

INSPECTION HANDBOOK

2014-2015



DUBAI SCHOOLS INSPECTION BUREAU

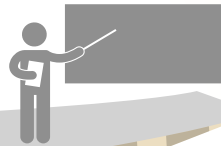


UAE National Agenda Targets



Attending pre-primary:

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



Highly qualified teachers:

to ensure that 100% of schools have highly qualified teachers



Highly effective school leadership:

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

In 2014, H.H. Sheikh Mohammed Bin Rashid launched the UAE National Agenda to achieve the UAE Vision 2021 in time for the UAE golden jubilee celebration. The UAE National Agenda covers the sectors of education, health, economy, police, housing, infrastructure and government services. The sector of education was the prime focus of the UAE National Agenda; it included eight objectives that should lead the UAE to being among the most successful countries in providing world-class education. These eight objectives target important areas in education related to students, teachers and school leaders. By working towards these objectives, school leaders will take actions to make their schools high performing educational institutions in Dubai, where students achieve similar standards to those in the best educational systems in the world.

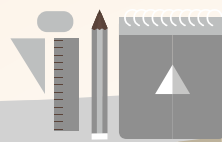
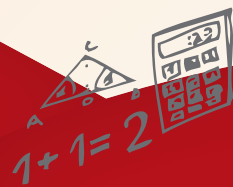
Only when school leaders embrace the UAE National Agenda targets and work with us on achieving them, will Dubai and the UAE make further improvements, and will eventually celebrate in 2021 by being among countries that provide world-class education.



University foundation programme:

to ensure that 0% of students need to join the university foundation programme





TIMSS:

to be among the 15 highest performing countries in TIMSS



PISA:

to be among the 20 highest performing countries in PISA



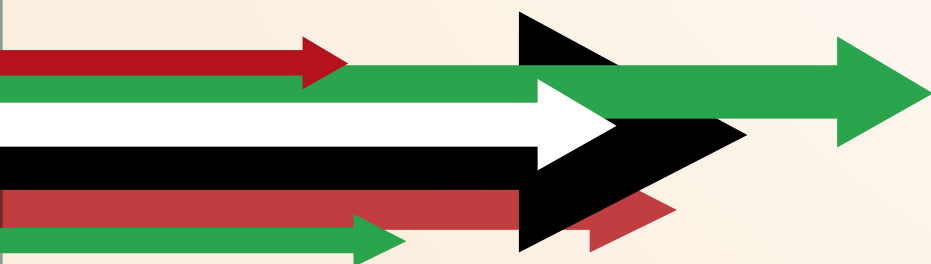
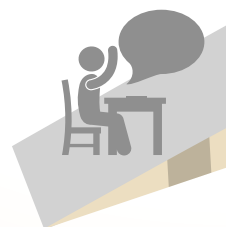
Completion of high school education:

to ensure that 90% of Emirati students complete their high school education



High skills in Arabic language:

to ensure that 90% of Grade 9 students develop high skills in Arabic language in the UAENAP assessment.



Inspection Handbook

2014 - 2015



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Section 1

1.1 The purpose of the handbook

- The handbook is published to provide clear information for parents, school colleagues and the wider public about inspections in Dubai.
- We want to explain how our inspections work so that everyone involved understands what we are trying to achieve.
- The handbook provides guidelines for school inspectors to support them in their task of inspecting and evaluating schools' provision and outcomes.
- It also contains the criteria schools will use in the process of evaluating their own work.



1.2 Foreword

After six years of school inspection, the work of Dubai Schools Inspection Bureau (DSIB) continues to support the quality of education in Dubai. As DSIB develops, we naturally develop our framework of quality indicators through consultation with our stakeholders, whilst mindful of best international practice. The handbook continues to retain its integrity and is enhanced in 2014-5 by a few modifications.

In line with the UAE National Agenda and its targets for UAE students in international assessments by 2021, there is an increased emphasis on these assessments. There will be a particular focus on raising attainment in mathematics and science. In addition, it is anticipated that schools will use the analyses of international tests to guide their development plans. The handbook will highlight these aspects in the sections on assessment and improvement planning.

The education of students with special educational needs remains a priority. In line with Dubai's new law on people with disabilities, issued in 2014, DSIB will refer to these students as students with disabilities. A new introductory section of the handbook encapsulates what schools should be providing for their students. Reports will feature a detailed section on the effectiveness of the provision on the outcomes for students, together with an overall judgement. Specific judgements on provision and outcomes will continue to feature in the handbook as part of DSIB's inclusive approach.

There will be a refinement in the way in which inspectors will judge the outcomes for Early Years children, namely those in the Kindergarten or Foundation Stage. Inspectors will judge their academic and personal development using international criteria appropriate to their ages. There will be separate reporting on attainment and progress in Early Years, highlighting key strengths and weaknesses, as well as in other phases of the school.

There will be a more detailed analysis of the impact of school leaders, including governors and owners, on the overall performance of the school. It is reasonable to consider that the judgement for leadership should reflect that of the overall performance of the school unless there are compelling reasons to think differently.

DSIB will continue to encourage inspectors to support school development during inspections. Inspectors naturally engage in professional dialogue with all staff to highlight strengths and discuss areas for improvement. This interaction will be embedded further this year.

I remain proud of the way in which DSIB helps schools to improve the quality of education in Dubai and the progress made in the past six years. I wish you all continued success for the next phase of your development.

Jameela Al Muhairi

Chief, Dubai Schools Inspection Bureau



1.3 UAE National Agenda

As part of the UAE National Agenda are two main objectives regarding the UAE's ranking in international assessments: By 2021, the UAE will be among the 20 highest performing countries in PISA (Programme for International Student Assessment) and the 15 highest performing countries in TIMSS (Trends in International Mathematics and Science Study). In order to achieve this, all private schools have been set targets for their mathematics and science scores in the next two PISA and TIMSS assessments.

KHDA is encouraging schools to collaborate to achieve the targets set for the nation. All schools have received individual detailed PISA 2012 and TIMSS 2011 reports and DSIB has provided workshops to assist schools in their efforts to raise standards. Achieving the targets means that students will be able to apply mathematics appropriately to everyday situations, use mathematical concepts, facts, procedures and reasoning, and interpret and evaluate mathematical outcomes. In science, students will be able to ask questions that can be answered using scientific methods, describe, explain and predict phenomena based on scientific knowledge, and interpret and communicate evidence and conclusions.

Inspections will evaluate how well each school is addressing the National Agenda targets through the curriculum and teaching, and how effective the provision is in raising attainment in these areas.



Section 2

2.1 Introduction

The guidance in this handbook is intended to ensure that inspections are of the highest quality and that the judgements inspectors make about schools are fair, rigorous and consistent.

All inspections should conform to the standards stipulated in the following quality promise, which is derived from the values set out by the DSIB.

2.2 Quality Promise

- In every inspection, sufficient valid and reliable evidence will secure the judgements made about the standards achieved as well as the strengths and weaknesses in the teaching and other aspects of educational provision.
- Each school's strengths and the areas where it needs to improve its performance will be clearly identified and reported.
- Inspectors will establish effective working relationships with the staff of every school, based on professionalism, sensitivity and an understanding of their concerns and the circumstances in which they work.
- Inspections will be well planned and effectively managed.
- Through its communications with schools, DSIB will make every effort to ensure a clear and shared understanding of what is involved at each stage of the inspection process.
- Inspectors will readily explore issues through professional dialogue with school staff based on each school's self-evaluation.
- Feedback to school staff and governing bodies, given orally and in writing, will be clear and unambiguous.

Inspectors will aim to leave the staff of each school feeling that they have gained from the experience of inspection. Those involved in running schools should recognise the thoroughness of the evidence base as well as understand and respect the judgements that emerge. The entire school community should believe that the inspection has provided a valuable contribution to its strategy for improvement.

2.3 School self-evaluation

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

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

Many schools in Dubai now operate effective processes for self-evaluation and improvement planning. After six years of inspections in Dubai, schools are better placed to use the information from previous inspections in combination with their own evaluations of their performance, to plan for the future.

Evaluations of their own performance will continue to play an important part in future inspection of schools in Dubai. DSIB requires all schools to submit self-evaluation information to inspectors prior to the visit to the school. Self-evaluation information should be aligned to the quality indicators in this handbook. Good and outstanding schools are allowed to submit their own self-evaluation documents using their own template, if they wish. However, these schools must still complete the judgement section of the KHDA Self-Evaluation document. All other schools must use the DSIB self-evaluation template. This resource is intended to provide support and guidance to schools in order to facilitate rigorous and systematic self-evaluation. In this way, we trust that schools can work in partnership with inspectors to bring about the desired improvements.

Inspectors will use the self-evaluation information provided by each school as a starting point for their work. The quality of the information will directly influence the inspection activities. When the information is efficiently presented, inspections will concentrate more on the validation of the accuracy of schools' own evaluations. Inspectors will then be able to focus on other aspects of the schools. They will also work together with school leaders to determine each school's priorities for further improvement.

2.4 Code of conduct for inspectors and school staff

Inspectors must not only arrive at fair and accurate judgements about schools, but they must also conduct inspections professionally.

Any assessment of professional competence can be stressful at times, and inspection is no exception. Inspectors will treat all the people they encounter as part of the inspection process with interest, courtesy and respect. The right of entry into schools is a privilege.

Inspectors will uphold the highest professional standards in their work and ensure that staff and students are treated fairly and that schools benefit from the experience of inspection. The process will be transparent and carried out openly with the outcomes clearly communicated to all parties.

School inspectors are expected to:

- make their evaluations objectively, be impartial and have no connection with the school that could undermine their objectivity;
- present an accurate, honest, fair and reliable report of what the school achieves and does;
- carry out all work with integrity, treating all those they meet with courtesy and sensitivity;
- do all that they can to make the inspection process smooth and straightforward;
- act with the best interests and well-being of students and school staff in mind;
- maintain purposeful and productive relationships and dialogue with those being evaluated, and communicate outcomes clearly;
- respect the confidentiality of information.

Effective inspections are those which schools regard as fair, rigorous and helpful and take account of the school's self-evaluation. If schools respect and value the quality of inspections, they will be more likely to accept and make use of the findings to help them improve.

In the same way that inspectors are expected to conduct themselves appropriately, it is reasonable to expect all staff in schools, including senior leaders and governors, to participate in inspections professionally. The most effective inspections are ones in which school staff work together with inspectors to ensure a transparent and mutually supportive process.

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



2.5 Complaints, concerns and feedback

DSIB will investigate any complaints raised by schools in relation to the inspectors' code of conduct and the inspection judgements. A school may also wish to seek clarification of matters arising from the inspection or have a concern about other aspects of its inspection or inspection report. DSIB welcomes the opportunity to ensure all inspection matters are as fair as possible.

Complaints and concerns about aspects of the inspection process, including the code of conduct and judgements, must be received within one week of the end of the period of inspection in school. **Concerns** about inspection reports must be made within two days of receiving the draft report.

Feedback is appreciated by DSIB at any time. Schools are welcome to make constructive comments or suggestions on any aspects of the inspection process.

All complaints, concerns and feedback should be sent to inspections@khda.gov.ae. Please clarify the nature of your communication.

2.6 Quality Reviews

The Knowledge and Human Development Authority (KHDA) may, at any time, carry out a review of the quality of an inspection and the outcomes. The purpose of the quality review will be to check the reliability of judgements and any issues relating to the code of conduct. This may involve a small team of inspectors visiting a school after the school-based part of the inspection. This will be in addition to the routine quality assurance processes used by DSIB.



Section 3

3.1 Disabilities/Special Educational Needs

The provision for students with special educational needs and their resultant academic and personal development are judged alongside those of all students. However, there are important additional considerations that inspectors will take into account when evaluating how well a school provides for students. This section explains these differences.

Inspectors will take into account the school's admission procedures for students with special educational needs and the quality of the inclusion principles being applied. The procedures should align with the expectations of international best practice.

Attainment will not usually be judged in comparison with other students. In principle, the progress of many students with special educational needs will be measured in the same way as other students, from a known starting point. Progress judgements will also take into account students' specific need(s) as they access the mainstream curriculum.

