

**Nord Anglia International School  
Dubai**

**Self-Evaluation Form 2016-17**



## Table of Contents

### Introduction

### Construction of the Self Evaluation Form

### Performance Standard 1: Students' Achievement

#### **Islamic Education**

Attainment

Progress

#### **Arabic as a First Language**

Attainment

Progress

#### **Arabic as an Additional Language**

Attainment

Progress

#### **English**

Attainment

Progress

#### **Mathematics**

Attainment

Progress

#### **Science**

Attainment

Progress

#### **Learning Skills**

**Performance Standard 2: Students’ personal and social development, and their innovation skills**

- 2.1..... Personal development
- 2.2..... Understanding of Islamic values and awareness of Emirati and world cultures
- 2.3..... Social responsibility and innovation skills

**Performance Standard 3: Teaching and assessment**

- 3.1..... Teaching for effective learning
- 3.2..... Assessment

**Performance Standard 4: Curriculum**

- 4.1..... Curriculum design and implementation
- 4.2..... Curriculum adaptation

**Performance Standard 5 The protection, care, guidance and support of students**

- 5.1..... Health and safety, including arrangements for child protection / safeguarding
- 5.2..... Care and support

**Performance Standard 6 Leadership and management**

- 6.1..... The effectiveness of leadership
- 6.2..... Self-evaluation and improvement planning
- 6.3..... Partnerships with parents and the community
- 6.4..... Governance
- 6.5..... Management, staffing, facilities and resources

# 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.

As at December 2017, the complement of student was:

1535 students:	242 in EYFS
	719 in Primary
	574 in Secondary

NAS Dubai employs over 150 teachers and 78 classroom-based teaching assistants, 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, with our first Year 12 cohort embarking on their course in September 2017. The school is truly an international school with students of over 60 nationalities present each day. The largest contingent is British, representing approximately 40% of the student population.

NAS Dubai is part of the Nord Anglia Education family of schools which has more than 50 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**

*December 2017*

# 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 since our Phase 4 has only been open since September 2017.

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
<b>Judgement in relation to this indicator:</b>	Acceptable	Acceptable	Acceptable
<b>Judgement in relation to Emirati students' attainment:</b>	Good		

Explanation of judgement in relation to this element	Evidence source
<p><b>Foundation Stage</b></p> <ul style="list-style-type: none"> <li>Most students attain levels that are in line with curriculum standards.</li> <li>Students in FS develop a love of learning Islamic Education from an early age through songs, storytelling, drama and discussion.</li> <li>Most pupils are able to articulate and express ideas confidently.</li> </ul> <p><b>Primary</b></p> <ul style="list-style-type: none"> <li>By the end of Year 6, 89% of students are meeting or exceeding end of year expectations for attainment in Islamic Education.</li> <li>Most students attain levels that are in line with or above curriculum standards, from Years 1 to 6.</li> <li>In primary, attainment of girls was better than that of boys in Years 1-4. Attainment of boys was better than that of girls in Years 5 and 6.</li> <li>Most students demonstrate high levels of knowledge and understanding shown in the consistently high quality of their work.</li> <li>NAS Dubai has developed a tracking system with other British schools in Dubai based on the MOE National Document/Books.</li> <li>Lesson planning has been adapted to the personal</li> </ul>	<ul style="list-style-type: none"> <li>Marking of work including responsive marking in student books</li> <li>Homework: Qur'an/Hadeeth/Dua and Athkar memorisation which is differentiated into levels</li> <li>Summative assessments</li> <li>Tracking via use of tracker system, with the breakdown of learning objectives across the strands</li> <li>Tracking via breakdown of weighting of different areas of assessment</li> <li>Teacher observations and formative assessments</li> <li>Learning walks and lesson observations (HOD and SLT)</li> <li>Book trawls (HOD and SLT)</li> </ul>



needs of all learners.

- Student-teacher dialogue (both in books and verbally) on how to make progress is developing 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.
- Memorisation of Surahs, Duas/Athkar and Hadeeths along with the application of Tajweed is an area the school are developing as a strength.
- A sharper focus on problem solving and application to real life has ensured most students are becoming more confident and accurate in critical thinking and solving problems.
- An early morning Qur'an club is offered to students wishing to further develop Tajweed application and memorisation of Surahs.
- Weekly homework focuses on learning of Qur'anic passages, Hadeeths and Dua/Athkar.
- Weekly communication with parents has helped parents to engage with learning and supported students in terms of student understanding and achievement.

### **Secondary**

- By the end of Year 11, 100% of students are meeting or exceeding end of year expectations for attainment in Islamic Education.
- Most students attain levels that are in line with or above curriculum standards.
- In secondary, attainment of girls was better than that of boys in Years 9 and 10. Attainment of boys was better than that of girls in Year 8.
- The secondary timetable has been adapted to meet curriculum requirements.
- Secondary Islamic Leaders are in post and lead curriculum modification.
- Books have been purchased for classroom libraries, raising the profile for reading from primary and secondary sources which in turn, aids in effective attainment.

<ul style="list-style-type: none"> <li>• Lesson planning has been adapted to the personal needs of all learners.</li> <li>• Student-teacher dialogue (both in books and verbally) on how to make progress is developing, 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.</li> <li>• Memorisation of Surahs, Duas/Athkar and Hadeeths along with the application of Tajweed is an area the school are developing as a strength.</li> <li>• A sharper focus on problem solving and application to real life has ensured most students are becoming more confident and accurate in critical thinking and solving problems.</li> <li>• Students in secondary have weekly Qur'an/Hadeeth passage homework whereby students identify key themes in each passage along. Each theme includes a short discussion, thus deepening knowledge and allowing for reflection and real-life application of understanding.</li> </ul>	
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Emirati Students	Evidence Source
<ul style="list-style-type: none"> <li>• By the end of Year 6, 100% of primary Emirati students are meeting or exceeding end of year expectations for attainment in Islamic Education.</li> <li>• All Emirati students across primary and secondary schools attain levels that are in line with and above curriculum standards.</li> <li>• Most Emirati students demonstrate high levels of knowledge and understanding shown in the consistently high quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>

### 1.2 Progress in Islamic Education

	EARLY YEARS	PRIMARY	SECONDARY
<b>Judgement in relation to this indicator:</b>	Good	Good	Good
<b>Judgement in relation to Emirati students' attainment:</b>	Good		

Explanation of judgement in relation to this element	Evidence source
<p><b>Foundation Stage</b></p> <ul style="list-style-type: none"> <li>Students make good progress in lessons as measured against appropriately selected learning objectives from the MOE Curriculum.</li> <li>Assessments in EYFS are focused on monitoring progress via ongoing formative assessments.</li> </ul> <p><b>Primary</b></p> <ul style="list-style-type: none"> <li>By the end of Year 6, 77% of primary students made expected or above expected progress.</li> <li>Students make good progress as measured against the MOE curriculum.</li> <li>Teachers are able to address gaps in students' learning when planning next steps.</li> <li>The HoD and SLT use observations, drops in and coaching sessions as professional development which impacts on the quality of teaching and learning.</li> <li>Assessment information is used effectively by teachers to meet the learning needs of all groups, by providing excellent challenge, support and positive feedback.</li> <li>The majority of primary students are beginning to be able to apply their knowledge from Islamic Education to real life.</li> <li>Lessons have been adapted to engage more male learners and close the gap between males and females. Use of strategies such as additional</li> </ul>	<ul style="list-style-type: none"> <li>Marking of work including responsive marking in student books</li> <li>Homework: Qur'an/Hadeeth/Dua and Athkar memorisation, which is differentiated into levels</li> <li>Summative assessments</li> <li>Tracking via use of tracker system – with the breakdown of learning objectives across the strands</li> <li>Tracking via breakdown of weighting of different areas of assessment</li> <li>Teacher observations and formative assessments</li> <li>Book trawls (HOD and SLT)</li> <li>Learning walks and lesson observations (HOD and SLT)</li> </ul>

<p>kinaesthetic activities, cross phase teaching and cross-curricular opportunities is developing.</p> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• By the end of Year 11, 100% of students made expected or above expected progress.</li> <li>• Students in secondary make good progress in lessons in relation to the MOE curriculum.</li> <li>• Teachers monitor progress by tracking progress over time and addressing gaps in students' learning.</li> <li>• Formative and summative assessments take place at the end of each term to ensure progress is monitored and that appropriate strategies are put into place to improve student learning.</li> <li>• Students' progress is tracked and analysed by classroom teachers at the end of each term; intervention strategies targeting specific developmental needs are then planned for and implemented.</li> <li>• Students are beginning to confidently express their ideas verbally and in their written work, which is coherent, complex yet logical. They are able to skillfully discuss complex themes and ideas.</li> <li>• The majority of students are beginning to be able to apply their knowledge from Islamic Education to real life.</li> </ul>	<ul style="list-style-type: none"> <li>• Photos/videos</li> </ul>
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Emirati Students	Evidence Source
<ul style="list-style-type: none"> <li>• By the end of Year 11, 100% of Emirati students made expected or above expected progress.</li> <li>• Emirati students throughout the school from EYFS to secondary make good progress in lessons in relation to the MOE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>

