to see oneself as a responsible member of the community and a global citizen	• Islamic Expo • Local Initiatives-Ramadan Fridge Campaign, recycling clothes • Primary Islamic Values Questionnaire-analysis • CAS Thailand trip presentation • Curriculum documents cultural links • Social Studies and Moral Education Overviews- books and file • Islamic coffee morning minutes • Year 12 student cultural presentations
2.3 Social Responsibility and Innovation Skills • The Early Years curriculum includes the development of each student's unique identity; they learn to take responsibility for their own well-being, that of others and of the planet they live on. For example, students in the Early Years raised money for our Adopt-a-School initiative by running an Art Gallery auction for the parents • In Early Years the students have a dedicated STEAM area within their classrooms that allows for an	• Moral Education curriculum & SoW • Yr5-8 MIT curriculum • Residential visits incl Tanzania, MIT and UNICEF in New York • UNICEF Global Goals - assemblies & curricular links • Personal Tutor time

- innovative combination of science, technology, engineering, art and mathematics activities to develop their critical thinking skills
- Through our calendared Primary and Secondary STEAM projects, run in collaboration with MIT University, students are developing solutions to real-world problems by taking inspiration from the animal kingdom. These have been supported by high-profile guest speakers such as the esteemed astronomer and physicist Cesare Barbieri
- Significant innovation projects are launched annually in conjunction with 'Secondary Innovation Day'. Innovation in all phases takes place daily through curriculum modification and Personalised Learning
- Innovative learning opportunities in Primary such as 'Night at the Museum' and 'Environmental Day' allowed students the opportunity to share their knowledge with their peers in different year groups, as well as with the parent community
- Moral Education allows opportunities for students to develop a sense of social responsibility. In EYFS and Yr1, children take part in PSHE sessions that complement the Moral Education framework
- Students are socially responsible and lead on initiatives such as Anti-Bullying Week in Secondary, which are also given a high profile in Primary
- Students from Nursery to Yr13 participate in various Global Campus activities. For example, our Nursery children took part in the photography competition to raise the profile of the Global Goals and our Yr12 students worked with UNICEF, which culminated in a group of students being selected to present on the Global Goals for Sustainable Development at the UN Headquarters in New York
- There has been an increase in the number of Secondary pupils who have completed community outreach projects in Sri Lanka, Tanzania and Thailand. The majority of upper Secondary students undertake the International Award, with some of our Sixth Form students beginning their Gold award
- A team of NAS Dubai students competed in and won the Dubai Design District Expo Challenge, by developing an app to improve queueing at Expo 2020

- Young innovators programme
- Guest Speakers
- Lesson Observations
- Adopt-a-School fundraising records & communications to stakeholders
- Lesson Plans (all Phases)
- CAS programme on Managebacc
- See-Saw in EYFS & Primary
- EYFS STEAM challenges - planning & photos
- Assemblies (all Phases)
- School Council minutes
- Work Experience Records for Yr10
- Daily & Weekly Emails
- Weekly Newsletter
- Annual Yearbook

- The Sixth Form students have a very positive effect on the school and wider community as seen in their development of the Charity Committee, linked to Dubai Cares, to raise money to build a school in Nepal
- The 'MIT Launch X' club was set up by Yr13 students to create real businesses and develop entrepreneurial skills with this year's theme being 'Connecting Materials'
- The Sixth Form students lead others confidently as seen in the MUN society, which was set up by a Yr13 student to teach other students the skills of debate and public policy
- In the IB programme, through the service element of CAS, students contribute actively to the life of the school and wider communities

Next Steps Improvement Planning

2.1: Personal Development

- To continue to develop a Primary School Council
- To continue to analyse the DSWC and identify areas to implement planned provision and support for students

2.2 Understanding of Islamic Values and Awareness of Emirati and World Culture

- To expand upon the role of Cultural Ambassadors across Yrs3-6
- To give responsibility to students to lead cultural events across the school and assemblies
- To further develop the roles of the Islamic Leaders

2.3 Social Responsibility and Innovation Skills

- To ensure economic understanding is developed through the Moral Education and Social Studies curriculum, so it is taught throughout the year

Performance Standard 3:

TEACHING & ASSESSMENT

Teaching & Assessment

Judgement in relation to this indicator	EARLY YEARS	PRIMARY	SECONDARY	POST-16
3.1 Teaching for Effective Learning	Outstanding	Outstanding	Outstanding	Outstanding
3.2 Assessment	Outstanding	Outstanding	Outstanding	Outstanding

Explanation of judgement in relation to this element

3.1 Teaching for Effective Learning

Teaching in Phase 1 remains Outstanding, while in Phases 2, 3 & 4, the proportion of outstanding lessons has increased significantly. 75% of teaching across the whole school is graded as Outstanding or Very Good teaching (38% Outstanding, 37% Very Good); this is an 11% increase from 2016-17 to 2017-18

This improvement follows a strategic focus on appropriate challenge for the more able students and developing 21st Century Learning skills with a specific focus on the 4Cs (Collaboration, Communication, Creativity and Critical Thinking). This has led to a greater focus on skills rather than tasks and has helped to encourage students to take risks and more ownership of their learning journey. This has resulted in an increase in Outstanding practice taking place across all phases and thus developing more Outstanding practitioners.