Identification of a student's special need(s) is a key starting point for inspectors. Schools must ensure that these needs are accurately and wholly identified as early as possible in order for strategies to be effective. This process is likely to involve external specialists. Inspectors will evaluate how appropriately the curriculum is modified for students once their needs have been accurately identified.

The teaching of students with special educational needs may be much the same as for all other students. However, it is expected that teachers will plan students' work to be directly related to their individual education plans and/or specific needs. This may simply mean moving a hearing impaired child to the front of the class, for example, or allowing a dyslexic student more time to complete work. Much teaching may be on an individual or group basis and involve specialist teachers or teaching assistants.

Inspectors will consider the effectiveness of the school's monitoring strategies on the progress of students with special educational needs. Schools should show how information from tracking systems helps to influence the quality and relevance of the provision.

The involvement of parents is a key factor in the success of the provision for students with special educational needs. Inspectors will ascertain the impact of this co-operation.

The leadership of the provision for special educational needs is likely to be the responsibility of a member of staff with appropriate qualifications and experiences. However, as the provision involves all aspects of the school's work, the responsibility will include leaders across the school, especially the principal, as well as individual teachers.

Inspectors will evaluate the effectiveness of the provision and make an overall judgement.

3.2 Early Years Education

DSIB will inspect all foundation and kindergarten provision for children in Dubai. DSIB inspectors will contextualise their judgements against recognised elements of best early years education practice. This section highlights what aspects inspectors will evaluate that may be different from the rest of the school.

Attainment and progress will be evaluated in distinct domains which include communication and language development, early mathematics and science skills as well as children's personal, physical, social, aesthetic and cultural development. Inspectors will evaluate the skills that underpin these domains, such as experimentation and practical problem-solving.

The school's approach to teaching young children is likely to be flexible and reflect the school's individual ethos. Teachers should be able to demonstrate an awareness of how young children learn. They should promote opportunities for children to make choices in their learning, providing a suitable range of resources and appropriate time for purposeful play. The individual, group or class activities should fulfil the developmental needs of the children.

Assessment should also be very specific to the needs of young children. Teachers should record observations as frequently as possible from when children start school to measure the small steps they make against age-appropriate developmental milestones. As with older students, this information will influence daily planning and expectations of progress.

The curriculum should be personalised and reflect the holistic nature of children's learning. There will be particular opportunities for children's physical development, as well as an awareness of the language and cultural needs of young Arabic-speaking children.

The involvement of parents is a key factor in the overall effectiveness of the provision for young children. Inspectors will evaluate the impact of this collaboration.

Inspectors will assess the quality of the learning environment and the quality and diversity of age-appropriate resources. It is expected that teachers are qualified and/or have specific experience in teaching young children, and that there are suitable staff:children ratios.

The leadership of this phase of the school is likely to be the responsibility of a member of staff with appropriate qualifications and experiences, supported by senior leaders, including the principal.

3.3 Emirati students

The government of Dubai is keen to maintain a strong focus on the outcomes of all groups of students. It is especially interested in how Emirati students perform. Accordingly, all inspectors will continue to have a focus on Emirati students as a distinct group.

Most reports will have a separate section that will comment on the provision and outcomes for Emirati students, unless there are very few Emirati students. In schools where the majority of students are Emirati, the whole report will be deemed to refer to Emirati students. The provision and outcomes for Emirati students will, as in the case of all groups, influence the overall judgements of the reports.

Inspectors will look at a range of issues. These include the quality of students' attainment and progress, their attitudes, behaviour, attendance, their involvement in school activities, the relevance of the curriculum, the extent to which parents are involved in their children's education and students' future careers when they leave school.

Schools will be expected to play their part by providing detailed and up-to-date information about Emirati students, including analyses of their attainment and progress.

3.4 Provision for Arabic as a first language in the Early Years

Arabic is inspected and evaluated in the foundation and kindergarten phases of all schools where Arabic is the language of instruction. Inspectors will now also evaluate the provision of Arabic as a first language in all other schools where there are Arab students enrolled in this phase. There will be no specific judgements at this stage but inspectors' evaluations will contribute towards the overall judgements for teaching, curriculum and leadership. In order to meet the needs of all the children in the early years phase, all schools should adopt their own approaches to the provision for and exposure to Arabic.



Section 4

4.1 Framework of Quality Indicators

Introduction

This set of quality indicators has been developed from those of the previous six years and following further consultation.

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

- Indicators create a vocabulary for a conversation with, and between, schools about the key purposes of schooling and the key determinants of educational success.
- The highest level statements provide schools with a description of educational excellence to which schools can aspire.
- The lowest level statements provide schools with a clear understanding of levels of provision that are considered unacceptable and must be improved.
- The indicators can be used by schools for self-evaluation purposes, and can be linked to school improvement through effective development planning.
- The use of a common set of indicators encourages consistency in judgements across different inspection teams; inspectors base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings.
- The publication of inspection quality indicators enables schools to see inspection as a transparent process.

School inspections are structured around seven key questions:

- 1- How good are the students' attainment, progress and learning skills?
- 2- How good is the students' personal and social development?
- 3- How good are the teaching and assessment?
- 4- How well does the curriculum meet the educational needs of all students?
- 5- How well does the school protect and support students?
- 6- How good are the leadership and management of the school?
- 7- How well does the school perform overall?

The choice of indicators is based on research into school effectiveness. While there are legitimate disagreements about some aspects of the purpose of schooling, there is an almost universal consensus that an effective school will seek to secure the best possible academic or cognitive outcomes, while also enabling students to thrive in terms of personal development, interpersonal skills and the affective side of human development.

These two key outcomes – academic progress and personal development – are the measure of school effectiveness and form the basis for the first two sets of indicators. The next four sets of indicators focus on what the research tells us about the most powerful factors determining school effectiveness: the qualities of teaching, curriculum, care and leadership. The indicators conclude with a final question involving an overall judgement of school effectiveness.

One section in the inspection report on every school will set out the inspectors' recommendations of what the school needs to do to improve further.

Inspectors will make judgements using a four-point scale. The four levels on the scale are defined as follows:

Outstanding	Exceptionally high quality of performance or practice.
Good	The expected level for every school in Dubai.
Acceptable	The minimum level of quality required for Dubai. All key aspects of performance and practice in every school should meet or exceed this level.
Unsatisfactory	Quality not at the level acceptable for schools in Dubai. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

Consistency in quantitative terminology

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

All	100% or very close
Almost all	90% and more
Most	75% or more but less than 90%
Majority	more than 50% but less than 75%
Minority	more than 15% but less than 50%
Few	up to about 15%

1. How good are the students' attainment, progress and learning skills?

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

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

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

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

Islamic Education (for Muslim students)

Attainment and progress will be evaluated in:

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

Language

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

Attainment and progress will be evaluated in – listening, speaking, reading and writing.

Mathematics

Where appropriate, attainment and progress will be evaluated in:

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

Science

Where appropriate, attainment and progress will be evaluated in:

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

Early Years

Inspectors will judge attainment and progress in the early years phase, i.e. classes for children in Kindergarten or Foundation Stage, but with different emphases from the other phases. Early learning includes the main child development domains:

- physical development (fine and gross motor skills)
- communication and language development (the foundation of literacy)
- cognitive development through experimentation and practical problem-solving
- personal and social development
- creative and aesthetic development

Inspectors will inspect Arabic as a first language in this phase in schools where Arabic is the language of instruction.

1.1 Attainment

Key aspects

- Attainment as measured against curriculum expectations
- Attainment as measured against external and appropriate international standards
- Knowledge, skills and understanding, especially in key subjects
- Trends in attainment over time

Brief illustrative descriptions

Outstanding	Good	Acceptable	Unsatisfactory
Most students attain levels that are above curriculum standards.	The majority of students attain levels that are above curriculum standards.	Most students attain levels that are in line with curriculum standards.	Less than three-quarters of students attain levels that are at least in line with curriculum standards.
In external examinations most students attain levels that are above international standards.	In external examinations the majority of students attain levels that are above international standards.	In external examinations most students attain levels that are in line with international standards.	In external examinations less than three-quarters of the students attain levels that are at least in line with international standards.
In lessons and in their recent work, most students demonstrate high levels of knowledge, skills and understanding that are above international standards.	In lessons and in their recent work, the majority of students demonstrate levels of knowledge, skills and understanding that are above international standards.	In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum and international standards.	In lessons and in their recent work, less than three-quarters of students demonstrate levels of knowledge, skills and understanding that are at least in line with curriculum standards. There are significant gaps in students' knowledge and weaknesses in their understanding.
Over the past three years, attainment has been consistently above international standards.	Over the past three years, attainment has been mainly above international standards or has improved significantly.	Over the past three years, attainment has been broadly in line with international standards.	Over the past three years, attainment has been consistently below international standards or has been too variable.

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

- The results of most students' work, as measured against the school's curriculum levels, are consistently above average.
- Using external and other appropriate benchmarks, most students' results, at all ages, are above international standards.
- Most students demonstrate high levels of knowledge and understanding shown in the consistently very high quality of their work, above international standards.
- The school has, over the previous three years, raised attainment and/or maintained consistently high standards of attainment for students.

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

- The results of most students' work, as measured against the school's curriculum levels, are broadly average.
- In relation to benchmarks used by the school, most students' test and external examination results are at least in line with curriculum and international standards.
- Most students demonstrate knowledge, skills and understanding in the key subjects, in line with curriculum and international standards.
- There may be variation from year to year in external test results but, overall, students' attainment is broadly in line with curriculum and international standards.

1.2 Progress

Key aspects

- Progress against starting points and over time
- Progress in lessons
- Progress of different groups of students

Brief illustrative descriptions

Outstanding	Good	Acceptable	Unsatisfactory
Assessment information indicates that most students make better than expected progress in relation to appropriate starting points.	Assessment information indicates that the majority of students make better than expected progress in relation to appropriate starting points.	Assessment information indicates that most students make the expected progress in relation to appropriate starting points.	Assessment information indicates that less than three-quarters of the students make the expected progress from appropriate starting points.
In lessons, most students make better than expected progress as measured against appropriate learning objectives.	In lessons, the majority of students make better than expected progress as measured against appropriate learning objectives.	In lessons, most students make expected progress as measured against appropriate learning objectives.	In lessons, not enough students make sufficient progress as measured against appropriate learning objectives.
There is little difference in progress between groups of students.	Students make similar progress, but there may be a few minor disparities between groups.	Students make expected progress, but there is some unevenness between groups.	At least one significant group of students does not make acceptable progress.

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

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

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

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

Attainment and progress are unlikely to be of acceptable quality if any of the following apply:

- Students are working at a level below what is expected for their ages.
- The rate of students' progress is too slow and a significant minority of students do not make the progress of which they are capable. Few students are able to apply their skills and knowledge in unfamiliar contexts.
- Not all groups of students, including those with special educational needs and low attainers, make sufficient progress.

1.3 Learning skills

Key aspects

- Students' engagement in and responsibility for their own learning
- Students' interactions and collaboration
- Application of learning to the real world and making connections between areas of learning
- Enquiry, research and critical thinking skills, including use of technology

Brief illustrative descriptions

Outstanding	Good	Acceptable	Unsatisfactory
Students are enthusiastic and take responsibility for their own learning in sustained ways. They focus well and reflect on their learning to evaluate their strengths and weaknesses accurately. Most act on them in order to improve.	Students enjoy learning and take responsibility for their own learning. They are aware of their strengths and weaknesses and take steps to improve.	Students have positive attitudes to learning and can work for short periods without teacher intervention. Although they may be passive in their learning, students know what they have learned and how to improve their work.	Students rarely work without constant teacher direction and lack interest in learning. They are easily distracted and rarely reflect on their learning to evaluate their strengths and weaknesses. They do not know how to improve their work.
They communicate their learning very clearly, share achievements and collaborate very effectively in a wide range of learning situations.	They communicate their learning well to others. Most collaborate well in a range of learning situations to achieve common goals.	They can discuss and explain their learning to others clearly. They are able to work productively in groups.	They find it difficult to discuss their learning and are unable to collaborate effectively in groups.
Students make meaningful connections with other learning and use these to deepen their understanding.	Students make clear connections with other learning and relate these well to the real world.	Students make a few connections between new and previous learning and do not relate learning enough to the real world.	Students rarely make connections with other learning and do not relate their learning to the real world.
Students are independent, reflective learners. They find things out from a variety of different sources and use technology effectively to support their learning. Critical thinking skills are an intrinsic part of learning.	Most students find things out for themselves and use technology to support their learning. Critical thinking skills are a common feature of learning.	Students occasionally find things out for themselves. They use technology in limited ways to support their learning. Critical thinking skills are a developing feature of learning.	Students cannot find things out for themselves and lack skills in technology to support their learning. Critical thinking skills are underdeveloped.