# **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
<b>Judgement in relation to this indicator:</b>	Very Good	Good	Acceptable
<b>Judgement in relation to Emirati students' attainment:</b>	Good		

Explanation of judgement in relation to this element	Evidence source
<p><b>Foundation Stage</b></p> <ul style="list-style-type: none"> <li>Arabic natives receive three sessions per week in preparation for Year 1 curricular requirements.</li> <li>Attainment is measured using NAS Arabic Early Years learning goals.</li> <li>Students attain levels that are in line with or above the curriculum standards, and in line with the schools Early Years learning goals.</li> <li>Using interactive learning and engaging activities, children developed a love of learning Arabic through themed stories, and in the form of songs and games.</li> </ul> <p><b>Primary</b></p> <ul style="list-style-type: none"> <li>83% of students in Year 3 are meeting or above NAP expectations of achieving 50%</li> <li>50% of students in Year 3 are exceeding NAP expectations of achieving 70%</li> <li>83% of students In Year 5 are meeting or above NAP expectations of achieving 50%</li> <li>50% of students in Year 5 are exceeding NAP expectations of achieving 70%</li> <li>NAP results in Year 5 show that reading is a strength.</li> <li>The school has developed an assessment system</li> </ul>	<ul style="list-style-type: none"> <li>Assessment systems and trackers</li> <li>NAP benchmarking</li> <li>Languages coaching and mentoring programme</li> <li>Planning and lesson structure</li> <li>Curriculum Non-Negotiables and MOE documentation</li> <li>PEPS</li> <li>Guided reading records showing improved reading ability</li> <li>Summative assessments</li> <li>Tracker system including the breakdown of learning objectives across the strands</li> <li>Tracking via breakdown of weighting of different</li> </ul>

<p>that correlates with MOE expectations for every year group in primary.</p> <ul style="list-style-type: none"><li>• Weekly reading sessions have developed student confidence in Arabic Literacy and proficiency.</li><li>• The Head of Arabic and Arabic A teachers have developed internal assessments that are directly linked to the MOE standards to provide reliable and comprehensive measures of students' academic attainment.</li><li>• Analysis of the data informed curriculum modification to ensure pupils from Years 3 to 6 read a wide range of fiction and non-fiction texts in Arabic; whole text studies gave pupils the opportunity to develop their inference and deduction skills.</li><li>• Lesson planning has been adapted to the personal needs of all learners.</li><li>• Students are beginning to express their ideas verbally and in their written work, which is coherent and logical.</li><li>• Teachers are using ongoing assessments to inform their planning in order to meet students' needs, modifying the curriculum as needed.</li><li>• As a result, most students from Years 1-6 attain levels that are in line with curriculum standards.</li><li>• Pupils from EYFS to Year 6 are more confident when articulating and expressing ideas in Arabic. Teachers provide a wide range of opportunities to develop speaking and listening skills across the curriculum.</li><li>• Our 'Parents in Partnership' Arabic A collaborative working group has supported development in students' engagement, progress and attainment.</li></ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"><li>• 75% of students in Year 7 are meeting or above NAP expectations of achieving 50%</li><li>• 8% in Year 7 are exceeding NAP expectations of achieving 70%</li><li>• 78% of students in Year 9 are meeting or above NAP expectations of achieving 50%</li><li>• 56% of students in Year 9 are exceeding NAP expectations of achieving 70%</li></ul>	<p>areas of assessment</p> <ul style="list-style-type: none"><li>• Teacher observations and formative assessments</li><li>• Book trawls (HOD and SLT)</li><li>• Learning walks and lesson observations (HOD and SLT)</li><li>• Photos/videos</li><li>• Marking of work including responsive marking in student books</li></ul>
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<ul style="list-style-type: none"> <li>• The curriculum is modified to meet the individual needs of students and to ensure that the MOE curriculum is delivered in order to maximise attainment.</li> <li>• PEPS have been implemented to support those with low language ability.</li> <li>• Setting and small groups with targeted support have been introduced.</li> <li>• Student-teacher dialogue (both in books and verbally) on how to make progress is developing, 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.</li> <li>• An increase in the timetable allocation has allowed for greater learning opportunities, leading to higher levels of progress and attainment.</li> <li>• Completion of the GCSE examination has developed student confidence, with 100% of students receiving A*-C; one student attained the highest GCSE grade in the world for Edexcel.</li> </ul>	
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Emirati Students	Evidence Source
<ul style="list-style-type: none"> <li>• Emirati students performed better in Arabic A, compared to other groups of students.</li> <li>• All Emirati students attain levels that are in line with and above curriculum standards.</li> <li>• Most Emirati students demonstrate high levels of knowledge and understanding shown in the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>



## 1.2 Progress in Arabic as a First Language

	EARLY YEARS	PRIMARY	SECONDARY
<b>Judgement in relation to this indicator:</b>	Very Good	Good	Good
<b>Judgement in relation to Emirati students' attainment:</b>	Good		

Explanation of judgement in relation to this element	Evidence source
<p><b>Foundation Stage</b></p> <ul style="list-style-type: none"> <li>All students are making expected or above expected levels of progress.</li> <li>The quality of teaching is consistently very good to outstanding in Early Years Arabic.</li> <li>Teachers are very skilled at assessing how much progress children are making and adapting their teaching accordingly.</li> </ul> <p><b>Primary</b></p> <ul style="list-style-type: none"> <li>By the end of Year 6, all students of Arabic A make the expected levels of progress, appropriate to their individual starting points and targets.</li> <li>Students' progress is tracked and analysed by classroom teachers at the end of each term with intervention strategies targeting specific developmental needs planned for and implemented.</li> <li>Curriculum modification has given underachieving students the opportunity for more varied experiences and targeted learning activities.</li> <li>PEPS have been developed and implemented to support students' attainment and progress across the school.</li> <li>Assessment information is being used more effectively by teachers to meet the learning needs of all groups by providing greater challenge, support and positive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment systems and trackers</li> <li>NAP benchmarking</li> <li>Languages coaching and mentoring programme</li> <li>Planning and lesson structure</li> <li>Curriculum Non-Negotiables and MOE documentation</li> <li>PEPS</li> <li>Guided reading records showing improved reading ability</li> <li>Summative assessments</li> <li>Tracker system including the breakdown of learning objectives across the strands</li> <li>Tracking via breakdown of weighting of different areas of assessment</li> <li>Teacher observations and formative assessments</li> </ul>

<p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• 67% of students in Year 7 have made the expected levels of progress.</li> <li>• The school has a thorough and rigorous monitoring and tracking schedule that ensures that children make progress in lessons and over time.</li> <li>• Students' progress in Years 7 and 9 is bench marked against NAP; the majority of the students are in line with, or above, the national standards.</li> <li>• 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.</li> <li>• All students are making expected or above expected progress in relation to their starting points.</li> <li>• Setting of students has allowed for smaller, targeted support groups differentiated by ability of language skills, leading to accelerated progress for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Book trawls (HOD and SLT)</li> <li>• Learning walks and lesson observations (HOD and SLT)</li> <li>• Photos/videos</li> <li>• Marking of work including responsive marking in student books</li> </ul>
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Emirati Students	Evidence Source
<ul style="list-style-type: none"> <li>• Emirati students are all making expected progress in line with NAP expectations.</li> <li>• Most Emirati students are in line with NAS expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>

# **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
<b>Judgement in relation to this indicator:</b>	Very Good	Acceptable	Good
<b>Judgement in relation to Emirati students' attainment:</b>	Not Applicable		

Explanation of judgement in relation to this element	Evidence source
<p><b>Foundation Stage</b></p> <ul style="list-style-type: none"> <li>Arabic non-natives receive two sessions per week in preparation for Year 1</li> <li>Attainment is measured using NAS Arabic Early years learning goals.</li> <li>Students attain levels that are in line with, or above the curriculum standards.</li> <li>Using interactive learning and engaging activities, children developed a love of learning Arabic through themed stories, and in the form of songs and games.</li> </ul> <p><b>Primary</b></p> <ul style="list-style-type: none"> <li>At the end of Year 6, 78% of students are meeting or above expectations.</li> <li>In Years 3-6, girls have higher attainment than boys</li> <li>The curriculum in Years 1-4 has been developed using a thematic approach to ensure language skills are aligned with classroom topics and real life contexts.</li> <li>Internal assessments are linked to the MOE assessment criteria to support and moderate the measurement of the students' academic achievement.</li> <li>We have developed and implemented the current tracking system that is based on the MFL</li> </ul>	<ul style="list-style-type: none"> <li>Assessment systems and trackers</li> <li>NAP benchmarking</li> <li>Learning walks</li> <li>Book scrutiny</li> <li>Lesson observations</li> <li>Languages coaching and mentoring programme</li> <li>Planning and lesson structure</li> <li>Curriculum 'Non-Negotiables' and MOE documentation</li> <li>PEPS</li> </ul>

frameworks and the DISB framework to ensure focus on language skills.