Phase 1

- A Large Majority teachers expertly apply their knowledge of the EYFS curriculum and know how students learn best through a balance of child-led learning based on the children's interests and adult-led activities
- Internal and external observations indicate that teachers in the EYFS plan inspiring environments that promote high levels of well-being and involvement; enabling all groups of students to learn successfully
- Careful questioning to extend students thinking and celebration of the IB Learner attributes together with the 4Cs ensures the students achieve Outstanding outcomes
- Assessments are used to identify key areas for development across the EYFS curriculum and for different groups of learners such as, grouping children for

phonics across the year group, intervention groups, EAL provision, and SEN external provision

Phase 2

- A Large Majority of teachers' expertly use subject knowledge and probing questioning to check for depth of understanding to secure strong outcomes for students
- Specific Arabic and Islamic planning CPD and support has enabled teachers to strengthen their understanding of effective planning, ensuring better modification of the curriculum to meet the needs of all students
- Specific Arabic Language teaching teams have been formed for Early Years and Yrs1-4. This has led to stronger age-appropriate teacher pedagogy, improved consistency and higher quality age-appropriate assessments, leading to improved student outcomes
- Planning to exceed curriculum expectations continues to be a phase strength impacting on all students' attainment, including G&T and most able students; engagement and attitudes to learning are excellent
- Teachers' planning embeds opportunities for students to develop their critical thinking skills, lead their own learning and collaborate with reflection time through think, pair, share
- Purposeful and engaging use of learning technologies enhances the learning experiences of all students. CPD is delivered for all staff on the effective use of apps and technology in classrooms to add momentum to learning
- Daily formative assessment and termly data analysis at progress meetings by teachers enables teachers to personalise learning and planning to the needs of all students
- Teachers' termly moderation of core subjects, both internally and as part of the 'British Schools in Dubai' group, ensures accurate judgements and progression is a focus when planning for effective learning

Phase 3

- A Large Majority of teachers expertly apply their knowledge and inspire the young students to be creative and critical thinkers
- Higher order questioning is skillfully applied, encouraging discussions
- Positive relationships and student engagement are at the core of effective teaching; demonstrated by the positive attitude of students
- Students have in depth knowledge of their strengths and weaknesses. They routinely engage in student-teacher dialogue and consistently reflect upon their own learning
- 2017-18 saw a greater focus on appropriate provision for all learners. For example, challenge has become an integral part of lessons which ensures we meet the needs of the most able students.

- Communication and collaboration continues to be a strength noted in observations in the Large Majority of lessons in Phase 3
- A greater collaborative approach within the World Languages Faculty has led to improved pedagogy, student engagement and consistency with an improved systematic approach
- The impact of teaching and learning was measured at key points during the year, with systematic moderation to validate judgments, incorporating challenging conversations and action points. All observations have been carried out by two leaders, to ensure accurate observations and judgements are made. Furthermore, this develops our middle leadership team further

Phase 4

- Teachers have excellent knowledge and understanding of their subject and expertly apply this to inspire students in Phase 4
- Higher Order Questioning challenges and provokes student thinking, resulting in insightful and thought-provoking discussions
- Critical thinking, communication and collaboration are a core part of all lessons, where questions are skillfully used to develop these key skills
- Teacher-student interactions are stimulating and inspire a highly active learning environment
- Teachers know their students very well and challenge and support them appropriately to ensure outstanding progress and attainment
- Teachers consistently have high expectations of all students, which is reflected in the high standard of work and learning in lessons
- Students are highly engaged in their learning and have developed an independent learning approach in their Post-16 education
- The IB Approaches to Learning (AtL) are now an explicit focus in post-16 lessons, heightening student engagement and supporting enquiry-based learning
- Concurrency of learning has helped to promote interdisciplinary pedagogical strategies to support Theory of Knowledge and subject-specific lessons

Evidence
3.1   Teaching for Effective Learning
- PM observations and feedback
- Joint observations
- Learning walks
- Work scrutiny
- NAU online PD
- Personalised appraisal process
- Lesson planning
- Peer to peer drop ins

- Markbook
- CPD programme
- Battery CPD
- TAC meetings
- PEPs

Next Steps Improvement Planning

3.1   Teaching for Effective Learning

Whole School

- To employ a Leader of Arabic A (separate to Arabic B) to ensure improved rigour and accountability for the Teaching & Learning of Arabic, leading to improved attainment and progress

Phase 1

- To continue to plan and resource a challenging environment where children's play can be supported and extended in the outdoor area

Phase 2

- To provide further opportunities for Critical Thinking and problem-solving tasks across Phase 2 planning. Whilst developing, this needs some more time to embed to ensure consistency. The more staff share best practice, the more swiftly this will embed
- To create opportunities for the 4Cs within lessons; this will be monitored to ensure consistency across Primary
- To give staff further ownership of their own learning via our innovative Professional Development Programme. Action Research Projects will be developed further with termly carousel activities planned and delivered by staff, giving them autonomy and increasing their contribution to whole school improvement
- The effective use of the battery data from the CATs has further developed and we have ensured our parents and students have been familiarizing themselves with their learning preferences. This is integral to personalised planning and continues to be an ongoing focus

Phase 3

- To provide further opportunities for Critical Thinking and problem-solving tasks across Phase 3 planning. Whilst developing, this needs some more time to embed to ensure consistency. The more staff share best practice, the more swiftly this will embed

- To create opportunities for the 4Cs within lessons; this will be monitored to ensure consistency across Secondary
- To give staff further ownership of their own learning via our innovative Professional Development Programme. Action Research Projects will be developed further with termly carousel activities planned and delivered by staff, giving them autonomy and increasing their contribution to whole school improvement
- The effective use of the battery data from the CATs has further developed and we have ensured our parents and students have been familiarizing themselves with their learning preferences. This is integral to personalised planning and continues to be an ongoing focus

Phase 4

- To ensure good practice is being shared across groups and teachers through collaborative planning and team-teaching
- To further develop the transition between phases, cascading the IB AtL and a culture of academic honesty, ensuring students are fully prepared for post 16 education
- To ensure a continued focus on support for students to make connections with their learning. To encourage students to apply their learning to the outside world
- To promote opportunities for students to consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world
- To further develop both digital and print-based resources across all IB subjects
- To further strengthen the collaboration with other IB schools utilising the IB UAE World Schools group and the NAE global group
- To further strengthen teacher knowledge in all IB subject areas by ensuring CPD opportunities are provided
- To further expand the team of IB teachers in school to share expertise
- To further encourage staff to become IB examiners and active members of IBEN; to participate in global events

3.2 Assessment

3.2   Assessment

Leaders at all levels have been upskilled to analyse and use data effectively to monitor progress, modify the curriculum and recognise trends to inform decisions. This analysis is coherent and consistent, making effective use of international benchmark data to inform teaching strategies, curriculum modification and progress judgements throughout the school.