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

- Students are motivated and eager participants in their learning. They are actively involved in their own learning and development, and show increasing skills as learners. Students are very aware of their progress and strengths in learning. The questions they ask show they are making important connections between new learning and what they already know. They are reflective and analyse learning situations in order to discover the best solutions. Their independence shows itself particularly in the ways they use technology.
- Students choose the best ways to complete tasks within group and individual settings both in leading and supporting their peers. Through effective collaboration with others, by contributing ideas and listening to one another, students demonstrate high levels of skills as independent thinkers and learners, and achieve common goals.
- Skills, knowledge and understanding acquired are applied confidently and accurately to new learning contexts. Students demonstrate success in applying their skills to problems reflecting real life situations, both familiar and unfamiliar. They make connections between their learning in different parts of the curriculum. They are successful, confident, responsible learners.
- Students demonstrate proficiency in finding out new information and are able to apply successfully their critical thinking to tasks. They hypothesise and draw inferences with ease. Their work will often reflect maturity and independence of thought and they readily find things out for themselves by using books and other resources, including technology. Through the effective use of different sources of information, students are able to make accurate and appropriate conclusions and present their learning with confidence.

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

- Students occasionally take responsibility for and are active in their own learning. They do what teachers ask of them but may often be passive listeners or watchers, or undertake tasks which do not require much thought. While the majority of students work well in the absence of close supervision, others lack motivation or are easily distracted. They are unclear about what they need to do to improve. Students have only a general awareness of their progress and strengths as learners.
- Students work collaboratively in familiar groups. Whilst working in groups or teams, students, at times, lack the skills they need to co-operate and produce good work. They do not always understand the importance of listening to each other in order to make meaningful contributions.
- Students acquire knowledge and skills from a range of contexts but their understanding may be less well developed. Consequently, students will only demonstrate success in their learning in familiar contexts where they are required to repeat a procedure. When required to apply their learning to new contexts, they may need high levels of support.
- Students demonstrate age-appropriate research and skills in technology but rarely exhibit independent thinking skills; they tend to rely on adults.

The quality of students' learning skills is unlikely to be acceptable if:

- A substantial proportion of students are not engaged in lessons and they are unable to explain what they are doing.
- Students are unable to work collaboratively.
- Students cannot relate the learning to their lives.
- Students are unable to find things out and cannot solve problems for themselves.
- Students make no connections between their learning in different parts of the curriculum.
- Students' skills in using technology are weak.

2. How good is the students' personal and social development?

2.1 Personal responsibility

Key aspects

- Attitudes
- Behaviour
- Relationships
- Adoption of a healthy lifestyle
- Attendance and punctuality

Brief illustrative descriptions

Outstanding	Good	Acceptable	Unsatisfactory
Students have very positive and responsible attitudes. They demonstrate strong self-reliance and thrive on critical feedback.	Students have mature and sensible attitudes. They demonstrate self-reliance and respond well to critical feedback.	Students have sensible attitudes. They demonstrate some self-reliance and appreciate critical feedback.	Students are willing, although they may be often insecure. They do not respond well to critical feedback.
Students are self-disciplined, respond very well to adults and others, and resolve difficulties in mature ways. Their behaviour is excellent.	Positive behaviour prevails throughout the school. Students exercise self-control; they are courteous to one another and to adults.	Behaviour is generally satisfactory. Rules are respected in and out of lessons. The school is orderly and safe.	The poor behaviour of a few students disrupts lessons and/or causes difficulties around the school.
Relationships with other students and with staff are very respectful and considerate. Students are sensitive to the needs of others and lead by example.	Relationships with other students and staff are cordial and respectful. Students are sensitive to the needs of others and readily help them.	Relationships with other students and staff are cordial. Students are considerate towards others.	Relationships with other students and staff are often awkward and uncertain. Students are not aware enough of the needs of others.
Students demonstrate excellent understanding of healthy living. They make wise choices about their own health and fitness. They initiate and/or take part in activities which promote healthy living.	Students demonstrate positive attitudes towards healthy living and follow the school's advice on keeping fit and healthy.	Students generally follow the school's advice on keeping fit and healthy.	Students demonstrate poor understanding of healthy living and take little heed of the school's advice on how to keep fit and healthy.
Attendance is at least 98%. Students always arrive at school and to lessons on time.	Attendance is at least 96%. Almost all students arrive in good time for lessons and at the start of the day.	Attendance is at least 92%. All but a few students arrive in good time for lessons and at the start of the day.	Attendance is less than 92%. A minority of students are consistently late for lessons or at the start of the day.

Students' personal responsibility illustrated below would be evaluated as outstanding.

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

Students' personal responsibility illustrated below would be evaluated as acceptable.

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

Students' personal responsibility is unlikely to be acceptable if:

- Students show little sense of personal responsibility or initiative.
- There is any bullying or intimidation and lessons are disrupted by students.
- In social areas and around the school, students report that they do not always feel safe.
- Students show little respect for teachers or peers.
- Students regularly disregard the advice they are given about their well-being.
- Attendance is less than 92%.
- Learning and teaching time is compromised through poor time-keeping.

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

Key aspects

- Students' appreciation of the role and values of Islam in the society of Dubai
- Respect for the heritage and culture within the UAE
- Understanding and appreciation of the wider world cultures

Brief illustrative descriptions

Outstanding	Good	Acceptable	Unsatisfactory
Students have an excellent understanding of how Islamic values influence contemporary society.	Students have a clear understanding of how Islamic values influence contemporary society.	Students have an adequate understanding of how Islamic values influence contemporary society.	Students have a limited understanding of how Islamic values influence contemporary society.
They respect and appreciate the heritage and culture of the UAE that underpin and influence contemporary life in Dubai.	They appreciate the heritage and culture of the UAE that underpin and influence contemporary life in Dubai.	They have a basic knowledge of the heritage and culture of the UAE that underpin and influence contemporary life in Dubai.	They have only a superficial awareness of the heritage and culture of the UAE that underpin and influence contemporary life in Dubai.
Students have an excellent awareness and appreciation of their own culture and other cultures from around the world.	Students have a good appreciation of their own culture and the variety and range of other cultures from around the world.	Students appreciate their own culture and the variety and range of other cultures from around the world.	Students have some knowledge of their own culture. They are not very aware of other cultures from around the world.

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

- Students demonstrate a very good understanding of Islamic values. They appreciate the relevance and impact of these values on everyday life in Dubai and reflect upon key messages in relation to their own lives and experiences. Where appropriate, students diligently put into practice what they learn from their awareness of Islamic values.
- Emirati traditions and cultural heritage are well known and understood by students who recognise their importance, relevance and value to people in the UAE.
- Students fully appreciate and celebrate their own culture. They demonstrate a mature grasp of cultural diversity and breadth including music, art and literature from around the world. They are very aware of common elements between cultures.

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

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

Understanding of Islamic values and awareness of Emirati and world cultures are unlikely to be acceptable if:

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

2.3 Community and environmental responsibility

Key aspects	<ul style="list-style-type: none">• Community involvement• Work ethic and enterprise• Environmental awareness and action			
	Brief illustrative descriptions			
	Outstanding	Good	Acceptable	Unsatisfactory
	Students are proactive and responsible members of the school community. The student voice has a significant impact on the school’s development. Students are purposefully and frequently involved in initiatives that impact on the local community.	Students understand their responsibilities as members of a school community and take on key roles. The student voice is influential. Their contributions to the local community are regular and constructive.	Students are aware of their responsibilities in the school community. Their opinions have some effect upon the school’s development. Their involvement with the local community is beneficial but irregular.	Students have little or no awareness of their responsibilities in the school community. Their views have little influence on the school’s development. They contribute little to the local community.
Students have an excellent work ethic. They readily take the initiative and make reasoned decisions. They are very resourceful, creative and successful in developing their own projects.	Students have a positive work ethic. They sometimes take the initiative and make independent decisions. They have creative ideas and enjoy developing their own projects.	Students enjoy work but may lack initiative, often relying on others when making decisions. They can be creative and enjoy taking part in projects but rarely take the lead.	Students rely too much on adults to help them. They are not confident in suggesting ideas and making decisions.	
Students care for their school and seek ways to improve its environment. They initiate and/or take part in schemes which support sustainability and conservation in the local and wider world environment.	Students care for their school and take part in activities to improve its environment. They are active in supporting schemes which promote sustainability and conservation locally and in the wider world.	Students take care of their immediate surroundings and are aware of some important environmental issues. They are sometimes active in schemes which support sustainability and conservation.	Students show little concern for their surroundings and have limited awareness of important environmental issues. Few students show awareness of sustainability and conservation.	

Students' community and environmental responsibility illustrated below would be evaluated as outstanding.

- Students are responsible and contribute actively to the life of the school and the wider community, including volunteer activities. Their opinions are valued by the school and influence its development. Students demonstrate initiative, maturity, high levels of independence and show respect and consideration for the needs of others including those with disabilities. They undertake responsibilities in school through well-judged and planned systems. Students show care and consideration for others and develop the skills of active citizenship.
- Students have an excellent work ethic. They lead others confidently and have creative and very practical ideas. Through well-planned projects and enterprise activities, students acquire key skills. They make informed economic decisions.
- Students show a very good understanding of environmental sustainability. They actively seek ways to care for and to improve their school environment. They initiate or take part in schemes to support conservation beyond school and understand that economic decisions affect the sustainability of the environment.

Students' community and environmental responsibility illustrated below would be evaluated as acceptable.

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

Students' community and environmental responsibility is unlikely to be acceptable if:

- Students do not assume any positions of responsibility in the school or do not respect and value each other. Their opinions have little or no influence on the school's development.
- Students are reluctant to participate and lack the commitment to play a full part in activities. They are usually too passive and often expect too much to be done for them. They have little economic awareness.
- Students take no interest in looking after the school, they drop litter casually, or deface school property. They have little knowledge about or interest in the importance of energy conservation and world environmental concerns.

3. How good are teaching and assessment?

3.1 Teaching for effective learning

Key aspects	<ul style="list-style-type: none">• Teachers’ knowledge of their subjects and how they are learned• Lesson planning, the learning environment and the use of time and resources• Teacher–student interactions including the use of dialogue and questions• Teaching strategies to meet the needs of all groups of students• The promotion of critical thinking, reflection and independent learning			
	Brief illustrative descriptions			
	Outstanding	Good	Acceptable	Unsatisfactory
	High quality teaching stems from teachers’ expert knowledge of their subjects, how to teach them and how their students learn.	Almost all teachers know their subjects well, how to teach them and how their students learn.	Most teachers know their subjects well, how to teach them and how their students learn.	More than a few teachers are insecure in their knowledge of subjects and/or how to teach them.
	Teachers plan lessons imaginatively, provide an inspiring learning environment and use time and resources creatively to enable students to learn very successfully.	Teachers plan lessons imaginatively, provide an interesting learning environment and use time and resources effectively to enable students to learn successfully.	Teachers plan lessons and use resources other than textbooks appropriately to ensure that students’ learning is adequate. The learning environment motivates the students to some extent.	Teachers do not plan lessons and use resources well enough to ensure that students’ learning is adequate. Time is not used efficiently. The learning environment is bleak and uninspiring.
Teachers’ interactions with students ensure they are always active participants in achieving meaningful and relevant learning. Consequently, students make excellent progress.	Teachers’ interactions with students ensure they are active participants in achieving meaningful and relevant learning. Consequently, students make good progress.	Teaching occasionally results in student participation that is not active enough. Consequently, students only make steady progress.	Teaching regularly results in student participation that is too passive. Consequently, students make too little progress.	
Teaching strategies very successfully meet the individual needs of students. Teachers have high expectations of all groups of students and provide very challenging work.	Teaching strategies meet the individual needs of students well. Teachers have good expectations of all groups of students and provide challenging work.	Teaching strategies satisfactorily address the individual needs of students. Teachers have appropriate expectations of all groups of students and provide appropriate challenge.	Teaching strategies fail to address the individual needs of students. Teachers have low expectations of all groups of students and do not provide enough challenge.	
The development of enquiry, reflection and critical thinking skills is the norm.	The development of enquiry, reflection and critical thinking skills is a priority.	The development of enquiry, reflection and critical thinking skills is inconsistent.	There is little development of enquiry, reflection and critical thinking skills.	