- Weekly focused reading sessions have allowed for specific skill development.
- The online reading scheme 'Little Thinkers' is being piloted in Year 5 to raise reading attainment.
- Writing remains a focus area in primary; we are developing new schemes of work and teachers are working on embedding these.
- Opportunities are being planned for students to apply their knowledge of vocabulary and expressions to unfamiliar contexts and when writing independently.
- The new homework schedule in primary ensures weekly reading comprehension and spelling homework to reinforce learning at home.
- The SEESAW app has been introduced to encourage children to celebrate and share their work with parents.
- 'Come and Learn' sessions have been introduced to encourage students to share their learning with their parents.
- Parent CCAs both before and after school support the parents in supporting their child's learning of Arabic.
- Our 'Parents in Partnership' Arabic B collaborative working group has helped drive developments that support student attainment, eg through influencing homework modifications.

### **Secondary**

- 100% of students achieved A\*-C in their Arabic GCSE
- Introducing a pre-GCSE curriculum at the end of Year 6, together with cross phase planning has resulted in improved levels of attainment.
- Setting, together with modification of the curriculum, has ensured the appropriate level of challenge for all students to achieve in line with their starting points.

## Self-Evaluation Form 2016-2017

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|---|--|
| <ul style="list-style-type: none"><li>• Writing and reading remain focus areas in secondary; new schemes of work and assessment criteria have been implemented to better prepare students for GCSE exams.</li></ul> |  |
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Emirati Students	Evidence Source
<ul style="list-style-type: none"><li>• No Emirati students study Arabic as an Additional Language at NAS Dubai.</li></ul>	

## 1.2 Progress in Arabic as an Additional Language

	EARLY YEARS	PRIMARY	SECONDARY
<b>Judgement in relation to this indicator:</b>	Very Good	Acceptable	Good
<b>Judgement in relation to Emirati students' attainment:</b>	Not Applicable		

Explanation of judgement in relation to this element	Evidence source
<p><b>Foundation Stage</b></p> <ul style="list-style-type: none"> <li>The quality of teaching is consistently very good to outstanding in Early Years. Teachers are very skilled at assessing how much progress children are making and adapting their teaching accordingly.</li> <li>Observations of Very Good teaching and internal assessment indicates that a Large Majority of EYFS students make expected progress.</li> </ul> <p><b>Primary</b></p> <ul style="list-style-type: none"> <li>At the end of Year 6 Most students are meeting expectations and making acceptable progress.</li> <li>The school has developed a tracking system for Years 1-4 based on the new DSIB framework and the MFL curriculum standards. The new system uses steps as a measure of progress.</li> <li>Baseline assessments carried out for new children at the beginning of the academic year identify strengths and weaknesses. Teachers use this information to inform teaching.</li> <li>The Arabic B teaching team regularly moderate their assessment of student work; this is improving consistency of assessment judgments and better targeting of appropriate planning modification.</li> <li>Reading material in each year group supports the topics taught; this is having a positive impact on reading and writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment systems and trackers</li> <li>GCSE results</li> <li>NAP benchmarking</li> <li>Languages coaching and mentoring programme</li> <li>Planning and lesson structure</li> <li>Curriculum Non-Negotiables and MOE documentation</li> <li>PEPS</li> <li>Little Thinkers online reading platform</li> <li>Minutes of Parent Partnerships meetings &amp; records of individual parent communications</li> <li>Guided reading improved students reading ability</li> <li>Summative and formative assessments</li> <li>Tracking via use of tracker system – with the breakdown of learning objectives</li> </ul>

### Secondary

- In Years 7 and 8 students make good progress.
  - Modification of plans is now evident in the teachers practice. There is greater understanding of the personal needs of all learners. Teachers adapt their approaches to ensure students succeed.
  - Feedback is provided on a regular basis in the form of comment-driven marking. This allows students to see their next steps and understand how to improve.
  - Students coming to NAS with no prior Arabic knowledge in Years 7-9 are provided with individualised programmes within small beginner groups. Students are able to attain grades in line with curriculum standards according to years of learning through a personalised curriculum where vocabulary and the basics of grammar are taught.
  - 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 curriculum, which has raised attainment throughout secondary.
  - The school has a thorough and rigorous monitoring and tracking schedule that ensures that children make progress in lessons and over time.
  - Students' progress is tracked and analysed by classroom teachers at the end of each term; intervention strategies targeting specific language developmental needs have been implemented.
  - In lessons, a Large Majority of students make good progress in relation to the learning objectives.
  - In lessons, a variety of pedagogical approaches (including the use of online tools such as Quizlet, Kahoot, Nearpod etc.) help students meet or exceed the set learning objectives, demonstrating good or better progress in lessons.
  - SEND provision has extended to include Arabic, through the use of specific SEND strategies. Positive results have been seen with regards to student
- across the strands
  - Tracking via breakdown of weighting of different areas of assessment
  - Teacher observations and formative assessments
  - Book trawls (HOD and SLT)
  - Learning walks and lesson observations (HOD and SLT)
  - Photos/videos
  - Marking of work including responsive marking in student books



## Self-Evaluation Form 2016-2017

<p>engagement with the material and overall resilience with regards to language acquisition. This has been monitored by class teachers and was observed by the HoD during routine learning walks and informal conversations with students.</p>	
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Emirati Students	Evidence Source
<ul style="list-style-type: none"><li>No Emirati students study Arabic as an Additional Language at NAS Dubai.</li></ul>	



# **Performance Standard 1:** Students' Achievement

## **ENGLISH**

## English

### 1.1 Attainment in English

	EARLY YEARS	PRIMARY	SECONDARY
<b>Judgement in relation to this indicator:</b>	Outstanding	Very Good	Very Good
<b>Judgement in relation to Emirati students' attainment:</b>	Good		

Explanation of judgement in relation to this element	Evidence source
<p>In both Primary and Secondary school, many year group cohorts demonstrate Outstanding attainment. However, since not all year groups do so, we have chosen to grade Primary and Secondary as Very Good for English Attainment.</p> <p><b>Primary English Attainment</b></p> <ul style="list-style-type: none"> <li>GL progress data shows that 87% of all pupils in Year 6 exceeded curricular expectations and 89% of pupils' attainment was above UK SAS mean. Cohort mean SAS of 114.8 which is well above UK, International, UAE and Dubai averages. 93% of children all Year 6 meet or exceed their CAT4 indicators. This is Outstanding.</li> <li>PTE data confirms that attainment for pupils is Outstanding in Year 2 (79% exceeding), Year 3 (79% exceeding) and Year 4 (77% exceeding). 68% of Year 5 pupils were exceeding, which is Very Good.</li> <li>Across Years 2-6 the mean number of pupils who exceeded curricular expectations is 78%, which is Outstanding.</li> <li>Internal assessments and external bench mark testing are aligned and indicate no significant variation in gender bias nor variation of attainment for EAL pupils.</li> <li>98% of all SEND children meet or exceed their age-related expectations in PTE tests.</li> <li>Attainment comparison for Year 5 pupils from 2016 to 2017 shows us that the majority of children in Year 5</li> </ul>	<ul style="list-style-type: none"> <li>Fast Fact Sheet</li> <li>Markbook</li> <li>GL Assessments for Progress Tests</li> <li>Internal analysis summaries of PTs</li> <li>GL CAT 4 data</li> <li>Teacher Appraisal data</li> <li>Learning walks overviews</li> <li>Work Book scrutiny</li> <li>NA QA SEF</li> <li>Curriculum overviews</li> <li>HOD Discussions and meetings</li> </ul>

exceeded curricular expectations with an 18% increase in the number of pupils exceeding in the 2017 cohort.

- The Year 5 curriculum was modified to embed guided reading comprehension; medium and long term planning is now underpinned by challenging learning objectives aimed at exceeding curricular expectations. Half termly monitoring, reviewing and evaluating of all pupils' attainment supports accelerated progress and attainment.
- Curriculum modification to ensure pupils from Year 1-Year 6 read a wide range of fiction and non-fiction texts; whole text studies from Year 3-Year 6 allow pupils to develop their inference and deduction skills.
- Peer and self-assessment support critical thinking and help pupils identify next steps in their learning. Pupils are able to articulate and express ideas confidently from EYFS to Year 6. Progressive speaking and listening opportunities across the curriculum including pupil led group work, presentations, role play and debate.
- Cross phase writing moderation every half term supports teacher judgements when assessing writing, using above age expected criteria. Head of English and English Champions support curriculum modification and moderation in year groups.

### **Secondary English Attainment**

- 95% of all Year 11 GCSE students achieved A\*-B in English Language (compared to 33% UK average) with 95% meeting their CAT Aspirational grades (some have exceeded their Aspirational). This is Outstanding.
- 100% of all Year 11 GCSE students achieved A\*-B in English Literature (compared to 48% UK average) with 89% meeting their CAT Aspirational grades (some have exceeded their Aspirational). This is Outstanding.
- This was our first Year 11 cohort and we are unable to compare a three year trend.
- The results showed no significant gap between any of the groups. However our internal data shows a significant gap between males and females in attainment with our current 'Working At' grades for most year groups. This gap closes significantly when we

look at predicted grades.