The use of an internal electronic mark-book is implemented across all phases and has enabled distributed leadership of assessments to staff.

Phase 1

- Daily, on-going assessments such as annotated photographs, in the moment planning sheets, short observations and discussions are used to create next steps for each student and support the summative assessment points that occur 4 times per year
- Internal assessments in EYFS are highly effective and consistent across all classes due to robust moderation, Pupil Progress meetings and tracking systems
- The Early Years teachers and SLT rigorously benchmark students' academic outcomes against UK, UAE and other NAE school expectations
- EYFS data comparison is evaluated and used to ensure the best provision is provided and the highest outcomes are achieved

Phase 2

- Teachers and leadership at all levels use wide ranging data sources including internal assessment and external benchmarking tests CAT4, NGRT, PM Benchmarking and PT analysis to accurately to improve learning provisions for all students
- Termly pupil progress meetings with teachers, senior leaders and the SENCo supports robust progress and attainment tracking. Alongside daily formative assessments this leads to effective teaching for learning
- Four data entry points per year support teachers' ability to accurately monitor progress of all students and modify the curriculum by mapping next-steps and provision for all students
- Termly moderation of students' work with 'British Schools in Dubai' for English, mathematics and science ensure consistent and accurate judgement of student outcomes as well as opportunities to share best practice

- Self and peer assessment of learning as well as 'traffic light' use of success criteria in Phase 2 develops students' independent learning skills. Students are enabled to evaluate their own strengths and areas of development
- In Arabic B, KPIs have been created using the KHDA 'Years of Study' programme, which has ensured alignment with all necessary requirements together with more effective tracking of students. This is already leading to improved outcomes

Phase 3

- Internal and external assessments are fully coherent and directly linked to the relevant curricula
- Internal data provides comprehensive measures of academic and personal development, at five key points across the academic year in Secondary
- External benchmarks from CATs are an integral part of our assessment processes and are used robustly and skillfully by teachers to improve student outcome, where targets are always to expect students to exceed their CAT Likely grades
- Progress is measured at 5 key points across the year in Secondary. Grades are always measured against the external benchmarks. Accumulative, current and predicted grades are a consistent part of this analysis, ensuring judgements are accurate
- Assessment of Arabic and Islamic Education teaching & learning is in line with Secondary systems and procedures. The impact has been more robust, consistent assessment, recording & analysis of data
- Fast Fact sheets are produced by subjects and classes and analysed effectively by leaders at all levels and appropriate intervention implemented
- Students and parents are an integral part of the assessment process and reflective dialogue and communications is a crucial part of the assessments process to improve student outcomes

Phase 4

- Internal and external assessments are fully coherent and directly linked to curricula
- Internal data provides comprehensive measures of academic and personal development, at five key points across the academic year in Phase 4
- External benchmarks from CATs (where available and relevant) are an integral part of our assessment processes and are used robustly and skillfully by teachers to improve student outcomes; students targets are always to exceed their CAT Likely grades
- Progress is measured at five key points across the year in Phase 4. Grades are always measured against the external benchmarks. Accumulative, current and predicted grades are a consistent part of this analysis, ensuring judgements are accurate
- Fast Fact sheets are produced by subjects and classes and analysed effectively by leaders at all levels and appropriate intervention implemented

- Students and parents are an integral part of the assessment process and reflective dialogue and communications is a crucial part of the assessments process to improve student outcomes
- Teaching and Learning Reports from CATs are used by staff to understand the learning preferences and reflect on their planning for appropriate challenge and support in lessons
- Assessments are skillfully and effectively used to reflect and plan lessons accordingly and optimize student progress across all groups
- Teacher feedback is constructive and comprehensive and routinely promotes student self-reflection and assessment to improve outcomes. As a result, students are highly aware of their targets and how to make further developments
- IB Assessment Objectives (AOs) are explicitly linked to (and are embedded into) lessons to ensure students develop the breadth/depth of skills to address all IB assessment criteria within internal and external assessment components
- IB grade descriptors are used in conjunction with IB grade boundaries to consistently assess/evaluate students

Evidence

3.2 Assessment

- Fast Fact sheets
- Markbook
- Diagnostic marking in books
- GL PTs reports
- Internal PT analysis
- CAT4 reports

Next Steps Improvement Planning

3.2 Assessment

Phase 1

- To continue to lead on moderation sessions with the 'British Schools in Dubai' Early Years cluster group; ensuring assessments are consistent across the group

Phase 2

- To further embed use of Fast Facts in Phase 2 with teachers and Year Leaders. This will support teachers and year groups to identify cohort trends and map the needs of students to ensure strong outcomes for all learners

- To continue to moderate the Primary core curriculum through calendared 'Subject Champion' CPD time. Wider internal teacher moderation engenders rigorous validation of students' academic outcomes
- To promote moderation meetings in Islamic Education, enabling teachers to analyse and evaluate examinations and books to ensure consistency

Phase 3

- To continue to develop the success criteria linked to the National Curriculum and GCSE exam boards, sharing these with students to develop pupil knowledge and understanding. This will ensure continuous improvement of our moderation processes and targeted intervention strategies as well as our internal assessment procedures.
- To pilot the use of Arabic IBT tests in Yrs5-10 to evaluate their effectiveness as an external benchmark, with the aim of improving student outcomes
- To ensure teachers continue to undertake regular formative and summative assessments in order to plan next steps for learning. Teacher judgements are regularly moderated across departments and moderation is being developed with other schools
- To ensure that students have sufficient time and resources to help prepare for any assessments, following feedback from parents. Teacher feedback and student reflections have formed an integral part of the assessment procedure, moving beyond grades and ensuring students are aware of what developments they need to address to make further progress
- To further enhance the quality of assessment in Islamic Education by tracking all six required areas of the MOE curriculum

Phase 4

- To improve accessibility and format of the internal and external data for staff, improving the outcomes for students. Feedback has been a two-way process and staff views have been heard with regards to what data they require for effective planning and provision
- To ensure classroom practitioners are skilled up to navigate effectively through the different assessment data we have and can make effective use of it to modify their teaching to meet the needs of the students
- To further explore CEM standard assessments to add additional external benchmarking against national and international measures for Post-16 education
- To build upon the existing mark-book for Post-16 and ensure key entry dates are appropriate
- To ensure additional data required for Higher Education is effectively tracked and monitored