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

- Teachers have excellent subject knowledge and are able to put it in a meaningful context for the learners. They understand the difficulty of certain concepts and have a good repertoire of examples to reinforce their relevance to students.
- Lessons are very effectively planned. The purpose of activities is clear and learning is reviewed as an integral part of the lesson. Lesson objectives are stated clearly and reviewed at the end of the lesson so that learners have a clear sense of achievement; there is a good balance of activities with the use, where appropriate, of whole class, individual and group work. Time, activities and resources are used to optimum effect to ensure a strong momentum to learning. Teachers make full and effective use of many resources to vary their teaching and succeed in promoting outstanding learning. Teachers create a positive learning environment where they encourage the learners to feel respected and that their efforts are worthwhile.
- Teachers are skilled in their use of questions and arouse students' inquisitiveness, inspiring them to want to find out more. Their questions are focused and usually individualised for particular students. Teachers adjust the pace of learning as a result of students' responses. As a result, students make significant progress in their learning.
- Classrooms are well organised and the learning activities are very well matched to the needs of individual students and groups with differing learning needs and abilities. The tasks, activities and resources support and challenge all students to maximise their progress. Teachers' expectations are consistently high and appropriate for students at all levels of prior attainment.
- Teachers expect students to take responsibility for their own learning. They promote collaborative and/or independent learning, as appropriate. Teachers give ample time for reflection and require students to reason and think deeply.

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

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

The quality of teaching is unlikely to be of acceptable quality if:

- Teachers have poor or inadequate subject knowledge and they have little awareness of how students learn.
- Lessons are poorly planned and time is used unproductively; lessons are monotonous with no variety.
- No resources are used other than textbooks or teacher-talk.
- The learning environment does little to promote curiosity, understanding or learning.
- Teachers make no use of questioning to check understanding.
- Teachers do not meet the learning needs of all groups and individuals, including those students requiring additional help with their learning.
- Not all groups of students make sufficient progress.
- Teachers do not give students enough scope to develop their own approaches to learning and to think for themselves.

3.2 Assessment

Key aspects	<ul style="list-style-type: none"> • Internal assessment processes • International and external benchmarking • Analysis of data to show students' progress • The use of assessment to influence teaching, the curriculum and students' progress • Teachers' knowledge of and support for students' learning
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Brief illustrative descriptions

Outstanding	Good	Acceptable	Unsatisfactory
Assessment practices are directly linked to the school's curriculum standards to provide valid and comprehensive measures of students' academic, personal and social development.	Assessment practices are linked well to the school's curriculum standards to provide valid and clear measures of students' academic development.	Assessment practices are linked to the school's curriculum standards to provide valid measures of students' academic progress.	Assessment practices are not linked well to the school's curriculum areas and are too focused on students' knowledge of content.
The school rigorously benchmarks students' outcomes against appropriate international expectations through external assessment.	The school benchmarks students' outcomes against appropriate international expectations through external assessment.	The school is not consistent in benchmarking students' outcomes against appropriate international expectations through external assessment.	The school rarely or never benchmarks students' outcomes against international expectations through external assessment.
Students' progress over time is tracked very effectively. Assessment information is comprehensive, very accurate and is analysed in depth.	Students' progress over time is tracked well. Assessment information is accurate, detailed and is analysed well.	The school is able to track and record progress accurately. The analysis of data may be underdeveloped.	Arrangements to track and record progress are inconsistent. There is little analysis of data.
Assessment information is used very effectively by staff in their planning to meet the learning needs of all groups of students.	Assessment information is used effectively by staff in their planning to meet the learning needs of all groups of students.	Assessment information is used adequately by staff in their planning to meet the learning needs of all groups of students.	Assessment information is not used enough by staff in their planning to meet the learning needs of all groups of students.
Teachers have a thorough knowledge of individual students' strengths and weaknesses. They provide excellent challenge, support, feedback and follow-up. Students are routinely involved in assessing their own learning.	Teachers have a good knowledge of individual students' strengths and weaknesses. They provide well-focused challenge, support, feedback and follow-up. Students are usually involved in assessing their own learning.	Teachers have a reasonable knowledge of individual students' strengths and weaknesses. They provide some challenge, support, feedback and follow-up. Students are sometimes involved in assessing their own learning.	Teachers do not have sufficient knowledge of students' progress and achievements. Students are not given enough support, feedback or follow-up on their performance. Students are rarely involved in assessing their own learning.

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

- Assessment information is used for teachers to plan each step of learning. An assessment is made of students early in their time at school, in order to establish their capacities for learning and to identify any special needs and special talents. Throughout their time at school, assessment is used to set challenging targets for students, check progress and give feedback to the students. The assessment processes are directly linked to curriculum expectations and produce valid and reliable data.
- The school has a highly efficient process for comparing its students' performances with those of students internationally. Test and examination results are compared with a variety of appropriate international benchmarks.
- Information from assessment is collected and analysed to identify strengths and weaknesses in students' attainments and to identify trends. Actual attainment is compared with predicted attainment and strengths in provision can be ascertained. The school takes every precaution to ensure that all assessment information is accurate. All teachers have access to this information and use it to evaluate the effectiveness of the curriculum and their teaching. Whole school and individual targets are set and students' performance is monitored to ensure students are meeting short and long term targets.
- Staff use the analysis of data to plan lessons and address the individual learning needs of all students. Students and parents are regularly involved in well-judged target setting procedures which help clarify learning goals for each student.
- Teachers have an excellent knowledge and understanding of individual students' strengths and weaknesses. When teachers assess students' work and mark their books, they reinforce high expectations and their comments are constructive in helping students know what their next steps in learning should be. Teachers are rigorous in checking whether or not students have responded to this guidance. Students use objective criteria to evaluate their own and each other's work and to identify the next steps. Informal assessment during lessons through, for example, questioning by teachers, adds to the overall view of students' attainment and progress.

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

- The school carries out regular assessments of students' progress in the key subjects. The assessments are linked to the school's curriculum and produce valid and reliable data.
- The school has a satisfactory process for comparing its students' performances with those of students internationally. Test and examination results are sometimes compared with international benchmarks although sampling of students for benchmarking might not be fully representative of the age-groups of the students.
- The recording of assessment information is organised efficiently. Some analysis is undertaken to identify broad trends, patterns of attainment and individual progress. The resultant information is shared with staff.
- Staff make some use of data analysis to plan lessons and to adapt the curriculum to meet the needs of all students, but such use is inconsistent and/or not very effective.
- Students may be given oral feedback on their work; exercise books are marked regularly but there may be few informative comments about how to improve. Students' evaluation of their own and others' work is not a regular feature of the school's assessment procedures. Students know the results of assessments and understand the nature of their strengths and weaknesses. Teachers do not routinely double-check whether or not students have responded to feedback.

The quality of assessment is unlikely to be acceptable if:

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

4. How well does the curriculum meet the educational needs of all students?

4.1 Curriculum quality

Key aspects	<ul style="list-style-type: none">• Rationale, content and balance• Planning for continuity and progression• Enrichment• Cross-curricular links• Review and development			
	Brief illustrative descriptions			
	Outstanding	Good	Acceptable	Unsatisfactory
	The curriculum has a very clear rationale. It is wide-ranging, age-appropriate, balanced and sharply focused on the development of both knowledge and skills. It fulfils all the requirements of the school's stated curriculum.	The curriculum has a clear rationale. It is broad, balanced, age-appropriate and focused on the development of both knowledge and skills. It closely follows the requirements of the school's stated curriculum.	The curriculum is reasonably broad and balanced. It focuses more on knowledge than on skills. It mostly follows the requirements of the school's stated curriculum.	The curriculum rationale is unclear and is mostly dictated by textbooks. It is neither broad nor balanced. It neglects the development of skills. It does not fulfil key requirements of the school's stated curriculum.
	Comprehensive planning for progression in all subjects ensures continuity of learning. Students are fully prepared for the next phase of education within school and beyond.	Effective planning for progression in all subjects ensures systematic learning. Students are well prepared for the next phase of education within school and beyond.	There is sufficient planning for progression in key subjects but it may result in some uneven learning. Students' preparation for the next phase of education within school and beyond is adequate.	There are significant gaps in content and there is discontinuity within some subjects. Students' preparation for the next phase of education within school and beyond is inadequate.
The curriculum is rich, diverse and innovative. As a result, the enrichment significantly enhances learning.	The curriculum is interesting and imaginative and, as a result, enhances learning.	The curriculum is functional but unenterprising and, as a result, has a modest impact on learning.	The curriculum is dull and unenterprising.	
Cross-curricular links are carefully planned, well managed and significantly enhance learning. The curriculum provides excellent opportunities for independent learning, research and critical thinking.	Cross-curricular links are planned and lead to enhanced learning. The curriculum provides good opportunities for independent learning, research and critical thinking.	Cross-curricular links exist but may not be well-planned or organised. Opportunities for independent learning, research and critical thinking may be inconsistent features of the planned curriculum.	The curriculum is undemanding and provides few opportunities for independent learning, research and critical thinking.	
The curriculum is reviewed frequently and developed systematically to ensure that there is high quality provision of all subjects and to meet the academic and personal development needs of students.	The curriculum is reviewed and developed annually and effectively to ensure good provision of all subjects and to meet the academic and personal development needs of students.	The curriculum is reviewed from time to time to ensure adequate provision of all subjects and for the academic and personal development of students.	Any review is not sufficiently focused on students' outcomes and their personal development.	

The curriculum quality illustrated below would be evaluated as outstanding.

- The curriculum has a clear rationale based on shared values. Its programmes, courses, syllabi and activities promote challenge, enjoyment, relevance, coherence, personalisation and choice in learning for all students. The curriculum has breadth and balance across all subjects and within each of its various elements. The curriculum consistently includes creative, physical and practical experiences to strengthen knowledge and skills development. All key subjects are given the appropriate amount of time. Students experience all the main attributes of the curriculum or curricula adopted by the school. Statutory requirements are fully met.
- The curriculum is comprehensively structured to ensure that students learn smoothly and progressively. Planning across the phases of education, both within the school and at the point when students transfer to the next school, prepares students well. It ensures that previous learning is taken into account when preparing for the arrival of new students. Older students are very well prepared for the world of work and further education.
- The curriculum is intrinsically interesting, motivational and diverse. Opportunities to extend students' aspirations and experiences are routinely built into the curriculum. As a result, they experience a well-rounded education.
- Cross-curricular themes are systematically and deliberately planned to ensure that students' skills across a range of subjects are developed in meaningful and interesting contexts.
- The curriculum is regularly reviewed and updated as part of the school's self-evaluation process and takes account of the views of students and parents. Staff reflect on the range and quality of the curriculum and the impact of the experiences on students' academic outcomes and their personal development. As a consequence, curriculum innovation is well-planned and ensures that the needs and interests of all students are met.

The curriculum quality illustrated below would be evaluated at acceptable.

- The curriculum is based on a clear rationale and values but it may not fully meet the school's aims. It is generally broad and balanced across all subjects and within each of its various elements. There is a strong emphasis on the development of knowledge but too little focus on the development of skills.
- Planning across the phases of education, within the school and at the point when students transfer to the next school, builds on previous curriculum content. However, students are not always well prepared for the next stages of their education or future employment. The previous learning of new students is not taken fully into account.
- The curriculum may largely be driven by the textbooks. Not enough consideration is given in planning to diversify and enrich students' experiences in order to strengthen their learning.
- There may be some occasional development of cross-curricular links but these are not necessarily planned. Opportunities are not always taken to make useful connections between subjects and aspects that would promote greater coherence in the curriculum.
- The curriculum is regularly reviewed but revisions and adaptations are not always implemented as a result of this work. Most students' needs are adequately met in terms of their academic outcomes and personal development.