- There has been a key focus on narrowing the gender gap. Texts have been changed to be more appealing to young males, strategies in the classroom have also been an area of focus. Strategies include considered seating plans, practical and interactive learning, introduction of competition.
- GL progress data in Year 9 shows 76% of students at stanine 6 or above. This is Outstanding. This data is supported by 51% of all students performing above expected standards in internal assessments. However, Year 9 are a GCSE cohort and therefore the material covered is one year above their expected level.
- Developing students' skills in line with the demands of the new GCSE curriculum has been a key focus. A unit of unseen poetry has been added to Year 9 to develop student's ability to access texts.
- SOW in Years 7&8 have been updated to ensure skills such as compare, contrast and creative writing skills are developed much earlier, to support the learning and skills required for GCSE and IBDP.
- A sharper focus on collaborative and student led learning has ensured students are now more confident at demonstrating their independent learning skills.
- Student-teacher dialogue (both in books and verbally) on how to make progress has developed as a strength with students able to articulate their process and skills of learning, while Higher Order skills of Synthesis and Evaluation remain ongoing areas of focus.
- The Year 7&8 curriculum was adapted to incorporate the content of the PISA framework where necessary.

Emirati Students	Evidence Source
<ul style="list-style-type: none"> <li>• One Year 2 Emirati student achieved a PTE SAS of 113, exceeding that of UK, UAE and international mean SAS on PTE.</li> <li>• One Year 3 Emirati student achieved a PTE SAS of 106, in line with that of UK, UAE and international mean SAS on PTE.</li> <li>• One Year 7 Emirati student achieved a PTE SAS of 87, below that of UK, UAE and international mean SAS on English. By June 2017 his 'Working At' grade for English was a B, above his CAT likely &amp; PTE predicted grade of C/D.</li> <li>• One Year 9 Emirati student achieved a PTM SAS of 88, below that of UK, UAE and international mean SAS on English. By June 2017 his 'Working At' grade for English was a B, above his CAT likely &amp; PTE predicted grade of C/D.</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>

## 1.2 Progress in English

	EARLY YEARS	PRIMARY	SECONDARY
<b>Judgement in relation to this indicator:</b>	Outstanding	Very Good	Very Good
<b>Judgement in relation to Emirati students' attainment:</b>	Good		

Explanation of judgement in relation to this element	Evidence source
<p><b>Primary English Progress</b></p> <ul style="list-style-type: none"> <li>99% of pupils at the end of Year 6 made expected progress with 80% achieving above expected progress when compared to starting points. The Majority (54%) exceeded their CAT4 indicator. At the end of Year 2 children made Outstanding progress, with most progress in reading; there is no CAT4 data for the cohort.</li> <li>There is no significant variation in groupings; 100% of SEND pupils achieved expected progress in English.</li> <li>Teachers moderate writing and success criteria termly to ensure lessons are challenging pupils to make progress that exceeds curricular expectations. There has been whole school writing CPD with a sharp focus on identifying progress in writing through challenging learning intentions and clear success criteria.</li> <li>Progress in lessons is Very Good with children working on text based units to immerse themselves in inference and deduction. Application of critical thinking and discussion of language rich content supports their writing.</li> <li>Progress comparison from last year tells us that a Majority of pupils make above expected progress in writing and a Large Majority make above expected progress in reading.</li> </ul> <p><b>Secondary English Progress</b></p> <ul style="list-style-type: none"> <li>58% of students at the end of KS3 (Good) and 89 % of GCSE students (Outstanding) made better than expected progress, when compared to starting points and CAT aspirational predicted data.</li> </ul>	<ul style="list-style-type: none"> <li>Fast Fact Sheets</li> <li>Markbook</li> <li>GL Assessments for Progress Tests</li> <li>Internal analysis summaries of PTs</li> <li>GL CAT 4 data</li> <li>Teacher Appraisal data</li> <li>Learning walks overviews</li> <li>Work Book scrutiny</li> <li>NA QA SEF</li> <li>Curriculum overviews</li> <li>TAC Meetings</li> <li>HOD meetings &amp; discussions</li> </ul>



<ul style="list-style-type: none"> <li>• Progress trends over the last three years show that the majority of students (50% + Good) consistently make better than expected progress in all areas of the English curriculum.</li> <li>• There is a gender gap and SEND gap in Year 8 (2016-17) when looking at the 'Working At' grades against their CAT Likely, something that is repeated in Year 10. However, subsequent data in 2017-18 has seen this gap close with no significant difference for SEND vs non-SEND students in Year 10.</li> <li>• Progress in lessons remains Very Good and students are able to confidently express their ideas verbally and in their written work, which is coherent, complex yet logical. They are able to skillfully discuss complex themes and ideas.</li> <li>• A continued focus on inquiry, interpretive skills and critical thinking ensures there is appropriate challenge in the large majority of lessons and students are actively encouraged to develop these skills, enabling them to make Very Good progress.</li> <li>• English is a popular subject and has been selected as a HL language by 13/21 students in phase 4.</li> </ul>	
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Emirati Students	Evidence Source
<ul style="list-style-type: none"> <li>• One Emirati pupil in Year 2 made better than expected progress when compared to her starting points.</li> <li>• One Emirati pupil in Year 3 made better than expected progress when compared to his starting points; with a PTE of 106 he is exceeding his CAT4 indicator of 100 for English.</li> <li>• One Year 7 Emirati student made better than expected progress compared to his starting point (SAS 87,CAT Likely C/D, 'Working At' grade B, one or two grades above CAT likely).</li> <li>• One Year 9 Emirati student made better than expected progress compared to his starting point (SAS 88, CAT Likely C/D, 'Working At' grade B, one or two grades above CAT likely).</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>



# **Performance Standard 1:** Students' Achievement

## MATHS

## Maths

### 1.1 Attainment in Maths

	EARLY YEARS	PRIMARY	SECONDARY
<b>Judgement in relation to this indicator:</b>	Outstanding	Very Good	Outstanding
<b>Judgement in relation to Emirati students' attainment:</b>	Outstanding		

Explanation of judgement in relation to this element	Evidence source
<p>In both Primary and Secondary school, many year group cohorts demonstrate Outstanding attainment. However, since one year group does not do so in Primary, we have chosen to grade Primary as Very Good for maths attainment.</p> <p><b>Primary Maths Attainment</b></p> <ul style="list-style-type: none"> <li>PTM data shows us that attainment across the primary school is Outstanding in all but one year group, with 75% of pupils exceeding curriculum expectations in Year 2, Year 3, Year 4 and Year 5. PTM data for Year 6 was Good, with 67% of pupils attaining above UK SAS average. 95% of all children in Year 6 meet or exceeded their CAT4 indicators.</li> <li>Dubai British Schools cluster and Head of Mathematics have worked together to analyse data trends. Network action planning has led to curriculum modification, deep analysis of data, reviews of progress, sharing of evaluation and strategizing next steps to raise attainment across British schools to support the UAE 2020 vision and National Agenda Parameters.</li> <li>Year 6 students performed exceptionally well in algebra; further analysis has strengthened curriculum modification to provide more opportunities for understanding of measurement and fluency in facts during lessons.</li> <li>Cross phase Year 6 &amp; Year 7 team teaching and</li> </ul>	<ul style="list-style-type: none"> <li>Fast Fact Sheet</li> <li>Markbook</li> <li>GL Assessments for Progress Tests</li> <li>Internal analysis summaries of PTs</li> <li>GL CAT 4 data</li> <li>Teacher Appraisal data</li> <li>Learning walks overviews</li> <li>Work Book scrutiny</li> <li>NA QA SEF</li> <li>Curriculum overviews</li> <li>HOD Discussions and meetings</li> </ul>

collaborative action planning for progressive learning and transition of skills and knowledge is having impact on the progress and attainment of Year 6 and Year 7 pupils this year.

- Across the primary school, most pupils are working well above the national average in all curriculum categories; problem solving, real life learning, project based learning and mastery in mathematics CPD shared with all teachers by Head of Mathematics and Year Group 'Maths Champions'.
- AfL is being used to identify clearer starting points in lessons and teaching steps; self and teacher end of unit assessment is consistent across Year 2-Year 6.
- Internal and external bench mark testing indicated no significant variation between EAL children; GL results indicate boys SAS is higher than girls; teachers' pedagogical styles and groupings of classes addresses learning needs and gender bias.
- 2015 TIMSS report tells us that pupil achievement reached a High International Benchmark, significantly higher than other Private Schools (600 vs 521). Recommendations in the report have been action planned by Head of Mathematics with CPD being delivered to teachers in Years 4 and 5. Progress towards 2019 target of 610 is tracked using external benchmark testing with current GL data for Years 4&5 demonstrating that pupils are on course to achieve the HIB in 2019.
- A Large Majority of SEND children achieve age expected progress in GL tests across primary school.