Performance Standard 4:

CURRICULUM

Curriculum

Judgement in relation to this indicator	EARLY YEARS	PRIMARY	SECONDARY	POST-16
4.1 Curriculum Design & Implementation	Outstanding	Outstanding	Outstanding	Outstanding
4.2 Curriculum Adaptation	Outstanding	Outstanding	Outstanding	Outstanding

4.1 Curriculum Design & Implementation

Explanation of judgement in relation to this element

4.1 Curriculum Design & Implementation

- At NAS Dubai the EYFS framework and English National Curriculum are used in Phases 1, 2 and 3, culminating in GCSE and iGCSE exams. We offer the IBDP and BTEC programmes to our post-16 students in Phase 4
- Our curriculum is compliant with the UAE requirements for Arabic A&B, Islamic Education, Social Studies and Moral Education. We align our curriculum to the UAE 2021 vision, with a focus on key areas such as Reading, Innovation and Entrepreneurship
- The curriculum meets the needs and interests of our diverse population. Our innovative World Languages programme, together with our Juilliard Performing Arts offer and a STEAM curriculum developed in collaboration with MIT are unique to NAS Dubai
- Global Citizenship, sustainability and preparation for the jobs of the future are all incorporated into our curriculum, eg through Nord Anglia's Global Campus and experiences such as trips to Masdar or visits from guest speakers. Residentials to places such as Tanzania, Nepal and Sri Lanka allow students to experience life elsewhere and to give back to society by supporting schools there
- Cross curricular themes are the main method of curriculum delivery in Primary but are also systematically planned into Secondary lessons to ensure students' skills are developed in meaningful and interesting contexts across an extensive range of subjects
- Continuous evaluation of the school curriculum ensures that the needs of all groups of students and statutory requirements are met. The review feeds into the school evaluation and is modified as required
- There is considerable flexibility and innovation in our curriculum design that allows individual students to learn in their own ways and at their own pace to achieve both

academically and personally. The IB Learner Profile is one way to promote aspects of learning and is found across school from EYFS upwards
- A comprehensive co-curricular activities programme significantly enhances students' academic and personal development

Evidence

4.1 Curriculum Design & Implementation

- EYFS Framework, National Curriculum, IGCSE/GCSE, IBDP, BTEC Syllabus & Programmes of Study
- MOE curriculum for Arabic & Islamic Education
- Moral Education curriculum & Social Studies curriculum
- EYFS display-board planning, weekly plans, focused group plans
- Primary Long Term Plans, Medium Term Plans, Weekly & Individual Lesson Plans
- Secondary SOW & lesson plans
- Innovation Statement, World Languages Statement, STEAM & Performing Arts Statement
- Global Campus evidence
- Residential & day trip information; records of visitors to school
- Videos, newsletters, event posters communicating curricular events and special days eg science week, Chinese New Year, National Day celebrations, Innovation Day
- Timetables
- Lesson observations
- Learning walks
- Book scrutiny
- Planning scrutiny
- Assessment systems and trackers
- PEPS (curricular modifications & interventions)
- SEND files
- G&T files, records of additional provision (Scholars Cup, Maths Challenge)
- Head of Subject files (particularly core subjects)
- CCA Programme files

4.1 Curriculum Design & Implementation

Phase 1

- To further adapt the outdoor learning environments in EYFS & Year 1 to support delivery of the curriculum via child-led learning, continuous provision and enhanced transition opportunities in EYFS and Year 1

Phase 2

- To continue to develop our Primary school STEAM offer, with the appointment of a dedicated Leader of Primary STEAM in place and more links to the community
- To continue to develop the Primary Performing Arts offer, with the appointment of a new Head of Faculty in place and more links to the community
- To plan more opportunities for links to 'real life' contexts in Phase 2 of the school
- To continue to improve the quality of the enrichment programmes in Phase 2 such as CCAs, guest speakers and trips

Phase 3

- To monitor and track the effectiveness of the Juilliard and MIT curriculum models in Phase 3
- To further develop our project based learning (PBL) through the auditing and evaluation of current practice
- To strengthen the Phase 3 enrichment programme by utilizing the record of achievement to encourage students to demonstrate the characteristics of the IB learner profile
- To review the Phase 3 curriculum offer to find further opportunities to link in the 17 Sustainable Goals

Phase 4

- To complete an audit of best practice in TOK to support the teaching of TOK within individual IB subjects
- To work with a range of higher education institutions to ensure the curriculum offer continues to provide students with the best preparation for their next stage of learning
- To work with outside partners to offer summer internships, strengthening the 'out of hours' learning experience

4.2 Curriculum Adaptation

Explanation of judgement in relation to this element

4.2 Curriculum Adaptation

- The delivery of the curriculum is adapted according to the cohort's progression and may incorporate significant modifications such as fast track GCSEs, personalised timetables and differentiated sets in maths
- Personal modification is made for individuals identified as SEND or G&T. Support and challenge are integral to our curriculum so that every student can 'Be Ambitious' and exceed their potential
- The curriculum is adapted to develop the personal strengths and interests of our learners: child-initiated learning in the EYFS allows our youngest students to lead their own learning; at the end of Year 8 students choose their GCSE options from a minimum offer of at least 12 subjects. Each year, we listen to student voice in order to provide all of the IBDP options that our Year 12s wish to study
- Continuity of learning is smooth and students are prepared for the next phase of education, within school and beyond eg the Year 7&8 curriculum is planned so it builds up towards the GCSE examinations with key skills and content being covered with students to ensure a smooth progression; our FS2 students have a transition period that occurs before, during and after the summer holidays