The curriculum quality is unlikely to be acceptable if:

- Statutory requirements are not met.
- The curriculum experienced by the students is not planned well enough and may contain significant omissions from the stated curriculum.
- There is discontinuity from year to year and between phases.
- There is no systematic review.
- Opportunities for promoting essential knowledge, understanding or skills are neglected.
- The curriculum is followed too rigidly with little enrichment.

4.2 Curriculum design to meet the individual needs of students

Key aspects

- Provision for all the different groups of students
- Curricular choices
- Extra-curricular activities

Brief illustrative descriptions

Outstanding	Good	Acceptable	Unsatisfactory
The school modifies its curriculum creatively and wisely to meet the different needs of all groups of students.	The school modifies its curriculum skilfully to meet the different needs of almost all groups of students.	The school makes some adjustments to the curriculum to meet the different needs of most groups of students.	The school does little to modify its curriculum to meet the different needs of groups of students.
The curricular options provide excellent opportunities for students to choose and study subjects that fulfil their talents, interests and aspirations.	The curricular options provide ample opportunities for students to choose and study subjects that fulfil their talents, interests and aspirations.	The curricular options provide some opportunities for students to study subjects that fulfil their talents, interests and aspirations.	A narrow and overly prescribed range of subjects restricts students' choices to fulfil their talents, interests and aspirations.
A wide range of extra-curricular activities and community links, significantly enhances students' academic and personal development.	A variety of extra-curricular activities and community links, enhances students' academic and personal development.	An appropriate range of extra-curricular activities and community links, has some impact on students' academic and personal development.	There are few planned extra-curricular activities to support students' academic and personal development.

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

- The curriculum is effectively planned to provide stimulating learning opportunities for all groups of students. The curriculum is designed and modified as necessary to ensure full engagement and challenge for students of all abilities, particularly students with special educational needs, low attainers and Early Years children with Arabic as a first language. There is considerable flexibility and innovation in the planning of the curriculum that allows individual students to learn in their own ways and at their own speeds, and so flourish academically and personally.
- The curriculum has considerable variety of provision in and out of classrooms, that promotes and responds to particular needs and interests. There is a significant choice of subjects, especially for older students, so that they are very well prepared for their chosen careers.
- Through a strong sense of the school's shared curricular values and carefully planned opportunities to work with the local community, students are creative and enterprising. A wide range of extra-curricular activities across all phases allows students to extend their learning and interests. Students are frequently involved in a range of activities that serve the community.

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

- The curriculum is planned appropriately to meet the learning needs of most students and there is some recognition of the different abilities and learning needs of students, particularly those with special educational needs, low attainers and Early Years children with Arabic as a first language. The same curriculum may be applied too rigorously to all students.
- There is some choice among the subjects that students can study but this may not be diverse enough to meet all the interests and needs of students, especially the older students.
- The school is aware of its place in the community but makes limited use of its surroundings to enhance the curriculum. Visits and other activities are organised but not always effectively integrated into the curriculum. There is occasional collaboration with local businesses. Students are sometimes involved in a range of activities that serve the community. Extra-curricular activities occur from time to time in most phases. Participation by students may be limited.

The quality of the curriculum design is unlikely to be acceptable if:

- It fails to cater adequately for the educational needs and personal development of all groups of students, particularly students with special educational needs, low attainers and Early Years children with Arabic as a first language.
- Opportunities for promoting essential knowledge, understanding or skills are neglected.
- The choice of subjects is too narrow, especially for the older students.
- There are few productive links with the local and wider communities.
- There are few extra-curricular activities.

5. How well does the school protect and support students?

5.1 Health and safety

Key aspects	<ul style="list-style-type: none"> Care and welfare of students including child protection Arrangements to ensure health, safety and security Quality of maintenance and record keeping Suitability of premises and facilities for all students, including those with special educational needs Provision for and promotion of healthy living
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Brief illustrative descriptions

Outstanding	Good	Acceptable	Unsatisfactory
All staff and students are fully aware of child protection arrangements. The school has rigorous procedures for protecting students from bullying and the potential dangers of the internet and social media.	All staff and students are aware of child protection arrangements. The school has effective procedures for protecting students from bullying and the potential dangers of the internet and social media.	Most staff and students are aware of child protection arrangements. The school has some procedures for protecting students from bullying and the potential dangers of the internet and social media.	Arrangements for child protection may exist but these are not widely known. The school has no formal procedures for protecting students from bullying and the potential dangers of the internet and social media.
The school consistently and in all respects provides a fully safe, hygienic and secure environment for students and staff. Excellent supervision of students prevails at all times.	Frequent thorough checks are made and acted upon to make sure that a healthy and safe environment is maintained. Students are well-supervised around school and on school transport.	Requirements for maintaining the health and safety of students are met. Students are kept safe on school transport and in school. Accidents are rare.	Policies for health and safety are poorly implemented. Health and safety checks are irregular and not rigorous. Supervisory practices are weak.
The school has very thorough systems for ensuring students' health and safety, and maintains accurate records of any incidents and subsequent actions.	The school has efficient systems for ensuring students' health and safety, and maintains good records of any incidents and subsequent actions.	The school has reliable systems for ensuring students' health and safety, and maintains records of any incidents and subsequent actions.	The school has unreliable systems and procedures for ensuring students' health and safety, and recording incidents and subsequent actions.
The premises and facilities are very well suited to the needs of all students. Buildings and equipment are maintained in excellent condition.	The premises and facilities provide a suitable environment in which all students can learn. Buildings and equipment are hygienic and kept in a good state of repair.	The premises provide a safe and inclusive environment for learning. Buildings and equipment are secure, safe, in sound repair, well maintained and clean.	Some aspects of the school facilities may impede learning and do not meet the needs of all learners. Some parts of buildings or equipment are unsafe and/or unhygienic.
Healthy living is systematically built into and promoted in all aspects of school life.	Healthy living is systematically built into and promoted in most aspects of school life.	Students are given sound advice about healthy living, though this might not be systematically promoted throughout the school.	The school does little to advise students on healthy living and any advice may not be supported by the food available or the opportunities for regular exercise.

The quality of health and safety illustrated below would be evaluated as outstanding.

- Child protection arrangements are clearly defined and understood by all students, staff and parents. The school has very effective arrangements to protect students. Staff deal sensitively and effectively with students' needs and concerns. The training of all staff in child protection is regular and thorough. Cyber safety and ensuring practical steps to prevent abuse of students are high on the school's agenda.
- There are very effective policies and procedures in place and these ensure that students are safe. Staff fully understand their roles and responsibilities in ensuring health and safety. Thorough measures are in place to maximise the protection of students including, for example, very efficient arrangements for school transport. Students state that they feel very safe in the school.
- Comprehensive records are kept of regular and routine fire drills, evacuation procedures and other incidents, with clearly stated action taken to prevent their recurrence. Medical staff are vigilant in their care of students. Routine checks are carried out and detailed records kept. Relevant medical information is shared with staff in the school in a systematic way to ensure students' medical care at all times whilst they are working with different school staff. Medication is kept in a locked room or cabinet and all staff are well informed about how and by whom it can be administered.
- The school premises, equipment and resources are excellent and very well suited to the educational needs of all students, including those with special educational needs. The premises enable students to be kept safe at all times whilst participating in a wide range of challenging and motivating educational experiences.
- Healthy living is systematically built into and promoted in all aspects of school life. School meals and snacks provided by the school are consistent with the school's policy on the promotion of healthy choices. The school provides very good advice to students and their parents on food choices and offers a broad and regular programme for physical education and sport to promote healthy living.

The quality of health and safety illustrated below would be evaluated as acceptable.

- Child protection arrangements are in place but the responsibility for their implementation may be in the hands of a few senior staff or members of the administration. The training of all staff in child protection takes place from time to time. The school is aware of the need for cyber safety and has some systems to protect students but these are not comprehensive or not routinely applied.
- There are effective policies and procedures in place to ensure that students are kept safe. Staff understand their roles and responsibilities in ensuring health and safety. Practical measures are in place to protect students and arrangements are reviewed to ensure that they are effective. Most students state that they feel safe in the school.
- Records of health and safety procedures are up-to-date and appropriate risk assessments are completed in relation to visits and potentially hazardous activities. Routine fire drills and other evacuation procedures take place. There are sufficient medical staff to carry out routine checks. Medication is kept locked away and all staff know how and by whom it can be administered.
- The school premises, equipment and resources are suitable and provide a safe, inclusive environment for students.
- The school has included in its curriculum planned opportunities for students to take part in physical activity which promotes a healthy lifestyle. The meals and snacks provided by the school are healthy. Parents are, at times, involved in school activities which successfully raise awareness of healthy choices.

The quality of health and safety is unlikely to be acceptable if:

- Child protection procedures are inadequate.
- There is evidence of bullying by members of the school community.
- The school has limited or no awareness of the need to protect students from the dangers of the internet.
- Policies and procedures for health and safety, including those for school transport, are poorly implemented.
- Health and safety checks are irregular and/or not rigorous. Supervisory practices are weak.
- Some parts of the buildings, play areas and/or school equipment are unsafe or unhygienic.
- The premises do not have appropriate facilities to meet the needs of students with disabilities.
- School meals and snacks include unhealthy choices and little variety. The school is not sufficiently proactive in the promotion of a healthy lifestyle amongst students.

5.2 Quality of support

Key aspects	<ul style="list-style-type: none">• Staff-student relationships• Management of attendance and punctuality• Identification of students with special educational needs• Support for students with special educational needs• Advice and support for all students			
	Brief illustrative descriptions			
	Outstanding	Good	Acceptable	Unsatisfactory
	Staff have very good relationships with all students. Behaviour is managed very well.	Staff have good relationships with all students. Behaviour is managed well.	Staff have courteous relationships with all students. Behaviour is managed adequately.	Not all staff are considerate towards students. Behaviour management is inconsistent.
	The school’s approach is successful in promoting very good attendance and punctuality.	The school has effective systems that promote good attendance and punctuality.	The school has adequate systems to promote attendance and punctuality.	The school does not monitor or promote attendance and punctuality consistently.
The school admits students with a wide range of special educational need. There are excellent systems to identify their needs.	Students with special educational needs are admitted into the school. There are good systems to identify their needs.	Students with special educational needs are admitted into the school. There are appropriate systems to identify their needs.	The school may not be admitting students with special educational needs or is not aware of their needs. It has ineffective systems to identify students with special educational needs.	
The school has highly effective personal support for students with special educational needs that enables them to make excellent progress.	The school has effective personal support for students with special educational needs that enables them to make good progress.	The school has adequate personal support for students with special educational needs that enables them to make steady progress.	The school has limited personal support for students with special educational needs. Consequently, such students make slow progress.	
The well-being and personal development of all students are closely monitored and the information is used to provide very effective individual guidance and support.	There are well-developed systems for monitoring the well-being and personal development of all students. Individual advice and guidance are focused and helpful.	Staff are mindful of students’ well-being and personal development, and respond to their individual needs with appropriate advice and guidance.	The arrangements for care and support of all students are weak or are not consistently applied. Students receive insufficient advice and guidance.	