### **Secondary Maths Attainment**

- 93% of all Year 11 GCSE students achieved A\*-B in comparison to UK average of 33% (65% if you use the 9-1 grades), with 84% exceeding their CAT Likely grades. This is Outstanding.
- 100% Early Entries achieved A\*-A with 86% A\* (19.9% in the UK). This is Outstanding.
- This was our first Year 11 cohort and we are unable to

<p>compare a three year trend.</p> <ul style="list-style-type: none"> <li>• The results indicate there is no significant gap between any of the groups. This trend that is repeated in Year 10&amp;11 internal data</li> <li>• GL progress data in Year 9, shows 90% of students at stanine 6 or above with no significant difference between groups of students. This is Outstanding. Males are 4 points higher in their mean SAS compared to females. Our internal data for the same cohort shows 60% of males are performing above their CAT Likely indicator, slightly fewer than the females (68%) giving a mean figure of 64% . The figures are different to the PT data as we start the GCSE curriculum in Year 9 and more rapid progress is seen in Year 10 and 11 as the students gain confidence in the skills, knowledge, understanding and application of the course.</li> <li>• A sharper focus on problem solving and application to real life has ensured a large majority of students are now more confident and accurate in critical thinking and solving problems using equations, formulae and functions.</li> <li>• Student-teacher dialogue (both in books and verbally) on how to make progress has developed as a strength with a large majority of students able to articulate their mathematical processes and state how to develop areas further, while interpretation of questions and exam technique remain an ongoing area of focus.</li> <li>• The Year 7&amp;8 curriculum was adapted to incorporate the content of the TIMSS &amp; PISA framework where necessary.</li> </ul>	
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Emirati Students	Evidence Source
<ul style="list-style-type: none"> <li>• One Year 2 Emirati student achieved a PTM SAS of 117, exceeding that of UK, UAE and international mean SAS on PTM.</li> <li>• One Year 3 Emirati student achieved a PTM SAS of 109, in line with that of UK, UAE and international mean SAS on PTM.</li> <li>• One Year 7 Emirati student achieved a PTM SAS of 104, in line with UK, UAE &amp; international mean SAS.</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>

## Self-Evaluation Form 2016-2017

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• One Year 9 Emirati student achieved a PTM SAS of 118, exceeding age related expectations, achieving above UK, UAE and international mean SAS.</li></ul> |  |
|---|--|

## 1.2 Progress in Maths

	EARLY YEARS	PRIMARY	SECONDARY
<b>Judgement in relation to this indicator:</b>	Outstanding	Very Good	Very Good
<b>Judgement in relation to Emirati students' attainment:</b>	Very Good		

Explanation of judgement in relation to this element	Evidence source
<p><b>Primary Maths Progress</b></p> <ul style="list-style-type: none"> <li>100% of pupils at the end of Y6 made expected progress with 66% exceeding curriculum expectations compared to starting points; 91% met or exceeded their CAT4 indicators. Children at the end of Y2 made outstanding progress when compared to starting points; there is no CAT4 data available. Progress is overall Very Good.</li> <li>Whole staff CPD on planning for exceeding curricular expectations ensures teachers are planning for challenge using curriculum mapping of prior learning and future learning. Teachers are developing mathematics mastery through application of knowledge, problem solving and real-life contexts.</li> <li>GL PTM trends indicate that a Majority of children make above expected progress.</li> <li>Most students make very good progress in lessons and a Large Majority of pupils make above expected progress. Self-assessment informs independent learning and next steps in learning clearly identified in childrens' books.</li> <li>Teachers track and monitor progress using internal trackers which are moderated with the Head of Mathematics and Maths Champions every half term. GL data is used to modify the curriculum throughout primary.</li> </ul> <p><b>Secondary Maths Progress</b></p> <ul style="list-style-type: none"> <li>64% of students at the end of KS3 (Very Good) and 84 % of GCSE students (Outstanding) made better than expected progress, when compared to starting points and CAT</li> </ul>	<ul style="list-style-type: none"> <li>Fast Fact Sheets</li> <li>Markbook</li> <li>GL Assessments for Progress Tests</li> <li>Internal analysis summaries of PTs</li> <li>GL CAT 4 data</li> <li>Teacher Appraisal data</li> <li>Learning walks overviews</li> <li>Work Book scrutiny</li> <li>NA QA SEF</li> <li>Curriculum overviews</li> <li>HOD Discussions and meetings</li> <li>TAC</li> </ul>



<p>aspirational predicted data, with no significant variations between different groups.</p> <ul style="list-style-type: none"> <li>• Progress trends over the last three years show that the majority (50% +) of students consistently make better than expected progress in all areas of the maths curriculum.</li> <li>• Progress in lessons remains very good and a large majority of students are able to confidently work through problem solving exercises applying their critical thinking skills.</li> <li>• There is a gap between all groups in Year 8 (2016-17), something that is not repeated in other year groups. The same cohort have now started their GCSE curriculum and the first set of data has seen the gap closing with all the groups.</li> <li>• A continued focus on inquiry, critical thinking and higher order questioning ensures there is appropriate challenge in lessons and students are actively involved in developing these skills, leading to the majority of students making very good progress across all year groups.</li> <li>• The current emphasis on real world and cultural applications has built upon and strengthened this progress.</li> <li>• Assessments are unit based on 'Working At' grades and are aggregated giving a more accurate picture of the progress taking place.</li> </ul>	<p>meetings</p>
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Emirati Students	Evidence Source
<ul style="list-style-type: none"> <li>• One Emirati pupil in Year 2 made better than expected progress when compared to her starting points.</li> <li>• One Emirati pupil in Year 3 made better than expected progress when compared to his starting points; with a PTM of 109 he is exceeding his CAT4 indicator of 101 for maths.</li> <li>• One Year 7 Emirati student made better than expected progress compared to his starting point (SAS 104, CAT Likely E/D, 'Working At' grade C, one or two grades above CAT likely).</li> <li>• One Year 9 Emirati student made better than expected progress compared to his starting point (SAS 118, CAT Likely C, 'Working At' grade B, one grade above CAT likely).</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>



# **Performance Standard 1:** Students' Achievement

## **SCIENCE**

## Science

### 1.1 Attainment in Science

	EARLY YEARS	PRIMARY	SECONDARY
<b>Judgement in relation to this indicator:</b>	Outstanding	Very Good	Very Good
<b>Judgement in relation to Emirati students' attainment:</b>	Very Good		

Explanation of judgement in relation to this element	Evidence source
<p>In both Primary and Secondary school, many year group cohorts demonstrate Outstanding attainment in science. However, since not all year groups do so, we have chosen to grade Primary and Secondary as Very Good for science attainment.</p> <p><b>Primary Science Attainment</b></p> <ul style="list-style-type: none"> <li>GL PTS tests show us that the mean number of pupils exceeding expectations in science is 84%, which is Outstanding.</li> <li>86% of all pupils achieved SAS mean above UK average, which is Outstanding.</li> <li>90% of pupils in Year 3, 90% of pupils in Year 5 and 79% of pupils in Year 6 exceeded curricular expectations, which is Outstanding. In Year 4 72% of pupils exceeded expectations, which is Very Good.</li> <li>95% of pupils in Year 6 meet or exceed their CAT4 indicators with 82% achieving SAS mean above UK average.</li> <li>Internal and external data are aligned with slight variations in all year groups.</li> <li>Analysis of internal and bench mark testing indicates strengths in working scientifically, knowledge and understanding and in application of knowledge. Results in all three areas: chemistry, physics and biology were Outstanding.</li> </ul>	<ul style="list-style-type: none"> <li>Fast Fact Sheet</li> <li>Markbook</li> <li>GL Assessments for Progress Tests</li> <li>Internal analysis summaries of PTs</li> <li>GL CAT 4 data</li> <li>Teacher Appraisal data</li> <li>Learning walks overviews</li> <li>Work Book scrutiny</li> <li>NA QA SEF</li> <li>Curriculum overviews</li> <li>HOD Discussions and meetings</li> </ul>

- Head of Science and Year Group 'Science Champions' lead whole school CPD on working scientifically; analysis of data has a direct impact on teaching and learning through regular team meetings, scrutiny of work, progress meetings and introduction of STEAM aspects within the curriculum.
- CPD and curricular modifications are already having an impact on current Year 5 cohort and they are on track to narrow the gap from Very Good to Outstanding levels of attainment this year.
- Attainment data comparison available from last year shows us that on average 83% of Y5 children exceed age related expectations. This is a 19% increase in pupils exceeding curricular expectations this year.
- PTS data tells us that a Large Majority of all SEND children meet or exceed curricular expectations.
- Head of Science has modified the curriculum in line with TIMSS framework for Year 4 and Year 5 to embed all units to ensure success for all pupils; CPD has been delivered to Science Champions and all teachers in both year groups. Current mean SAS scores in Year 4 are 118 and Year 5 is 124 both well above UK, UAE and International average.
- 2015 TIMSS report tells us that pupils' attainment was at a High International Benchmark and significantly higher than private schools in the sample. Recommendations in the report have been action planned by Head of Science and progress towards the 2019 target of 590 is tracked using external bench mark testing. Current GL data for Year 4 and Year 5 suggests pupils are on course to achieve above the high international benchmark in 2019 TIMSS.

### **Secondary Science Attainment**

- 79% of all Year 11 GCSE students achieved A\*-B (100% in Triple Science) in comparison to UK average of 20%, with 57% meeting their CAT Aspirational grades (75%+ in Triple Science). This is Outstanding.
- This was our first Year 11 cohort and we are unable to

compare a three year trend.