Evidence

4.2 Curriculum Adaptation

- EYFS Framework, National Curriculum, IGCSE/GCSE, IBDP, BTEC Syllabus & Programmes of Study
- MOE curriculum for Arabic & Islamic Education
- Moral Education curriculum & Social Studies curriculum
- EYFS display-board planning, weekly plans, focused group plans
- Primary Long Term Plans, Medium Term Plans, Weekly & Individual Lesson Plans
- Secondary SOW & lesson plans
- Innovation Statement, World Languages Statement, STEAM & Performing Arts Statement
- Global Campus evidence
- Residential & day trip information; records of visitors to school
- Videos, newsletters, event posters communicating curricular events and special days eg science week, Chinese New Year, National Day celebrations, Innovation Day
- Timetables
- Lesson observations
- Learning walks
- Book scrutiny

- Planning scrutiny
- Assessment systems and trackers
- PEPS (curricular modifications & interventions)
- SEND files
- G&T files, records of additional provision (Scholars Cup, Maths Challenge)
- Head of Subject files (particularly core subjects)
- CCA Programme files

Next Steps Improvement Planning

4.2 Curriculum Adaptation

Phase 1

- To continue to provide early identification of, and provision for, individual needs for students in our EYFS unit, in order to maximise their progress through the Early Learning Goals
- To provide a range of workshops for parents that support them to understand the curriculum in EYFS and how provision might be tailored to support the needs of individual children

Phase 2

- To continue to deepen Phase 2 curricular links to Emirati culture and UAE society, with a focus on 'real life' organisations such as Dubai Opera House, Expo 2020, local enterprise & innovation collaborations
- To continue to develop our commitment to Personalised Learning in Phase 2,dedicating staff, training and resources to individuals and small groups in order to tailor curriculum modifications to student needs

Phase 3

- To review Personalised Learning resourcing in Phase 3 to deepen the level of targeted intervention in lower Secondary
- To review the GCSE model to look at opportunities for more cross-curricular learning
- To consider our choice of GCSE options and exam boards to match the increasingly wide curriculum offer at IB

Phase 4

- To adapt the BTEC offer to include IB Courses
- To utilise the expertise of Phase 4 teachers to bring elements of TOK into the Phase 3 curriculum

- To review the use of online learning platforms as a tool to extend our Post-16 curriculum offer
- To review the use of outside organisations as a tool to extend our Post-16 curriculum offer

Performance Standard 5:

PROTECT & SUPPORT

Protect & Support

Judgement in relation to this indicator	EARLY YEARS	PRIMARY	SECONDARY	POST-16
5.1 Health and safety, including arrangements for child protection and safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
5.2 Care & Support	Outstanding	Outstanding	Outstanding	Outstanding

5.1 Health and Safety, including arrangements for child protection and safeguarding

Explanation of judgement in relation to this element

5.1 Health and Safety, including arrangements for child protection and safeguarding

- Students are safe and well cared for at school, with robust policies and procedures such as Dubai compliancy visits, NAE H&S visits and inspections in place across the whole school
- Students are supervised at all times, and their safety and security in and around school is embedded in daily operations and policy, which is reviewed regularly as required. Duty rotas are modified where new areas of risk are identified
- The whole school premises are carefully maintained by our on-site Facilities Team. Regular drills, H&S walks and departmental risk audits ensure that risks are minimised
- There is an ongoing facility improvement and investment programme, to ensure facilities remain safe for all stakeholders and fit for purpose
- The safeguarding and wellbeing of students is prioritised through online referrals and careful planning of weekly TAC team meetings, mentoring programmes, student and parent counselling sessions and schoolwide pastoral care systems. We also work closely with external therapists and agencies to support students and families, including Parent Workshops and multi-agency meetings
- Parents and students are made aware of the Safeguarding Team through posters around school and other avenues, such as workshops and Personalised Learning Meetings.
- All staff receive termly safeguarding procedure training. On the staff room noticeboards there is information on safeguarding, including policy and flow charts

- Safer recruitment processes are fully in place, with members of SLT and MLT having undertaken training on Nord Anglia University online courses to prepare for annual recruitment
- The 'British Schools in Dubai' safeguarding group have adopted the NAS Dubai Level 1 safeguarding training in their schools, as a model of exemplary practice
- Our safeguarding lead is working in collaboration with CDA, KDA and MOI to implement Child Protection units in Dubai
- The Safeguarding Team, which includes representatives from all phases of the school, meet weekly to discuss any social and emotional concerns raised by teachers. This has resulted in several students with severe social and emotional difficulties being reintegrated into full time schooling without any additional support. The safeguarding processes are subject to a rigorous annual audit by Nord Anglia Education (NAE) and were deemed 'Outstanding'. As above, our processes allow for early intervention, identifying the appropriate levels of support for students
- We are compliant with the NAE weekly safeguarding, which insists all staff and stakeholders who work with children have completed the required exams
- We have a distributed counselling network across school that allows us to provide for the wellbeing of all students
- Sporting opportunities exist for all students, regardless of ability and our curriculum in all phases promotes a safe and healthy lifestyle
- The 30x30 Dubai Challenge was promoted across school in 2017-18 to encourage active participation in keeping healthy
- A 'Healthy Eating Committee' was set up with parents and staff in order to create and promote our 'Healthy Eating Policy' (HEP)
- Our 'HEP' is underpinned by the DM Guidelines and Requirements for Food and Nutrition In Schools in Dubai. Students have discussed the policy in school and parents have been briefed; they have been sent copies of our healthy eating leaflet summarizing the policy and giving advice on healthy lunch boxes. Healthy eating choices are encouraged in the Refectory through displays and by teachers on duty, as well as through our PE department who promote healthy eating to support a healthy and fit lifestyle
- Our dedicated & qualified school catering Person In Charge (PIC) works in collaboration with the PIC from our catering provider, 'Tuck Shop'. Regular joint audit and inspection is carried out to ensure procedures are followed and that food safety is given the highest level of regard

Evidence

5.1 Health and Safety, including arrangements for child protection and safeguarding

- Policies and procedures
- Help desk systems
- Minutes of meetings
- Noticeboards and displays
- Audit reports and actions
- Curriculum maps
- Newsletters
- School Food Programme
- DM approved menus
- CCA Programme
- Nord Anglia Education compliancy documentation and REVO system for H&S