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

- Teachers know all their students very well and are fully aware of their individual social, physical, emotional and intellectual needs. Teachers have a very good rapport with students. Mutual respect, trust and confidence characterise interactions between staff and students. Behaviour management is defined clearly and wholly understood by the students and the staff, who implement the policies wisely and are supported fully by the senior management team. Although the behaviour of almost all students is exemplary, firm action is taken when necessary. Parents receive comprehensive information about the school's expectations of behaviour and of how staff will deal with any misbehaviour.
- The school keeps accurate records of attendance and punctuality. Prompt and decisive action is taken when levels fall, and parents fully recognise the importance of maintaining high levels of attendance and punctuality. Parents are contacted immediately when students fail to arrive when expected.
- The school has detailed and informed procedures for identifying students with special educational needs. Their needs are identified at an early age or as soon as possible after they join the school, and shared with staff. The school has specialist staff with the expertise to lead the identification process and ensure that all other staff are well-trained in identifying special needs. The school's entrance procedures are wholly inclusive.
- The school's support for students with special educational needs is comprehensive and highly focused. The facilities and resources include necessary modifications and provide thoroughly for the diverse range of special needs. Individualised planning and effective review procedures ensure that the students' needs are fully met. As a result, the students make excellent progress.
- All students have ready access to known and trusted members of staff who provide well-informed advice and guidance about a range of important matters, including their academic progress, health and future career. Students' questions, needs and concerns are handled sympathetically and, when appropriate, in confidence. Students have recourse to an effective complaints procedure. High quality advice and guidance result in actions that bring about improvements in students' performance.

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

- Teachers know most of their students well and are aware of their social, physical, emotional and intellectual needs. They have a good rapport with students and respond positively to them. Teachers and students respect one another and generally show care and concern for the needs of others. The school has an effective approach to managing the behaviour of its students. The staff know how to implement the policies and are supported in doing so by the senior management team. Parents receive information about how staff will deal with any misbehaviour.
- The school records attendance and punctuality but it may not systematically analyse the data. Monitoring procedures are known to students, staff and parents and are intended to ensure the safety and well-being of the students. Parents receive feedback about the need for improved attendance and punctuality, and understand the action the school takes when it is required.
- The school has appropriate procedures for identifying students with special educational needs. Their needs are identified and all relevant information is shared with staff. The school has staff with sufficient expertise to lead the identification process and train staff. The school's entrance procedures are inclusive.
- The school's support for students with special educational needs is appropriately managed. Support is given individually and through in-class guidance, as required; students' progress is monitored routinely. Facilities and resources are modified to address their needs. As a result, students with special educational needs make acceptable progress.
- Students' questions, needs and concerns are usually dealt with efficiently and, when appropriate, in confidence. They receive advice and guidance from staff on a range of matters, including their individual progress, health and future careers, and most feel confident to ask adults for help.

The quality of support is unlikely to be acceptable if:

- There are strained relationships between staff and students and inappropriate behaviour management strategies are used.
- Arrangements to manage student attendance and punctuality are absent or ineffective.
- The school's admissions policy is too restricted and does not allow for the enrolment of students with special educational needs.
- Students with special educational needs are provided with little or no specialist support.
- Advice, support and guidance to all students are limited and uninformative.

6. How good are the leadership and management of the school?

6.1 The effectiveness of leadership

Key aspects	<ul style="list-style-type: none">• Vision and direction• Distribution of leadership• Relationships and communication• Capacity to improve and innovate• Impact on school performance			
	Brief illustrative descriptions			
	Outstanding	Good	Acceptable	Unsatisfactory
	Senior leaders, inspired by the principal, are dedicated to high standards. They set a clear direction and they promote an inspiring vision that is shared by all of the school community.	Most senior leaders, led by the principal, are dedicated and effective. They set a clear direction and promote a shared vision.	Most senior leaders, including the principal, are committed and well intentioned. They set a direction and promote a vision.	Senior leaders, including the principal, exert little positive influence over the way the school works.
	Distribution of leadership is highly effective in achieving high standards of learning and personal development. The school has an ethos of collective responsibility and mutual support.	Leaders consistently share responsibilities with staff. Effective teams are evident in many areas of the school and they are accountable for ensuring quality outcomes.	Some members of staff, other than senior leaders, have clear roles and responsibilities. Most of the staff show a strong commitment to the ethos of the school, its values and success.	Most decision-making resides with the principal. There is no commitment to or leadership of change.
Relationships and communication between all leaders are professional and highly effective. All staff and students know exactly what is required of them.	Relationships and communication between all leaders are professional and effective. Staff and students know what is required of them.	Relationships and communication between all leaders are professional though they may not always be fully productive. Staff and students know in general terms what is required of them.	Relationships and communication between leaders are restricted and/or unclear. Staff and students are not wholly sure what is required of them.	
Leaders at all levels are observant and perceptive, with excellent capacity to plan, anticipate, solve problems and further the school's development.	Leaders at all levels have good capacity to devise practical strategies to secure further improvement.	Leaders at all levels are not complacent and they are aware that further improvements can be made. They demonstrate sufficient capacity to make required improvements.	The school is reactive to external demands but does not sufficiently acknowledge the need for improvement or change. Leaders may be complacent, insecure or insular, and their capacity to improve the school is limited.	
Leaders have been innovative and very successful in developing the school and/or sustaining high performance.	Leaders have successfully improved important aspects of the work of the school and/or sustained good performance.	Leaders have achieved some success in improving aspects of the work of the school.	Over time, leaders have not been successful in improving important aspects of the work of the school.	

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

- Senior leaders, and in particular the principal, are highly effective, skilled practitioners and display a high level of professional competence. They communicate a clear view of the school's aims so that all staff are clear and committed to their roles in achieving the school's vision.
- There is a clear focus in the school on consultation and collegiate working, and this secures high levels of commitment from staff. When necessary, senior leaders drive forward improvement directly. Distributive leadership builds and empowers individuals and teams. There is a high level of competence and commitment at all levels. The roles of senior leaders are clearly defined, understood and aligned to school priorities. The school is successful in creating an ethos of collective responsibility and mutual support.
- The school works with students, parents and other stakeholders to develop and shape a shared vision. This is communicated effectively to all stakeholders. The work of the school gains direction from the clear values and aims. Staff in the school regularly review the vision, values and aims and this results in a strong sense of purpose throughout the school. Staff take full account of the school's vision, values and aims when developing new initiatives.
- Senior leaders in the school influence decision-making, and initiate, prioritise and lead improvement activities. The recruitment and retention of high quality teachers are key priorities. Leaders are very receptive to external evaluation of the school and manage the process professionally and very efficiently.
- Leaders have been very successful in developing the school in the recent past, particularly the levels of attainment and the quality of teaching, and in communicating and meeting the school's promise to parents.

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

- Senior leaders, including the principal, discharge their duties competently. Under their leadership the school has developed steadily in the recent past. They communicate the school's aims but staff are unclear about how initiatives relate to the school's vision.
- The roles of senior leaders are defined, but not always aligned to school priorities. Senior leaders contribute to decision-making but rarely initiate and lead improvement activities. They ensure that some development priorities result in improved learning outcomes for students. There is a variable focus in the school on consultation and collegiate working, and this results in mixed levels of commitment from staff. There has been some allocation of leadership roles to a few staff and some additional professional development for them.
- The school consults students, parents and other stakeholders when developing the school vision but there is little analysis of this consultation and it does not inform the vision. All staff are aware of the school values and aims. The school lacks a formal process to review the vision, values and aims. Staff take some account of the school's vision, values and aims when developing new initiatives.
- Senior leaders lead and influence decision-making and improvement activities. There are variable levels of competence and commitment at all levels. Leaders appreciate the benefits of external evaluation and manage the inspection process adequately.
- The senior leaders have had some success in improving key aspects of the work of the school, including the retention of successful teachers.

The quality of leadership is unlikely to be judged as acceptable if:

- Leaders, and in particular the principal, lack professional competence; there is complacency about standards and quality, and commitment to improvement is lacking.
- The vision is not explicit and/or it is not known or shared amongst all stakeholders; consequently, the direction is unclear.
- No leadership responsibilities exist beyond the senior leadership team.
- A significant turnover of teachers has a negative impact on students' outcomes.
- Leaders do not embrace the process of external evaluation or manage it efficiently.
- Leaders have had little impact on the performance of the school in the recent past.

6.2 Self-evaluation and improvement planning

Key aspects	<ul style="list-style-type: none"> Processes for school self-evaluation Monitoring and evaluation of the school's performance, including teaching and learning The processes and impact of school improvement planning Improvement over time
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Brief illustrative descriptions

Outstanding	Good	Acceptable	Unsatisfactory
Systematic and rigorous self-evaluation is embedded in the school's improvement planning and in its practice at all levels. All key priorities are accurately identified.	Systematic self-evaluation processes are embedded in the school's improvement planning. The school knows itself well at all levels and most key priorities are identified.	Self-evaluation processes are increasingly used in the school's improvement planning. The school has a realistic view of the majority of its key priorities.	Self-evaluation is poorly developed so leaders do not have a realistic view of the school's strengths and weaknesses.
Incisive performance management helps the school to evaluate accurately. It addresses the professional needs of staff and fulfils the aims of the school.	School leaders are successful in identifying professional development needs through effective performance management systems.	Performance management arrangements are in place. They may not sufficiently inform professional development.	Teams and staff are underdeveloped and there are limited plans for professional development.
Improvement plans are ambitious and based on a thorough analysis of the school's performance, using internal and external data. They contain detailed action plans with challenging but achievable goals.	Improvement plans are positive and based on careful analyses, using internal and external data. They contain detailed action plans with well-focused and achievable goals.	Improvement plans are positive and based on simple analyses, using internal and external data. They contain clear and pertinent action plans with achievable goals.	Improvement plans are not sufficiently detailed or coherent, or use internal and external data. They do not have realistic priorities.
All the recommendations from the previous inspection have been met in full.	There has been significant progress in addressing all of the recommendations in the previous report.	There has been progress in addressing most of the recommendations from the previous report.	Little or no progress has been made in the implementation of the recommendations from the previous report.

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

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

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

- Evidence to support self-evaluation is gathered from a range of sources. It is analysed and provides a workable basis for procedures for assuring quality. Information from staff review and other sources feeds into the planning process.
- Performance management and review take account of best practice. The school receives feedback and takes formal steps to find out what parents, students and others feel about the quality of service, and engages them in consultation. The outcomes of feedback received are identifiable in subsequent actions. Senior leaders evaluate the school's work and use a range of methods which include a focus on the quality of students' experiences and their attainment. They have an overview of the work of staff and evaluate their effectiveness by focusing on the outcomes of their work. Progress towards meeting targets in the improvement plan is evaluated.
- The school prepares an improvement plan on the basis of a limited range of suitable evidence, including external sources such as international assessments. The plan has relevant targets, although these may not be sharply focused enough nor linked clearly to students' outcomes. There is evidence that recent plans have brought about at least some of the intended improvements. Reports on the standards and quality achieved by the school are mainly descriptive but include evaluations of some developments, and refer to areas for improvement as well as strengths.
- The school monitors and manages change competently. Most staff in the school are committed to planning and implementing strategies for improvement. The school has analysed aspects of performance and uses the results to inform change within those aspects. As a result, it has made progress in addressing most of the recommendations from the previous report.

Self-evaluation and improvement planning are unlikely to be acceptable if:

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

6.3 Parents and the community

Key aspects

- Parental involvement
- Communication
- Reporting
- Community links

Brief illustrative descriptions

Outstanding	Good	Acceptable	Unsatisfactory
There are highly productive links with parents which help improve their children's learning and raise standards.	There are productive links with parents which help improve their children's learning and raise standards.	There are some established links with parents which support students' progress and personal development.	The school does not have sufficient links with parents from which students would benefit.
Frequent two-way communication with parents results in genuine partnerships.	Regular two-way communication keeps parents engaged with the school.	Reliable communication with parents keeps them informed of important events.	Communication with parents is infrequent and does not encourage their involvement.
Reporting on student progress is regular, detailed and includes next steps in learning for students.	Reporting on student progress is regular and includes next steps in learning for students.	Reporting on student progress is clear, regular and includes general comments.	Reports include only final grades. Parents only know how well their children are doing after reports are issued.
Both school and community benefit from strong and extensive partnerships, including those with other schools, that effectively support students' development.	Relevant links with the wider community, including other schools, impact positively on the educational experiences of all students.	There are some productive links with other schools and the local community, including local businesses.	The school has few effective links with outside organisations and other schools.