- The results showed no significant gap between any of the groups. However our internal data shows a significant gap between males and females and SEND students.
- GL PTS data in Year 9, shows 98% of students at stanine 6 or above with no significant difference between any of the groups; this is Outstanding. Our internal data shows 50% of all students performing above expected standards in internal assessments (66% in Year 8). However, Year 9 is a GCSE cohort and therefore the material covered is one year above their expected level. This, together with delivery of the three sciences as separate subjects, explains the difference in the data.
- Our internal data shows a significant gender gap and SEND gap in attainment for Year 8 (2016-17) this is for 'Working At' Vs Cat Likely. However this gap closes significantly when we look at predicted grades. Subsequent data is hard to compare as Year 9 are graded as individual subjects and not as 'Science'.
- There has been a key focus on narrowing the gender gap with more effective use of technology in the classroom, cross phase projects, introduction of use of One Note, more opportunities for practical experiments, considered mixed seating plans and provision of learning opportunities outside of the classroom.
- Through increased participation in wider scientific conversations, students are now more confident in communicating their scientific knowledge and understanding, both verbally and in writing.
- Working scientifically is a key strength, allowing students to articulate their findings and providing the basis for higher order analysis. This also continues to be a key focus in Years 7&8 to allow for a smoother transition to IGCSE at Year 9. Analysis of data and evaluation skills are being developed throughout Years 7-11.
- The Year 9 curriculum was adapted to incorporate the content where necessary of the TIMSS framework. This has been clearly documented with the altering of topics taught for each science in their termly rotation to enable

<p>content delivery.</p> <ul style="list-style-type: none"> <li>• Student, teacher dialogue (both in books and verbally) on how to make progress has developed as a strength of secondary science, with a large majority of students able to articulate their subject knowledge and state how to develop areas further against criteria. Interpretation of higher order questions and exam technique remain an ongoing area of focus.</li> </ul>	
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Emirati Students	Evidence Source
<ul style="list-style-type: none"> <li>• One Year 2 Emirati student and one Year 3 Emirati student both exceeded UK curricular expectations, according to teacher assessment.</li> <li>• One Year 9 Emirati student achieved a PTS SAS of 119, exceeding age related expectations, achieving above UK, UAE and international mean SAS.</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>

### 1.2 Progress in Science

	EARLY YEARS	PRIMARY	SECONDARY
<b>Judgement in relation to this indicator:</b>	Outstanding	Very Good	Very Good
<b>Judgement in relation to Emirati students' attainment:</b>	Very Good		

Explanation of judgement in relation to this element	Evidence source
<p><b>Primary Science Progress</b></p> <ul style="list-style-type: none"> <li>• Most pupils at the end of Year 6 make expected progress in science when compared to starting points with 81% exceeding curricular expectations; 51% of pupils exceeding their CAT4 indicators. At the end of Year 2 most children in achieved above expected progress in science; there is no CAT4 data.</li> <li>• 100% of SEND children make expected progress in science. There is no significant variation in gender. EAL students' progress is supported through partner talk, shared understanding of vocabulary and using a range of media to support learning in lessons.</li> <li>• Comparison from last years' data indicates that progress remains positive with most children exceeding curricular expectations.</li> <li>• Challenging science lessons for pupils relate to the world around them to ensure excellent understanding of scientific knowledge and embedding of scientific enquiry skills.</li> <li>• Pupils self and peer assess throughout units of work in science lessons to develop independent learning skills and use success criteria to sign post next steps. Correct scientific terminology is used as part of the self and peer assessment.</li> </ul> <p><b>Secondary Science Progress</b></p> <ul style="list-style-type: none"> <li>• 66% of students by the end of Year 8 and 57% of GCSE students (Double Science) made better than expected progress, (80%+ with Triple Science) when compared to starting points and CAT aspirational predicted data, with no</li> </ul>	<ul style="list-style-type: none"> <li>• Fast Fact Sheets</li> <li>• Markbook</li> <li>• GL Assessments for Progress Tests</li> <li>• Internal analysis summaries of PTs</li> <li>• GL CAT 4 data</li> <li>• Teacher Appraisal data</li> <li>• Learning walks overviews</li> <li>• Work Book scrutiny</li> <li>• NA QA SEF</li> <li>• Curriculum overviews</li> <li>• HOD Discussions and meetings</li> <li>• TAC meetings</li> </ul>



<p>significant variations between different groups.</p> <ul style="list-style-type: none"> <li>• Progress trends over the last three years show that the majority (50%+) of students consistently make better than expected progress in all areas of the Science curriculum.</li> <li>• Progress in lessons remains Very Good, with the majority of students being able to apply their knowledge from the sciences to real life.</li> <li>• 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 and cross curricular opportunities have been developing.</li> <li>• STEAM activities and the MIT philosophy are integrated into the curriculum through lessons, Science CCAs, cross phase learning, Science Week and external competitions.</li> <li>• A sharper focus on critical thinking, problem solving and application to real life has ensured a large majority of students are now more confident in these specific areas.</li> <li>• Over time, the Majority of students have developed the necessary skills to critically evaluate, investigate and report findings at above age related expectations.</li> <li>• A continued focus on inquiry, critical thinking and higher order questioning ensures there is appropriate challenge in lessons and students are actively involved in developing these skills, leading to the Majority of students making Very Good progress across all year groups.</li> </ul>	
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Emirati Students	Evidence Source
<ul style="list-style-type: none"> <li>• One Emirati pupil in Year 2 and one Emirati pupil in Year 3 both made better than expected progress when compared to her starting points, according to teacher assessment.</li> <li>• One Year 9 Emirati student made better than expected progress compared to his starting point (SAS 119, CAT Likely C, 'Working At' grade B, one grade above CAT likely).</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>



## **Performance Standard 2:**

### **PERSONAL & SOCIAL**

### Personal & Social

Judgement in relation to this indicator	EARLY YEARS	PRIMARY	SECONDARY
<b>2.1</b> Personal Development	Outstanding	Outstanding	Outstanding
<b>2.2</b> Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good
<b>2.3</b> Social Responsibility & innovation skills	Outstanding	Outstanding	Outstanding

Explanation of judgement in relation to this element	Evidence source
<p><b>2.1: Personal Development</b></p> <ul style="list-style-type: none"> <li>The nurturing model of Primary pastoral care has been extended into Secondary and pastoral care is outstanding across all phases, driven by a dedicated team of Personal Tutors in Secondary and class teachers in Early Years and Primary. Heads of Years in all phases play a key role in pastoral systems across school.</li> <li>Behaviour for Learning policies in all phases promote an ethos of positive behaviour management where good behaviour is celebrated.</li> <li>Students demonstrate a strong sense of personal responsibility and take ownership of the school through student voice.</li> <li>Students treat each other with respect and courtesy, and bullying is extremely rare. They demonstrate empathy and tolerance towards one another, including those with SEND.</li> <li>Students enjoy coming to school so attendance is high.</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Passports</li> <li>Student Leadership Roles</li> <li>Secondary ABC (anti-bullying committee)</li> <li>Records of student-led initiatives; National Day, help in EYFS, buddy readers</li> <li>Written reports to parents</li> <li>Records of communication to parents; daily email in primary, weekly email in secondary, newsletters</li> <li>Parent survey responses</li> <li>Student survey responses including PASS data</li> <li>Marking &amp; Feedback Policy</li> <li>Book scrutinies; written records of student-teacher dialogue, peer-to-peer assessment</li> <li>Learning walks</li> <li>Lesson observations</li> <li>Behaviour Policy, Anti-Bullying Policy, Counter-Cyber Bullying Policy</li> <li>Golden Rules and sign up</li> </ul>

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

- 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 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 and cultural/economic journey of the UAE.
- Cultural Understanding and empathy continues to develop as a key strength, with students enthusiastically celebrating their own culture and that of and others. This has resulted in an elevated profile of school assemblies and events such as National Day Celebrations, School Iftar, Islamic Expo etc.
- Parents, Students, staff and student Cultural Ambassadors work collaboratively to celebrate and communicate key messages related to World Cultures of the school.

**2.3 Social Responsibility and Innovation Skills**

- Students are socially responsible and lead on initiatives such as Anti-Bullying Week in Secondary, which are also given a high profile in Primary.
- Significant innovation projects are launched annually in conjunction with Secondary Innovation Day. Innovation in Primary takes place daily through curriculum modification and personalised learning.
- Student leadership is extremely purposeful and acts as a driver of change and innovation across the whole school.
- Moral Education allows opportunities for students to develop a sense of social responsibility. In EYFS and Y1, children take part in PSHE sessions that

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)
- 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 (96% in 2016-17)
- Display boards & environmental messaging
- Cultural visits

<p>complement the Moral Education framework.</p> <ul style="list-style-type: none"><li>• Students from Year 4 upwards participate in various Global Campus activities. For example, our Year 10 students worked with UNICEF which culminated in two students being selected to present at the UN Headquarters in New York on the Global Goals for Sustainable Development.</li><li>• Many Secondary pupils have completed community outreach projects in Sri Lanka or Tanzania and the majority of upper secondary students partake in the International Award.</li></ul>	
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# **Performance Standard 3:**

## **TEACHING & ASSESSMENT**

## Teaching & Assessment

Judgement in relation to this indicator	EARLY YEARS	PRIMARY	SECONDARY
<b>3.1</b> Curriculum Design & Implementation	Outstanding	Very Good	Very Good
<b>3.2</b> Curriculum Adaptation	Outstanding	Very Good	Very Good