Next Steps Improvement Planning

5.1 Health and Safety, including arrangements for child protection and safeguarding

- To expand upon the safeguarding team across the school to further support student wellbeing
- To implement a new staff induction programme in accordance with NAE
- To proactively develop further understanding o,f and leadership responsibilities for, risk assessment and management across the school
- To further embed a regular local risk audit process for key areas across the school

5.2 Care & Support

Explanation of judgement in relation to this element

5.2 Care & Support

- The Personalised Learning team ensure that targeted intervention for academic, social and behavioural support exists in all phases of the school. This is evidenced through PEPS, PPPs and pupil progress meetings, which are on-going throughout the year. In Primary, these are also shared during the parent evenings and students reports, which occur 4 times throughout the year
- The effective use of the battery data from the CATs has begun to be embedded. Teaching staff have attended CPD sessions on using reports to identify the personalised learning needs of the students; teachers record insights on SEND personal summaries and planning where appropriate. The impact is high quality, individualized support for students in lessons, evidenced through observations and learning walks
- A wide range of academic and non-academic data is used by pastoral leaders across school to ensure that provision for personal and social wellbeing at NAS Dubai is carefully monitored and reviewed. This enables early and effective intervention, ensuring that students at NAS Dubai feel cared for, guided and supported. According to the Dubai Student Wellbeing Census (DSWC), 89% of students are happy when at school and 98% of students report having a strong emotional engagement with their teacher(s)
- Students treat each other with respect and courtesy, and bullying is extremely rare. Pupils demonstrate empathy and tolerance towards one another, including those with SEND. A Majority of students claim to have experienced no instances of social, verbal, physical or cyber intimidation in the last year, as evidence by the DSWC
- The Nord Anglia Parent Survey is also used to gauge levels of both student and parent satisfaction with personal and social outcomes. From the 451 respondents, 97% of parents felt their child/children felt safe at school and 95% of parents felt their child/children were happy in school. This demonstrates an Outstanding level of satisfaction with the care guidance and support offered to our students. Furthermore, there was an increase from 78% to 82% this year in parents feeling that their child/children's talents were developed
- Referral data is used in the Secondary school to monitor patterns of behaviour and proactive intervention strategies are implemented by Heads of Year. In the Primary school class teachers have responsibility for individual behavioural issues, which can then be escalated up a clearly communicated chain if necessary
- Attendance and punctuality expectations and procedures are supported by clear policy documents. Daily absences are followed up by admin staff who call or email home
- The importance of high standards of attendance and punctuality are made explicit; concerns are swiftly and effectively handled by class teachers in Early Years and Primary, and by Personal Tutors and Heads of Year in Secondary

- A termly programme is in place where guest speakers such as Dubai Police, 'Beat the Bully' and Educational Psychologists address parents and students across the age range on issues of physical and emotional wellbeing as well as cyber-safety
- Physical and mental well-being are a prominent part of our Moral Education and assembly programme
- A staff wellbeing committee has been formed to ensure due attention is paid to staff wellbeing

Evidence

5.2 Care & Support

- NAS Dubai Parent Survey 2017-18
- Dubai Student Wellbeing Census 2017-18
- Referral data (including confidential safeguarding referrals on Helpdesk)
- Records of rewards and sanctions issued
- Attendance data
- Modified timetable of intervention students
- PEPs and Personal Summaries of SEND students
- Lesson plans and schemes of work (including Moral Education)
- Policy documents (eg. SEND, behaviour, safeguarding, anti-bullying, cyber-bullying)
- Student Council minutes (showing creation of peer-to-peer mentoring network)
- Buddy testimonials
- Assembly schedule (including celebration assemblies)
- Passports (section on wellbeing and 'My 3 Go-To People')

Next Steps Improvement Planning

5.2 Care & Support

- To further develop the interrogation of pastoral data to improve outcomes for our students. This will involve providing support for Personal Tutors (Secondary) and class teachers (Primary) in interrogating the data
- To continue to develop the support that exists at each transition phase in order to better understand the social and emotional impact of transition across all phases of the school
- To develop a wider range of student leadership opportunities in Primary and ensure more extensive outcomes for student leaders in Secondary
- To complete the staff wellbeing survey and student wellbeing survey from KHDA in order to analyse and act upon findings
- To host a large scale Positive Education Conference in March 2019 to promote collaborative sharing of Outstanding practice in our NAE schools across Europe and the Middle East

- To begin to assess the impact of formally including student wellbeing in the performance management process for all Secondary staff, as well as assessing the impact of the newly-appointed Primary wellbeing coordinator
- To train Sixth Form students to be 'student listeners' who can provide peer counselling support for students

Performance Standard 6:

LEADERSHIP & MANAGEMENT

Leadership & Management

Judgement in relation to this indicator	
6.1 The Effectiveness of Leadership	Outstanding
6.2 Self-evaluation and Improvement Planning	Outstanding
6.3 Partnerships & the Community	Outstanding
6.4 Governance	Very Good
6.5 Management, Staffing, Facilities and Resources	Outstanding

6.1 The Effectiveness of Leadership

Explanation of judgement in relation to this element
6.1 The Effectiveness of Leadership • In support of NAE's 'Be Ambitious' philosophy, there is annual review of the NAS Dubai mission and vision. Strategic planning has included further refining of the School Pillars and a modification of the wording of the mission statement to incorporate our wish for school community members to be ambitious for others as well as ourselves as individuals • The Principal and SLT have shaped and communicated the school vision and mission statement amongst staff and students, parents and the Advisory Board. This vision is now embedded in the day to day running of the school. KHDA report that "A clear and challenging vision is enthusiastically promoted by the Principal and is well supported by a dedicated and energetic senior and middle leadership team." • The School leadership continues to prioritise the building of leadership capacity across NAS. Capacity is built very effectively, empowering individuals and teams with devolved strategic responsibility as well as operational tasks. • The appointment of Heads of Faculty has extended our leadership capacity still further. Appointment of a dedicated Head of Performing Arts and new Head of World Languages have led to more cohesive strategic and operational planning in these key 'whole school' areas. Together with the Head of Sport & PE, we are ensuring these Heads of Faculty benefit from additional leadership training opportunities, including our NAE-Kings Masters, our NAE MLP and training at Juilliard. • Further distributed leadership has supported consistency in the quality of teaching and learning, curriculum and the provision for students' personal and social development, as well as their well-being. Middle Leaders have been coached through joint observations, Learning Walks and feedback by strong senior leaders who understand what constitutes best practice; they have modelled best practice for those who are less secure. This has empowered Middle Leaders to take lead roles in Performance Management of their teams. Middle Leaders are also more informed

and better able to take decisions based on their acquired knowledge, and later to reflect on the impact of their decisions.