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

- Parents are highly supportive of the school and the senior leadership team. They participate in the life of the school in a planned and purposeful manner. They are active partners in their children's learning in a variety of ways which may include homework, classroom activities, participation in out-of-school activities and in school governance. There is likely to be good attendance by parents at school consultation events. They are consulted about the work of the school on a regular basis and their views are valued. When developments are planned, the views of parents are influential in defining priorities.
- The school uses a wide range of effective methods, including technology, to communicate with parents. These methods take full account of the home language of parents. The school gives all parents regular and useful summaries of school priorities for the future and is proactive in seeking feedback from them in order to guide the school's development.
- Parents receive regular reports of their children's progress and attainment. These give helpful, detailed and accurate information to parents regarding the students' achievements and targets for improvement. Parents are highly satisfied with the opportunities they have to contribute to their children's learning and progress.
- Both school and community gain from a very strong partnership that effectively supports students' development. The school has varied and mutually beneficial links with external partners, including other schools, businesses and community organisations. Such links are productive in improving learning experiences for most students. Members of the local community are very supportive of the school and help to provide additional resources for learning as well as a significant number of opportunities to enrich the curriculum through, for example, visits of students, visiting speakers to the school and work experience.

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

- The school informs parents regularly on matters relating to their children. Parents are invited to respond and play their parts as full partners in learning; parents are aware of the school's priorities and post-inspection action plans. Their views are sought on school development and improvement planning. Many parents attend school consultation events. The views of parents are influential in the school's shaping of new policies and priorities for improvement planning.
- Established and reliable means are in place to communicate with parents; for example, they are contacted immediately in the event of unexpected absence. The school does not solely rely on letters conveyed home by students in order to communicate with parents. Parents feel welcome at the school and, when they have a problem, all of their concerns are satisfactorily addressed.
- Reporting on student progress is regular. Reports give parents an accurate indication of students' achievements against the curriculum standards. Teachers' comments give parents helpful information about strengths and areas requiring improvement. The school is active in seeking feedback from parents as a key part of school development.
- Productive links exist with the local community, including the local business community. These links are regular and may involve joint activities or projects, within and outside the school. They have a clear and positive impact on the quality of learning. Students from all phases of the school are involved.

The quality of partnerships with parents and the community is unlikely to be acceptable if:

- Parents are not encouraged to be active partners in learning.
- Parents do not feel welcome at the school.
- Parents are not involved in the development of new policies or other improvements to the school.
- Arrangements for reporting are poor, and the parents are not sure how well their children are doing at school.
- There are few, if any, links with other schools and the local community.

6.4 Governance

Key aspects

- Involvement of parents and other stakeholders
- Ensuring accountability of the school's actions and outcomes
- Influence on and responsibility for the school's performance

Brief illustrative descriptions

Outstanding	Good	Acceptable	Unsatisfactory
Governance includes wide representation from all stakeholders. The governing board, which includes the school owner(s), routinely seeks their views and, consequently, gains a comprehensive and intimate knowledge of the school. The board responds promptly and wisely to stakeholders' concerns and suggestions.	Governance includes representation from most stakeholders. The governing board, which includes the school owner(s), regularly seeks their views and, consequently, gains a good knowledge of the school. The board responds constructively to stakeholders' concerns and suggestions.	Governance includes minimal representation from stakeholders. The governing board, which includes the school owner(s), seeks their views but may not always respond appropriately to them. Consequently, the board's knowledge of the school may not be broad-based or detailed.	Governance does not include representation from stakeholders. The governing board, which includes the school owner(s), pays insufficient attention to the views of stakeholders. Consequently, the board has an insecure knowledge of the school.
The governing board monitors the school's actions rigorously and holds senior leaders fully accountable for the school's performance and quality, including its academic outcomes.	The governing board monitors the school's actions efficiently and holds senior leaders firmly accountable for the school's performance and quality, including its academic outcomes.	The governing board monitors the school's actions periodically and holds senior leaders accountable for the school's performance and quality, including its academic outcomes.	The governing board does not hold the school accountable enough for its performance and quality, including its academic outcomes.
The governing board makes a significant contribution to the school's leadership and direction. It ensures the availability of ample resources to improve the school and that statutory requirements are met. The board makes a significant contribution to the overall performance of the school.	The governing board exerts a positive influence on the work of the school and ensures that statutory requirements are met. It ensures the availability of resources to address weaknesses in the school. It has a direct impact on the overall performance of the school.	The governing board makes certain that statutory requirements are met. It ensures the availability of resources to address some of the school's weaknesses. It has some impact on the overall performance of the school.	There is little support to guide school leaders. The governing board does not ensure that resources are sufficient to address weaknesses in the school. Not all statutory requirements are met. The school does not benefit from effective governance.

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

- The school has a governing board which includes the owner(s) and is fully representative of the school community and the context in which it operates. There are effective processes in place to ensure that governance in the school reflects and responds sensitively to the views of all stakeholders. The governing board meets regularly to review the school's work; the meetings are fully minuted and relevant information is distributed amongst stakeholders. This leads to informed and responsive decision making, which help to direct change and manage school resources efficiently.
- The governing board holds the leadership of the school wholly to account for its performance. Governors have a range of formal and informal mechanisms to monitor the work of the school. The school itself gives sufficiently regular and detailed accounts of its performance to the governing board, including comprehensive information regarding the achievement of students and future school priorities. As a result, governors have a key role in the overall performance of the school.
- The governing board provides an objective and independent view of the school, as well as strategic guidance to its leaders. Governance is very effective in ensuring that the school meets its commitment to parents and fulfils statutory requirements. Governors provide vital expertise that is very influential in shaping the school's further development.

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

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

Governance is unlikely to be of acceptable quality if:

- A governing board does not exist or, if it does, it takes little consideration of the views of stakeholders.
- The board, including the owner(s), does not have a good, first-hand knowledge of the school and so does not evaluate the leaders' work accurately or rigorously enough.
- The board plays an insignificant part in the decision-making processes in the school.
- The board creates or fails to remove barriers that limit the school's development.
- Not all statutory requirements are met.

6.5 Management, staffing, facilities and resources

Key aspects	<ul style="list-style-type: none">• Management of the day-to-day life of the school• Sufficiency of suitably qualified staff and their effective deployment• Appropriateness of the premises and learning environment• The quality and range of resources for effective teaching and learning			
	Brief illustrative descriptions			
	Outstanding	Good	Acceptable	Unsatisfactory
	All aspects of the management of the school are effective. The school’s procedures and routines are effective and efficient.	The management of most aspects of the school’s procedures and routines is effective and efficient.	The management of the school’s procedures and routines is adequate and ensures the effective operation of the school.	The school is not well managed. The day-to-day operation of the school is not efficient.
All staff are well qualified and experienced. Staff are trained well and deployed effectively with some innovative roles.	All staff are well qualified and their deployment is effective. There is a good range of training for all staff.	Staff are suitably qualified and deployed appropriately. Staff training is relevant but not a key priority.	The school is not adequately staffed. Not all staff are suitably experienced to meet the needs of all students.	
The premises are of the highest quality, with many specialist facilities that are designed well to allow access for all. The library/ resource areas contain good quality and appropriate learning materials and are used well to promote independent study.	The premises are of good quality. All areas for learning are accessible to students, including those with additional needs. The library/resource areas are used well and stocked with a relevant range of learning materials.	The premises are adequate but specialist facilities are somewhat restricted. Access into and within the school premises is appropriate for all students.	The premises, including specialist facilities, are unsuitable or deficient. Access for those with additional needs is limited.	
Learning resources are extensive and of a high quality.	Learning resources are varied, relevant and of good quality.	Learning resources are sufficient to support acceptable learning.	There is a limited range of learning resources.	

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

- The operation of the school runs very smoothly. Timetabling is efficient and ensures the best use of space. Staff organise lessons and activities very effectively so that little time is lost during the school day. All staff and students are well aware and respectful of the school's routines and requirements. Information boards and displays are informative and regularly monitored, so that the school community is kept fully up-to-date with developments at the school. Excellent liaison with parents streamlines the planning of all school activities and the handling of any incidents.
- There are sufficient, appropriately qualified teachers to provide a curriculum of high quality for all students, including provision of support from specialist agencies for those with additional learning needs. Teachers are complemented in their work by the provision of sufficient support staff and other professionals, as appropriate. Teachers' skills and experience are used effectively. The school has ready access to appropriately qualified supply staff and has good arrangements for ensuring that they are able to operate effectively when they are in the school. There is a very good balance of experience among staff. Individual members of staff are well qualified and, taken as a whole, they have qualifications, skills and training relevant to their responsibilities and the needs of the school and its students. Teachers are knowledgeable about the processes of child development and learning. Teachers and support staff are deployed effectively.
- The premises and facilities provide a safe, pleasant and stimulating environment, well suited to supporting the curricular and extra-curricular activities of students, the work of staff, and social and leisure activities. Appropriate space is available for the size of the classes. There are suitable work areas for teachers and adequate social provision for students. Storage provision and facilities for display are plentiful and convenient. Accommodation is very well maintained. Fixtures, fittings and furniture match educational needs, are of high quality and are in very good condition. Access is suitable for the needs of all users.
- The school is extremely well equipped with all necessary and relevant, up-to-date resources including textbooks, practical materials and equipment, and technology. Resources are very well matched to the needs of the students, are in very good condition and easily accessible. Effective use is made across the school of all resources to meet the needs of all students in all subjects.

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

- The operation of the school runs smoothly most of the time. Timetabling makes satisfactory use of all available areas to meet the needs of students and staff. The organisation of lessons and activities does not allow much time to be lost during the school day. Most staff and students are mindful of the school's routines. Information boards and displays have sufficient information to keep school community up-to-date with developments at the school. Liaison with parents helps the planning of all school activities and the handling of any incidents.
- There are sufficient, qualified teachers to provide a broad and appropriate curriculum for all students, including provision of support from specialists for students with additional learning needs. Teachers are deployed appropriately and are assisted by enough support staff and other professionals. The school has suitable arrangements for obtaining appropriately qualified supply teachers when necessary and supports them in school. There is a satisfactory balance of expertise among staff. Teachers and support staff are deployed across the school appropriately.
- The premises and facilities provide a clean, safe environment for learning, teaching and extra-curricular activities. The teaching areas are of an acceptable size. Furniture and fittings are well maintained. Storage and display facilities are in good order. Playing fields/games areas are in acceptable condition and regularly used.
- The school is equipped with modern resources including textbooks, practical materials and equipment, and technology. Resources are suitably matched to the learning needs of the students.

The management, staffing, facilities and resources are unlikely to be of an acceptable quality if:

- Day-to-day management is casual. Time is lost between lessons and/or activities.
- Too little information is provided for students, staff and parents to enable the school to cope smoothly with any issues arising.
- There are too few teachers or a significant number of them do not hold suitable qualifications.
- There are gaps in teachers' skills or arrangements are inadequate to manage teaching when absence is high.
- The facilities are inadequate to meet curriculum requirements.
- Classrooms are too small for the number of students in them.
- Resources for learning are insufficient to meet students' learning needs or the demands of the curriculum.

7. How well does the school perform overall?

Inspectors evaluate the overall performance of the school by considering all of the individual quality descriptions and using the closest match to the following statements.

Outstanding	Good	Acceptable	Unsatisfactory
Across all quality indicators, judgements are at least good and a majority are outstanding. There are no unsatisfactory judgements.	Across all quality indicators, most judgements are good or better.	Across all quality indicators, most judgements are acceptable.	The school performs at an unsatisfactory level in a majority of quality indicators.
It is expected that the outstanding judgements will include: - Students' progress - Teaching - The effectiveness of leadership - Self-evaluation and improvement planning	It is expected that the good or better judgements will include: - Students' progress - Teaching - The effectiveness of leadership - Self-evaluation and improvement planning	It is expected that the acceptable or better judgements will include: - Students' progress - Teaching - The effectiveness of leadership - Self-evaluation and improvement planning	There is unsatisfactory performance in either of the following quality indicators: - Teaching - The effectiveness of leadership
AND The school is fully compliant with statutory requirements.			OR The arrangements to protect and support students are unsatisfactory.

Appendix 1

Mission, vision, values and strategic objectives of the Dubai Schools Inspection Bureau

Mission

‘To contribute to the improvement of educational outcomes and parental choice by providing an independent, comprehensive and authoritative assessment of education quality in Dubai.’