Explanation of judgement in relation to this element	Evidence source
<p><b>3.1 Teaching for Effective Learning</b></p> <ul style="list-style-type: none"> <li>Teaching in phase 1 remains outstanding, while in phase 2 &amp; 3 the proportion of very good and outstanding lessons has increased. This follows a strategic focus on appropriate challenge and differentiation through interactive and engaging CPD sessions, both internally and online. This has led to a greater consistency in very good lessons across all indicators.</li> <li>Following the introduction of the IB learner profile, the majority of lessons will feature opportunities for independent and collaborative learning, gaining knowledge both locally and globally and developing communication skills.</li> <li>There has been a greater focus on student teacher dialogue, creating opportunities for students to reflect and respond to teacher feedback and take accountability of their learning and outcomes.</li> <li>Our innovative Professional Development Programme has led to a vast improvement in the consistency of challenge and support at all levels of learning. With quality first teaching at the core of our ethos, feedback from appraisal processes is that challenge and support is an essential element of a large majority of lessons but must be directed more strategically.</li> <li>As an ongoing priority and with greater consistency</li> </ul>	<p><b>3.1 Teaching for effective learning</b></p> <ul style="list-style-type: none"> <li>PM observations and feedback</li> <li>Joint observations</li> <li>Learning walks</li> <li>Work scrutiny</li> <li>NAU online PD</li> <li>Personalised appraisal process</li> <li>Lesson planning</li> <li>Peer to peer drop ins</li> <li>Markbook</li> <li>CPD programme</li> <li>Battery CPD</li> <li>TAC meetings</li> <li>PEPs</li> </ul> <p><b>3.2 Assessment</b></p> <ul style="list-style-type: none"> <li>Fast Fact sheets</li> <li>Markbook</li> <li>Diagnostic marking in books</li> <li>GL PTs reports</li> <li>Internal PT analysis</li> <li>CAT4 reports</li> </ul>



across the school, teaching strategies continue to develop critical thinking and problem solving skills in students, with independent learning noted as a key strength in the large majority of lessons

- Impact of teaching and learning is measured at key points during the year, with systematic moderation to validate judgments and action points.
- The effective use of the battery data from the CATs is emerging, to upskill staff in their understanding and to review how this can impact their personalized lesson planning and improve student outcomes.

- Curriculum Maps
- Battery data
- Power BI
- PEPs for SEND students
- Head of Subject/Head of Year meetings
- Student books
- Appraisal process
- TAC meetings
- Class stories

### 3.2 Assessment

- GLD & GCSE outcomes provide robust external benchmarks, which consistently correlate against external data with a majority of students achieving above expected outcomes.
- Staff continue to develop the success criteria used in phase 2 and 3 linked to the NC and GCSE exam boards sharing with students to develop their knowledge and understanding. This continues to improve our moderation processes and targeted intervention.
- Arabic external assessments (NAP) are used with Years 3, 5, 7 & 9 to measure progress. The reading & writing results correlate with our internal assessments and have been used to raise attainment & track progress in line with the MOE curriculum.
- In Arabic B groups of students in phase 3 continue to sit their GCSE with excellent results, 100% A\* -C, 92% A\* - B, including the highest mark in the world for Arabic – demonstrating outstanding GCSE results.
- In phase 3, Islamic lessons follow the MOE curriculum, students this year will have the opportunity to be our first cohort for the GCSE examination.
- Judgements across phase 2 to 3 have been increased in this area, following a continued strategic focus on linking internal assessments processes to the curriculum standards in all phases.
- In Arabic A and Islamic, assessment is directly linked

to the MOE curriculum and further improving the reliability and validity of the results with improved moderation.

- In Arabic B, KPIs have been created using the KHDA Years of Study Programme, European Common Framework for language and the MFL Assessment Framework. This has ensured alignment with all necessary requirements and more effective tracking of students leading to improved outcomes
- All leaders have been skilled up to analyse and use data effectively to monitor progress, modify the curriculum and recognise trends to inform decisions – this analysis is more coherent and consistent with a greater use of international benchmark data to inform teaching strategies and progress judgements. This will be developed further this year, with the use of the battery data from the CATs.
- Teachers in all phases undertake regular formative and summative assessments in order to plan next steps for learning. Teacher judgements are regularly moderated within and across year groups and departments, as well as with our sister schools in Nord Anglia and other British schools in Dubai, for example EYFS moderation of writing.
- Both internal and external data is more widely shared with staff, improving the accessibility and format of the data.
- Staff continue to develop their use of data and set individual challenging targets, based on external and internal data, influence approaches to T&L and to effectively modify the curriculum to address any gaps in skills and knowledge.

# Performance Standard 4:

## CURRICULUM

### Curriculum

Judgement in relation to this indicator	EARLY YEARS	PRIMARY	SECONDARY
<b>4.1</b> Curriculum Design & Implementation	Outstanding	Outstanding	Outstanding
<b>4.2</b> Curriculum Adaptation	Outstanding	Very Good	Very Good

Explanation of judgement in relation to this element	Evidence source
<p><b>4.1 Curriculum Design &amp; Implementation</b></p> <ul style="list-style-type: none"> <li>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 to our post-16 students.</li> <li>Our curriculum is compliant with the UAE requirements for Arabic A&amp;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.</li> <li>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 Nord Anglia Education and NAS Dubai.</li> <li>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. Residential such as Tanzania and Sri Lanka allow students to experience life elsewhere and to give back to society by supporting schools there.</li> <li>Cross curricular themes are the main method of curriculum delivery in primary but are also</li> </ul>	<ul style="list-style-type: none"> <li>EYFS Framework, National Curriculum, IGCSE/GCSE Syllabi, IBDP</li> <li>MOE curriculum for Arabic &amp; Islamic Education</li> <li>Moral Education curriculum &amp; Social Studies curriculum</li> <li>EYFS display-board planning, weekly plans, focused group plans</li> <li>Primary Long Term Plans, Medium Term Plans, Weekly &amp; Individual Lesson Plans</li> <li>Secondary SOW &amp; lesson plans</li> <li>Innovation Statement, World Languages Statement, STEAM &amp; Performing Arts Statement</li> <li>Global Campus evidence</li> </ul>

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.

### **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. Last year, we listened to student voice and were able to provide all of the IBDP options that our first cohort of Year 12s wished to study.

- 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

- Continuity of learning is smooth and students are prepared for the next phase of education, within school and beyond. For example the Year 5&6 curriculum is planned so students have opportunities to work with Years 7&8 in science and mathematics, 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.

# Performance Standard 5:

## PROTECT & SUPPORT

**Protect & Support**

Judgement in relation to this indicator	EARLY YEARS	PRIMARY	SECONDARY
<b>5.1</b> Health and safety, including arrangements for child protection and safeguarding	Outstanding	Outstanding	Outstanding
<b>5.2</b> Care & Support	Outstanding	Outstanding	Outstanding

Explanation of judgement in relation to this element	Evidence source
<p><b>5.1 Health and Safety, including arrangements for child protection and safeguarding</b></p> <ul style="list-style-type: none"> <li>• Students remain safe and well cared for at school, with robust policies and procedures such as Dubai compliancy visits, NAE H&amp;S visits and inspections in place across the whole school.</li> <li>• Students are supervised at all times, and their safety and security in and around school is embedded in daily operations and policy</li> <li>• The premises are well maintained with a Facilities team on site. Regular drills and H &amp; S walks ensure that risks are minimized</li> <li>• Students safeguarding is prioritised through online referrals and careful planning of weekly TAC team meetings, mentoring programmes, student and parent counselling sessions and the schools pastoral care systems. We also work closely with external therapists and agencies to support students and families through workshops and multi-agency meetings.</li> <li>• Parents and students are made aware of the Safeguarding Team through posters around school and other avenues such as workshops and PL Meetings.</li> </ul>	<p><b>5.1 Health &amp; Safety</b></p> <ul style="list-style-type: none"> <li>• Policies and procedures</li> <li>• Help desk systems</li> <li>• Minutes of meetings</li> <li>• Noticeboards and displays</li> <li>• Audit reports and actions</li> <li>• Curriculum maps</li> <li>• Newsletters</li> <li>• School Food programme</li> <li>• DM approved menus</li> <li>• CCA programme</li> <li>• AE compliancy documentation and REVO system for H&amp;S</li> </ul>