- SLT, along with external validators from the Nord Anglia Education team, carry out a rigorous Quality Assurance process to justify SEF judgements. This externally-validated data provides strong evidence that leaders at all levels are able to facilitate delivery of outstanding practice in the classroom and drive the strategic vision of the school
- Our strong in-house CPD programme and NAU blended learning programme has ensured that all teaching staff complete 30 hours of CPD which is evidenced as part of the PM process. 100% of staff have completed at least one module on the Nord Anglia University platform
- Personalised learning is at the core of NAS Dubai. The impact from the PL team is that targeted intervention for academic, social and behavioural support exists in all phases of the school. This is evidenced through PEPS, PPPs and Pupil Progress meetings, which are on-going throughout the year

Evidence

6.1 The Effectiveness of Leadership

- Nord Anglia Education (NAE) Quality Assurance document
- Organizational Chart
- Participation in, and impact of, the Nord Anglia Middle Leadership & Senior Leadership Programmes
- Maintenance & further development of established leadership roles
- Investment in further newly created leadership roles
- CPD & PM Records
- Staff Engagement Survey
- Parent Engagement Survey
- Evidence of Student Leadership
- Whole School & Departmental Improvement Plans

Next Steps Improvement Planning

6.1 The Effectiveness of Leadership

- To continue to monitor the impact of Heads of Faculty and other Middle Leaders on our 'whole school' NAE offers, such as Performing Arts/Juilliard and STEAM/MIT, particularly at the strategic level

6.2 Self-evaluation and Improvement Planning

6.2 Self-evaluation and Improvement Planning

- Our self-evaluation processes have been further strengthened and improved by the calendared, planned progression of meetings designed to ensure the inclusion of a wide range of stakeholders. Systematic review of the School Evaluation Framework for KHDA and a systematic approach towards the NAE QA process has led to greater understanding of the schools' strengths and weaknesses. Together with systematic School Improvement Planning, these review processes have led to clear key actions to move the school forward. The school SEF was highlighted as a strength during our 2017 KHDA inspection, with consistency of understanding across leaders being a particular feature
- Self-evaluation and Strategic Improvement Planning have been facilitated by our NAE Education Link advisor, allowing the senior leadership team to share and consolidate their visions for the future. This has allowed us the reflection time & space to develop a shared understanding of the strategic thinking that will take the school through its next phase of development
- There is a strategic approach to our CPD programme which incorporates a balance of in-house, external and online expertise to address the key areas which staff must focus on. The areas are identified through a cycle of Performance Management, Learning Walks, Work Trawls, School Improvement Plans, Middle and Senior Leadership Progress meetings
- School improvement planning has resulted in sustained and positive effects on student achievement in EYFS learning goals, Primary teacher assessments, GL progress tests (Yrs2-9) and GCSEs as well as locally mandated assessments in Arabic. Assessment processes continued to be refined throughout the school. As well as improving student attainment and progress school-wide, we have also embedded a clear expectation that the needs of all individual students are met so that they can progress and achieve more than they thought possible

6.2 Self-evaluation and Improvement Planning

- NAE Quality Assurance document
- Documentation relating to '4 Pillars' model (visible around school & in planning)
- Assessment Results & associated data
- Reports to Parents
- PIPs
- Staff Survey
- Relevant Student Surveys

- Key Perfomance Indicators
- Minutes of Town Hall and follow-up documentation
- Advisory Board minutes

Next Steps Improvement Planning

6.2 Self-evaluation and Improvement Planning

- To support still greater numbers of Middle Leaders to further develop their strategic role in school, leading to greater representation from all stakeholders in school evaluation and school improvement planning

6.3 Partnerships & the Community

Explanation of judgement in relation to this element

6.3 Partnerships & the Community

- The school places a huge importance on the relationship we build with parents & carers and continually strives to develop this. We engage parents in decision making opportunities and keep them informed at all stages of School's achievements and developments. We communicate through events such as our 'Town Hall' meetings (one for every year group), Weekly Newsletter, Daily Email (in Primary) and facebook page. Additionally we engage with parents via telephone calls, letters, emails, one-to-one meetings, 'Parents Evenings' and so on. Parent Presentations and Workshops are held at least weekly, on a range of topics across all phases of school
- Parent Survey – 93% of our parents would recommend our school. "I believe that the quality of the teaching and education that is provided is wonderful and equal to, if not better, than any other school in Dubai", "My children are so happy at NAS Dubai!" 91% of parents feel their children are making great progress. 95% say their children are happy
- The School puts all its fundraising efforts into the Government-approved 'Dubai Cares' programme. We hosted many charity events this year, in phases and as a whole-school. Students, staff and parents have all embraced our ambitious commitment to the 'Adopt a School' programme
- Our extensive Sports Programme (Sport for All) is offered both in curriculum time as well as outside of the classroom. This contributes to the development of the NAS

Dubai student in a global world class setting; last year more students than ever before engaged in sporting activities
- We are proud of the partnerships we have engaged in our 'Young Enterprise' programme, which benefited from the support of 20 outstanding leaders and entrepreneurs from the local community, who acted as mentors to our students. This year, we were the winning school in the 'EXPO 2020 Innovation Challenge'
- Our Dubai Opera partnership has extended our Juilliard curriculum into the community. It has allowed more students and parents the opportunity to access world class theatre, music and dance performances as well as back stage tours and rehearsals
- NAS Dubai is a hub for Best Assessment Practice within the region working alongside external providers including GL and Microsoft, and KHDA to share 'What Works' in effective data management, analysis and curriculum impact