Vision

The Dubai Schools Inspection Bureau will make a major contribution to Dubai’s reputation for educational excellence through:

- identifying strengths and weaknesses, and thereby enabling improvement and innovation, in partnership with federal ministries and authorities;
- building on local skills to develop a high-calibre sustainable inspection organisation over the long term;
- empowering parents and others to make informed choices about learning provision;
- enabling the development of an outstanding education system that will meet Dubai’s demand for a highly professional and competent workforce and enhance the global reputation of Dubai as a world centre for social and economic development.

Values

Commitment to Educational Quality and Improvement

We will promote education of the highest quality in schools throughout the Emirate of Dubai in order to improve the learning and life chances for all children. The key contribution of inspection to improving educational provision is to supply well-founded information about the performance of schools that can be used to increase parental choice and bring about positive change.

Excellence in Inspection Delivery

We will provide service users with highly reliable, evaluative judgements underpinned by a secure evidence base and an excellent inspection method.

Respect

School inspection will be conducted at all times in accordance with the highest standards of professional conduct, including courtesy to all involved in school inspection and a profound respect for the culture and religions of students, teachers and parents in Dubai.

Impartiality and Independence

We will at all times take an objective view of school quality. We will not be unduly influenced by the perceptions of those who disagree with well-founded inspection judgements.

Transparency

We will be open and transparent in our communications, and school reports and the details of the inspection methods will be placed in the public domain.

Partnership

We will work in close partnership with appropriate governmental bodies in Dubai, the UAE and internationally. We will work closely with the other agencies of the KHDA and a range of other partner organisations. These partnerships will be based on clear definitions of the respective roles of the Dubai Schools Inspection Bureau and the other agencies.

Efficiency

We will run the Dubai Schools Inspection Bureau efficiently and in way that seeks to maximise educational outcomes. As a result, the Inspection Bureau will be cost-effective. We will seek to measure its impact so that judgements can be made about 'value for money'.

Strategic objectives

To ensure that the educational quality of all schools in Dubai has been assessed using an authoritative inspection method;

To develop a high-calibre local workforce capable of building and sustaining a world-class inspection organisation;

To assist the improvement of all schools through school inspection;

To ensure that effective remedial action is taken when inspection indicates that schools have serious weaknesses;

To give parents useful and reliable information about school quality which will assist informed school choice;

To provide policy-makers and others with an authoritative account of school quality in Dubai.

Appendix 2

Categories for Disabilities/Special Educational Needs

Special educational needs are needs that are different from those of the majority of students and which arise from the impact of a disability or recognised disorder. In line with this definition, students with gifts and talents are now identified as a separate and distinct group.

Many students with special educational needs experience greater difficulty in learning than the majority of children. Some have a disability which hinders them from using educational facilities generally provided for children of the same age.

Being identified with special educational needs could mean students have difficulties with:

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves

OR

They have some kind of sensory or physical need that may affect them in some or all school activities.

Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualised planning to ensure that they make the expected levels of progress given their starting points.

Type of Need	Description (Compiled from a range of international best practice and using the DSIB definition and UAE 'School for All' guidance)
Behavioral, Social, Emotional	Behaviour that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's
Sensory	Visual impairment Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses Hearing impairment Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.
Physical Disability	Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
Medical Conditions or Health Related Disability	Medical conditions that may lead to an associated "special need". These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.

Speech and Language Disorders This does not include students with additional language needs	<p>Expressive language disorder – problems using oral language or talking. Students’ understanding of language is likely to exceed their ability to communicate with the spoken word.</p> <p>Receptive language disorder – problems understanding oral language or in listening</p> <p>Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.</p>
Communication and Interaction	<p>Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised by difficulties with social communication, social interaction, social imagination and flexible thinking.</p> <p>Asperger’s Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterised by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger’s syndrome often have communication difficulties.</p>
General Learning Difficulties	
Learning difficulties 1	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
Learning difficulties 2	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.
Profound and Multiple Learning Difficulty (PMLD)	Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.
Assessed Syndrome	A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Downs syndrome, Stickler syndrome and Williams syndrome.
Specific Learning Difficulties	
Dyslexia -Reading	Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.
Dysgraphia - writing/spelling	Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.
Dyscalculia - Using number	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Appendix 3

Glossary

This glossary is intended to make sure that all users mean the same thing when speaking about a particular aspect of education. The meanings given here should not be regarded as definitive in all circumstances. However, for the purposes of school inspections, we recommend that words and definitions should be used according to the definitions given below.

The list is not exhaustive and DSIB welcomes suggestions for further words to be included, with their suggested definitions.

Word or acronym	Meaning
Accountability	Schools being answerable for their actions and performance.
Achievement	A measure of the success that students gain in any area of learning or life, for example, academic, sporting, artistic and creative.
Accreditation	The system whereby a school or similar organisation is assessed against agreed standards and, if deemed as having achieved the standards required, is provided with some form of certification. Accreditation usually demonstrates the competence and performance capability of privately owned schools.
Assessment practice	The process of finding out how well students learn what they are taught. This is a continuous process using a variety of forms for different purposes. Formative assessment includes the regular marking and evaluation of students' work and includes feedback on how to improve. It also includes students' assessment of their own work and that of their peers. Summative assessment is a formal process at the end of a year or unit of work, often taking the form of public examination or internal testing.
Assessment for learning	Assessment that goes beyond just marking and giving a grade. This is aimed at enhancing learning by telling students exactly what they need to do to improve their work: revisiting their progress in making these improvements. This process involves students in judging their own and others' work.
Assessment information	All information relating to what students know, understand and can do arising from verbal and written interactions, observations, photographs, test and examination data and students' own evaluations of their achievements.

Word or acronym	Meaning
Attainment	The level students reach, usually measured by reference to benchmarks, such as test and examination results.
Benchmarking	Comparing levels of attainment with other schools in similar circumstances or following the same curriculum. International benchmarking is the process of comparing the school's performance with other schools around the world. Benchmarking provides a snapshot of the performance and helps schools to understand where they stand in relation to a particular standard.
Child protection	Measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children.
Collaborative learning	Learning activities which involve students working together in order to achieve a learning outcome.
Continuing Professional Development (CPD)	Any training or development designed to improve skills and understanding, and develop expertise. This includes a wide range of opportunities including courses, seminars or observations of other teachers.
Creative thinking	A way of thinking which uses the imagination to create new ideas or things.
Curriculum	Everything a school deliberately teaches and students experience, including subjects and activities inside and outside the classroom such as extra-curricular activities and educational visits and visitors.
Cyber safety	Protection against the possible negative or detrimental influences of the internet, including bullying and inappropriate websites.
Disability	A long-term physical, mental, intellectual or sensory impairment which, in interaction with various attitudinal and environmental barriers, hinders a person's full and effective participation in society on an equal basis with others.
Early Years Education	The education of children who are in school but not yet of statutory school age.
Enrichment	The extra breadth and variety within all aspects of the curriculum that stimulate and motivate students, and which place learning clearly in context. These may include educational visits, visits to the school by experts, after-school clubs and activities, focus weeks and special days. These will also be particularly evident in lessons within and between all subjects.

Word or acronym	Meaning
Enterprise	A readiness to undertake new ventures, especially those involving initiative, complexity, boldness and including, for example, a business perspective.
Faculty	A division within a school which usually includes one or more subjects. For example, a Faculty of Communications may include languages, information technology, art, library studies, literature and other similar subjects.
Foundation Stage	In the English system this term applies to education for children before Key Stage 1, i.e. children aged below the compulsory school age, which in England is five years.
Gifted Students	Gifted students are those with academic ability or potential which places them significantly above the average for their year group in one or more areas of academic achievement. These students would demonstrate performance which is distinct from their peers.
Governance	An objective system for managing a school which ensures it achieves what it says it will achieve.
Governors	The governing board, including the owner(s), which has responsibility for the school and its performance.
Graduation	Commonly used as the process which ends a university student's studies and results in an award such as a degree. Graduation may include a ceremony but can also be used simply to mean that the student has completed his/her university studies. Graduation is also used similarly in many high schools to designate the end of that stage of education. It is even used to mean the end of each stage of education, e.g. primary school, secondary school.
Groups	Significant categories of students, for example those with learning difficulties and/or disabilities, girls, boys, high attainers, gifted and talented students.
Group work	Learning activities carried out by a group of students who work together.
Healthy living	Making informed choices which ensures a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.
Improvement planning	The process of planning to make a school better. This should involve all those who have an interest in the school such as parents, students, teachers, leaders and owners.
Inclusion	Ensuring educational access, support for learning and equal opportunities for all students, whatever their age, gender, ethnicity, attainment and background.

Word or acronym	Meaning
International assessments	Assessments arising from international comparative studies, such as the Programme for International Student Assessment (PISA), Trends in Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).
International benchmarks	Externally validated standards arising from international tests and examinations, such as IGCSE, IB, MAP, IBT and CAT4.
Key Stage	The age-related groups in English curriculum schools. Key Stage 1 (ages 5 – 7 years), Key Stage 2 (ages 7 – 11 years), Key Stage 3 (ages 11– 14 years), Key Stage 4 (ages 14 – 16 years). The sixth form is sometimes referred to as Key Stage 5 or post-16.
Kindergarten	Pre-primary provision for children under the statutory school age.
Leadership	Leadership at any level (for example, principals/headteachers, governors/board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning and setting an example to others. It entails different skills from those required for management.
Learning	The skills, experience and knowledge gained through study.
Learning Skills	How students undertake the tasks that lead to gains in knowledge, skills and understanding. Most students have a preference for learning in an auditory, visual or kinaesthetic way. Ways of learning also include a spirit of enquiry, researching, working independently of the teacher, alone or with others.
Management	The practical business of running a school, department or aspect of the school's work in an efficient and organised way.
National identity	An intensity of feeling towards one's country, and the level of attachment to the nation.
Off-site facility	Any place, outside the school, that is used to further students' learning, for example the location of a field trip, another school, the work place.
Partnerships with parents and the community	The planned process through which student learning is enhanced by collaborative engagement between the school, the parents and the community.
Principal	Principal is a generic term to describe the specific leader(s) of a school. The term includes all other names of school leaders, including headteacher, superintendent, proviseur, director, etc.
Progress	The gains in learning between two points in time. The rates of progress may vary depending on individual students' needs and abilities.

Word or acronym	Meaning
Quality indicators	Performance measures within the inspection framework against which inspectors evaluate schools.
Reporting to parents	Ongoing, focused and detailed communications with parents about their children's learning and progress. This ensures that parents and the school have a shared understanding of each child's next steps for learning.
School community	All those who work in partnership with the school to improve learning, including, students, leaders, parents, teachers, owners and community members.
School self-evaluation	The identification by the staff of the school's strengths and weaknesses across the main areas of its performance. Effective self-evaluation focuses on the impact the school's work has on the outcomes for students. The findings from self-evaluation should be used to decide on the school's future priorities for improvement.
Self-assessment	Students making judgements about their work and their learning in order to improve.
Special Educational Needs (SEN)	Educational needs that are different from those of the majority of students. They include those who need additional support in their learning.
Specialist support	Any expert advice or support provided by a professional to meet a student's needs eg psychologist, physiotherapist, speech and language therapist.
Staff	A reference to any person working within a school including senior leaders, teachers, office staff, bursar/business manager, social workers.
Standards	The levels of knowledge, understanding and skills that students should display at a particular point in time. It may also be used to describe expected behaviour.
Talented Students	Talented students are those who demonstrate outstanding ability in creative achievement, such as art, music, dance or sport, and whose performance in these aspects is significantly above average.
Teaching	All activities undertaken by the teacher aimed at enhancing students' learning.
Technology	The practical use of scientific knowledge, including information and communication technology, in industry and everyday life.
Thinking skills	Students' abilities at age-appropriate levels to recall and understand new concepts; make observations and predictions; analyse information; solve problems; generate original ideas; apply knowledge to new contexts; and evaluate their own and others' thinking.
Tracking progress	Systematic processes which allow schools to check students' academic and personal development.
Work ethic	A set of values based on hard work and diligence. It is also a belief in the moral benefit of work and its ability to enhance character. A work ethic may include being reliable, having initiative or pursuing new skills.

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