<ul style="list-style-type: none"> <li>• Safer recruitment processes are fully in place with members of SLT having undertaken training in this area. This also includes required police &amp; child protection certification</li> <li>• BSID safeguarding group have adopted the NAS Dubai Level 1 safeguarding training in their schools as a model of exemplary practice.</li> <li>• NAE annual safeguarding audit is completed and an action plan produced.</li> <li>• We have a distributed counselling network that allows us to provide for the wellbeing of all students.</li> <li>• Sporting opportunities exist for all students, regardless of ability and our curriculum in all phases promotes a safe and healthy lifestyle.</li> <li>• A new catering company has been contracted which has improved upon the quality and variety of provision, including more healthy options.</li> <li>• Healthy food choices are encouraged in the Refectory through displays and by teachers on duty.</li> <li>• Physical and mental well-being are a prominent part of our Moral Education and assembly programme.</li> <li>• Visitors come into EYFS and primary to discuss issues such as dental hygiene and health.</li> <li>• Guest speakers have addressed secondary students on both physical and emotional wellbeing.</li> <li>• Parent workshops have highlighted the importance of encouraging a safe and healthy lifestyle at home.</li> </ul> <p><b>5.2 Care &amp; Support</b></p> <ul style="list-style-type: none"> <li>• Teachers in all phases know their students exceptionally well and are able to articulate the academic, social, emotional and physical needs of individuals.</li> </ul>	<p><b>5.2 Care &amp; support</b></p> <ul style="list-style-type: none"> <li>• PASS data</li> <li>• NAS Dubai Parent Survey 2016-17</li> <li>• Referral data (including confidential safeguarding referrals on Helpdesk)</li> <li>• Records of rewards and sanctions issued</li> <li>• Attendance data</li> <li>• Modified timetable of intervention students</li> <li>• PEPs and Personal Summaries of SEND students</li> <li>• Lesson plans and schemes of work (including Moral Education)</li> <li>• Policy documents (eg. SEND, behaviour, safeguarding, anti-bullying, cyber-bullying)</li> <li>• Student Council minutes (showing creation of peer-to-peer mentoring network)</li> <li>• Buddy testimonials</li> <li>• Assembly schedule (including celebration assemblies)</li> <li>• Passports (section on wellbeing and 'My 3 Go-To People')</li> </ul>
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- PASS data shows that students value the excellent relationships they have with teachers.
- Referral data is used in the secondary school to monitor patterns of behaviour and proactive intervention strategies are implemented by Heads of Year.
- Early Years and primary teachers follow the Behaviour Policy and deal with behaviour issues quickly and sensitively.
- The 2016-17 NAS Parent Survey highlights positive relations between students and teachers as a strength of the school.
- 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.
- Importance of high standards of attendance and punctuality are made explicit and concerns are swiftly and effectively handled by class teachers in Early Years and primary, and by Personal Tutors and Heads of Year in Secondary.
- Every child is recognised as an individual with appropriate guidance, support and intervention put in place where required.
- Procedures for identifying and supporting students with SEND and socio-emotional difficulties are rigorous and effective.
- Networks of teacher and peer mentoring exist in all phases
- The 2016-17 NAS Parent Survey demonstrates high satisfaction with the guidance and support offered to all students and this was highlighted as a strength of the school in the previous inspection.

# **Performance Standard 6:**

## **LEADERSHIP & MANAGEMENT**

### Leadership & Management

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

Explanation of judgement in relation to this element	Evidence source
<p><b>6.1 The Effectiveness of Leadership</b></p> <ul style="list-style-type: none"> <li>• The Ethos &amp; Vision for NAS Dubai is to Be Ambitious for everyone in our care. Ethos and Vision is clearly aligned with the National Agenda and is revisited and reviewed regularly. It is visible in everything we do and shared with all stakeholders.</li> <li>• The school has a strong focus on student well-being, academic attainment, critical thinking &amp; learning skills, innovation, use of IT &amp; entrepreneurship.</li> <li>• The processes for self-evaluation are systematic and make use of both internal and external data.</li> <li>• Our commitment to Personalised Learning ensures the best possible outcomes for each student regardless of gender, nationality, home language, or SEND. Data highlights outstanding progress and attainment for almost all students.</li> <li>• 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.</li> <li>• As the school has grown, distribution of leadership has increased our capacity to continue our drive for excellence.</li> <li>• Rigorous Performance Management structures are embedded for teaching and non-teaching</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• SEF</li> <li>• DIPs &amp; other Action Plans</li> <li>• Nord Anglia QA Inspection Reports, other external reports (BSO, CACHE)</li> <li>• Organisational Chart showing distributed leadership</li> <li>• HR &amp; Recruitment Records</li> <li>• Performance Management Records (inc meetings &amp; teacher observations)</li> <li>• CPD Records</li> <li>• Communications Materials (newsletters, primary daily email, social media, videos)</li> <li>• Admissions Materials (policy, prospectus, flyers eg MIT, IB Programme)</li> <li>• Parent Handbooks &amp;</li> </ul>

staff. They are supported by a strong CPD programme which is complimented by the blended learning programme.

**6.2 Self-evaluation and Improvement Planning**

- The SEF is aligned with the KHDA inspection framework and evaluation evaluated against performance indicators. Whole school key priorities highlighted through internal and external data are accurately identified and monitored throughout the year.
- Self-evaluation and improvement is embedded in the school and enables the teams to monitor, evaluate and make informed judgements.
- Performance Management is one tool used with all staff to monitor and assess how individuals contribute to whole school improvement leading to improved outcomes for students. Personalised staff targets are in line with whole school priorities as well as supporting their own professional development.
- Through termly review of the school improvement plans driven by inspection, all leaders and processes sustain progress towards agreed school wide targets. Regular review allows the school to continually plan, evolve and adapt to meet the needs of all stakeholders
- School improvement planning has resulted in sustained and positive effects on student achievement and intervention where required; for example in Islamic and Arabic the curriculum and assessment review has resulted in improved attainment and progress in secondary.

**6.3 Partnerships & the Community**

- NAS Dubai actively engages parents and they are very well-informed about their children's

- Guides (Welcome to EYFS, Calculation Policy, primary curriculum guides)
- Policies (eg Admissions, SEND, Anti-cyber bullying)
  - Assessment trackers & related data
  - SEND documentation
  - Results from surveys (parents, staff, students)
  - Minutes from meetings inc Parental Advisory Board, Town Halls
  - Children’s work shared via Tapestry & Seesaw
  - Records of Parent Workshops & Events
  - Written narrative reports, data reports on Parent Portal, records of parent evenings
  - WAAG records range of events, experiences and opportunities in school
  - Timetables, flowcharts for systems and routines

development and the progress their children make in learning. Initiatives like the 'Town Hall' meetings, parent survey, coffee mornings and parent workshops allow parents to actively participate in shaping initiatives and supporting the continuous development of the school.

- NAS Dubai is a hub for Best 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.
- NAS Dubai continues to grow links internationally and locally. The engagement in the Nord Anglia Global Classroom together with UAE initiatives and curriculum links are fast developing as key strengths of NAS Dubai. Our Tanzania residential experience and the Innovators programme are fully embedded. We engaged in many home-school partnership competitions including; creative writing and photography, World Children's Day, Desert Dance, 'Comic Book Challenge', regional MUN, Scholar's Cup and global library.
- Our comprehensive and regular reporting systems strengthen our quality provision. These internal and external systems allow stakeholders to track progress of children and identify the provision necessary to support their learning needed; EYFS using Early Learning Trackers; Primary using class stories and data entry points; Secondary Mark Book and Fast Fact sheets.
- Student led PEP reviews is an innovative drive to support students. PEP (IEP) reviews occur termly.

### **6.4 Governance**

- NAS Dubai is subject to the corporate systems of governance that pertain to all 48 schools in Nord Anglia Education, as well as the regulatory frameworks of the KHDA. A Parent Advisory Board is established and reflects the views of the parent

body.

- The whole school SIP and SEF is shared with the Regional Manager and Parent Advisory Board. Members of the Board are attached to key areas of the school to support the strategic direction and monitor progress to achieving school targets, eg SEND Link Board Member.
- Additional to the monthly metrics of quality assurance, the school is subject to an annual inspection from the Nord Anglia Education team.
- The Principal and other senior leaders are held to account through:
- Specific development changes in response to the PARENT survey include; reviewing sports facilities to improve outdoor provision.
- Specific development changes in response to EMPLOYEE engagement survey include; enhancing resourcing in school & developing leadership at all levels.
- Specific development changes in response to STUDENT survey include; uniform review and commitment to business dress code for IB students, providing more outdoor recreational space and internal 'break out' areas for study.

### **6.5 Management, Staffing, Facilities and Resources**

- Our staff retention is outstanding with only 7% of staff leaving at the end of 2015/16, and 12% at the end of 2016/17, sustaining high academic outcomes and meeting the school's promise to parents. Our staff are highly qualified across all phases, subjects and areas of specialist school needs.
- There is regular, high quality communication with parents regarding school achievements, development and upcoming events through various sources: the parent app, website, Facebook, weekly newsletters, daily emails from class teachers in EYFS & Primary, weekly emails from Personal Tutors in Secondary, Parent Portal, internal display boards, organised

<p>events and meetings.</p> <ul style="list-style-type: none"><li>• Our rigorous recruitment procedures allows for employment of appropriately qualified teachers, providing a wealth and wide variety of knowledge, skills and experience to provide a premium education for all students.</li><li>• The premises are of high quality and support a vibrant and healthy community. We have a range of specialist facilities that are designed to allow access for all. The school has numerous indoor and outdoor areas which enable students to participate in a range of learning experiences within the curriculum and through an extensive out of hours programme. Ongoing developments are planned to further enhance the learning for all students.</li><li>• The recent expansion of the school's second floor and development of the IB areas and Library has meant that the school now has a range of specialist facilities that are used to support the effective delivery of the school curriculum.</li><li>• The school has a wide range of quality resources that are well matched to curriculum requirements, teacher's and student's needs. These promote effective teaching and learning.</li></ul>	
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# Performance Standard 7:

## OVERALL PERFORMANCE

## Overall Performance

Judgement in relation to this indicator	
<b>7</b> Overall Performance	Very Good