Evidence

6.3 Partnerships & the Community

- NAE Quality Assurance document
- Documentation relating to '4 Pillars' model (visible around school & in planning)
- Year Book
- School Calendar
- School App
- Records of our commitment to 'Dubai Cares'
- Records of Events, including; STEAM Events, Innovation Workshops & Events, Cultural & Language Events, Sports & Fitness Events, Performing Arts Productions, Work Experience Placements
- Records of activities, classes & workshops for Parents
- Minutes of Town Hall meetings & other Parent forums
- Records pertaining to community partnerships such as Dubai Opera
- Records of home-school communications; daily email, weekly newsletter, facebook, SeeSaw
- Assessment & Reporting Calendar

Next Steps Improvement Planning

6.3 Partnerships & the Community

- To evaluate the effectiveness of the new Parents' Association structure in supporting school events

6.4 Governance

Explanation of judgement in relation to this element

6.4 Governance

- NAS Dubai is subject to the corporate systems of governance that pertain to all 53 schools in Nord Anglia Education, as well as the regulatory frameworks of the KHDA. An Advisory Council is established and reflects the views of the parent body
- Together with NAE, the appointed Advisory Council provides support for the leadership team by reviewing strategic plans for development and by supporting the school with accreditations and inspections.
- The Advisory Council has developed in its maturity and understanding of its brief to support the School in its strategic thinking. It has successfully developed a new constitution and monitors key areas of the inspection process
- The Advisory Council are responsible for listening to the views of all stakeholders and supporting response to parent and staff engagement surveys
- The annual Parent Survey showed high levels of satisfaction throughout. Parents want to know more about their children's achievement outside of the academic; they also stated that the bus service and school canteen could be further improved
- The annual Employee Engagement Survey showed that the school might need to focus on issues of staff wellbeing, CPD, resourcing in Secondary, and remuneration

Evidence

6.4 Governance

- Advisory Board members
- Advisory Board minutes & relevant documentation, such as the constitution
- NAE KPIs
- NAE Regional Visit documentation
- NAE Quality Assurance document
- Parent Survey
- Staff Survey
- Town Hall minutes and documentation of actions taken

Next Steps Improvement Planning

6.4 Governance

- To evaluate the effectiveness of the governing body in holding teams to account through internal QA and self-assessment structures

6.5 Management, Staffing, Facilities and Resources

6.5 Management, Staffing, Facilities and Resources

- School has successfully completed extension work to our EYFS unit this year, increasing the capacity to 320 seats across Nursery and Reception. A dedicated EYFS swimming pool has been added to the unit as well as improvements to outdoor play areas. Additional spaces have been created for the teaching of specialist lessons within the unit. The additional facilities help consolidate our growing reputation as an Outstanding EYFS education provider
- Teacher turnover was around 10% last year, which is pleasing and helps create stability for NAS Dubai. We are keen to 'grow our own' and leadership roles have been recruited from within the school; our internally promoted Deputy Heads, Assistant Heads and HoDs continue to thrive and develop
- Operational processes, such as calendars, curriculum maps, assessment schedules and the PD programme are securely embedded, which supports the smooth running such a large school in terms of teaching and learning as well as the wider community. Policies and procedures are in place and reviewed regularly. They are shared with all stakeholders and increasingly, stakeholders have a say in their construction such as the recent 'Healthy Eating' policy development process. This policy was written by a working group including staff, students, parents and the school nurse, amongst others
- This academic year we opened an international-quality rugby pitch and indeed hosted our first international match as well as domestic fixures. Completion of an additional 25m pool and all-purpose courts have ensured we now boast some of the finest school sporting facilities in Dubai. This has been celebrated by parents, who highlighted the need for additional sporting facilities in last year's Parent Survey

Evidence

6.5 Management, Staffing, Facilities and Resources

- UAE Compliance Visit documentation
- NAE Compliance Visit documentation (e.g. Health & Safety)
- NAE Audit Visit documentation
- Facilities Management Audit documentation
- Building plans & relevant documentation
- HR Files
- Admin Files
- Master Calendar, departmental calendars & schedules
- Copies of policies & procedures (eg Healthy Eating policy)

Next Steps Improvement Planning
6.5 Management, Staffing, Facilities and Resources
• To strategically plan to 'make growth our friend' as NAS moves beyond 1750 pupils

Performance Standard 7:

OVERALL PERFORMANCE

Overall Performance

Judgement in relation to this indicator	
7 Overall Performance	Outstanding

Overall Evaluation

NAS Dubai is a school within the Nord Anglia group where all are challenged to 'Be Ambitious'. The vision and mission are driven by leadership at all levels with the belief that there are no limits to what we can achieve for ourselves and for others.

Achievement is clear across all subjects, ages and stages through a quality curriculum delivered by outstanding teachers that is enhanced through Nord Anglia's group relationships and partnerships with Juilliard, M.I.T. and UNICEF. The levels of challenge, the richness of experience and the personalisation of learning ensure quality rapid progress for all. Robust assessment structures, data analysis and tracking systems coupled with close personal tutoring ensure all students receive exceptional support and guidance.

Staff and students all feel cared for supported and celebrated as the school invests in its most important emotional capital – its community. Its students remain the finest evidence that NAS Dubai is an outstanding school.

Next Steps Improvement Planning

- To utilise external benchmarking assessments in Arabic to ensure a more rigorous and robust assessment procedure across the school; to use the data to modify the curriculum to provide both deeper levels of challenge and more targeted support, ensuring accelerated progress for all

- To optimise our resourcing to further enhance our SEND provision, embedding personalised provision within and beyond lessons

- To ensure the school Advisory Council and the corporate systems of Nord Anglia combine efforts to take on greater responsibility in reflecting and responding to the voice of all stakeholders

- To further develop relationships with local and international enterprises strengthening the School commitment to developing entrepreneurs and 21st Century learners who are 'life ready'

- To strategically plan to 'make growth our friend' as NAS Dubai moves beyond 1750 pupils, specifically in Phase 4, to ensure all learners successfully access higher-level education or employment