School self-evaluation form for improvement planning

A resource for schools 2016-2017

Introduction

School self-evaluation

Dubai Schools Inspection Bureau (DSIB) recognises the importance of self-evaluation as an essential part of schools' ongoing cycle of review and improvement planning. The self-evaluation form (SEF) is an important tool in this cycle. It helps schools to measure how well they are doing in different areas, leading to an overall evaluation of the quality of education. DSIB believes that the SEF should be a working document used by school leaders and governors to inform them of their school's improvement.

In line with international good practice in school inspections, DSIB places firm emphasis on the need for all schools to be familiar and confident with the processes of self-evaluation and improvement planning. DSIB has updated the SEF for 2016-17. It includes supporting documents and is aligned to the elements of the framework. All schools should familiarize themselves with the inspection framework, the revised school SEF and the supporting documents. DSIB expects schools to work in partnership with inspectors to bring about improvements.

After eight years of inspections in Dubai, schools are well placed to use the information from previous inspections and their own evaluations to plan for the future. DSIB requires **all schools** to submit a SEF and a school improvement plan (SIP) 14 calendar days prior to the school inspection. This information should be aligned to the **performance standards** and **performance indicators** in the framework.

Inspectors will use the SEF and the SIP provided by each school as starting-points for their work. They will focus on the accuracy of the self-evaluation using the data and information that the school has provided, and begin to evaluate it against the framework. During the inspection, inspectors will work with school leaders to determine each school's priorities for further improvement.

A suggested number of words to be used by schools in their responses is provided in the SEF. It is expected that schools will provide succinct bullet points which contain phase-specific detail on each **element**, with appropriate evidence to support their evaluations. The information should be an evaluation (not a narrative description) of the impact of the school's work in relation to improving outcomes for students.

For the 2016-17 academic year, all schools must complete the DSIB SEF as found in the schools' KHDA electronic document. In addition schools must complete the National Agenda, social studies, innovation and SEND supplement information, and submit all information to DSIB at least 14 calendar days before the school's inspection visit.

School self-evaluation for improvement planning – A resource for schools

Schools will use this resource to align their self-evaluation to the performance indicators as detailed in *UAE School Inspection Framework.* Following the self-evaluation process, schools should submit their completed forms electronically.

The **diagrams** outline the **continuous process** of school self-evaluation and school improvement planning. It is expected that school leaders will involve staff and stakeholders in these processes. Inspection will include an analysis of the school's response to its **self-evaluation process** in its **school improvement planning (SIP)** document.

Self-evaluation cycle
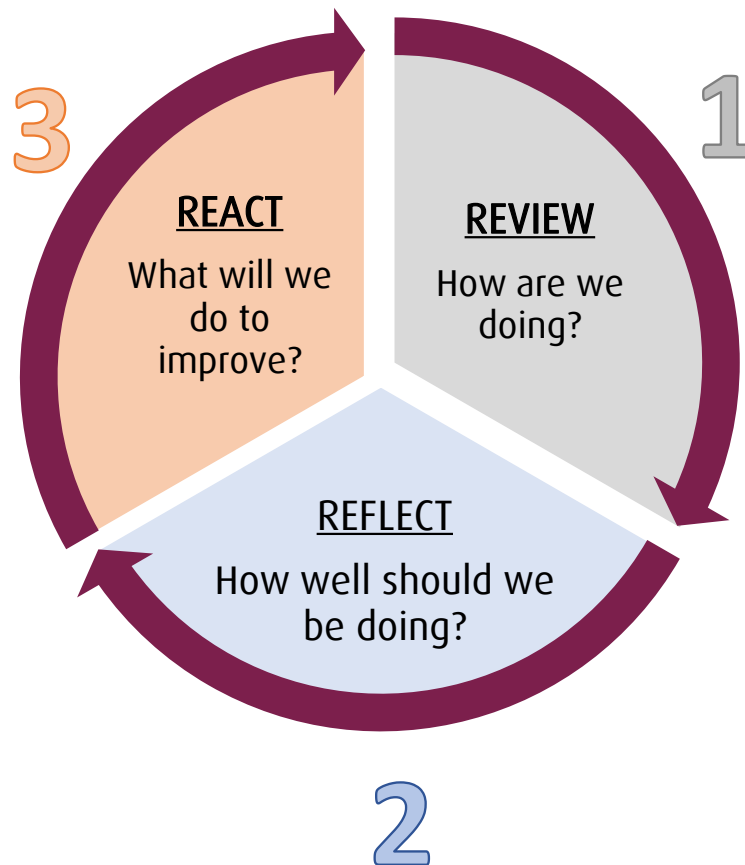
Self-Evaluation Cycle

① REVIEW

REVIEW – HOW ARE WE DOING?

- School self-evaluation and improvement planning need to be based upon an agreed cycle of activities.
- Typically this will start at the end of the school year with a review of that year's performance.
- This involves the school considering its impact on students' outcomes, for each of the performance standards in the *UAE School Inspection Framework.*
- Most schools seek the opinions of students, teachers, parents and the governing board to ensure that the views of stakeholders influence decision-making.

REVIEW EVIDENCE - HOW DO WE KNOW?

- There is a range of evidence to inform a school about how well it is doing. This includes:
  - **quantitative data** (numerical) including attainment and progress data and international
    benchmark test data.
  - **qualitative data** (views, opinions and survey results), students' work, accreditation and
    previous inspection information.
- This evidence identifies strengths and areas for improvement in terms of all students' performance.
- It is important that all judgments made by the school are based on the impact of its actions on all student learning outcomes.

② REFLECTTT

REFLECT - HOW WELL SHOULD WE BE DOING?

- The vision, values and aims of a school, based on its student population, should drive improvement.
- The promise to parents is an important focus for a school to use to determine how it should be doing and in what areas it could improve.
- It should also compare its performance with similar schools, locally and internationally.
- Reflective statements should be evaluative and provide guidance for the next steps in improvement.

③ REACT

REACT- WHAT WILL WE DO TO IMPROVE?

- This stage is about prioritising the areas in need of improvement.
- It is important to decide, as a school team, which actions will best bring about the desired changes.
- The school needs to be clear about what it expects to see if its actions have been successful.
- Long-term improvement plans based on the areas for improvement can guide a school through this process. These should contain measurable success criteria and timescales.

School improvement planning - What do we need to do?

1 Establish actions from self-evaluation

2 Set objectives and success criteria for each action

3 Set timescales, resources required, and responsibilities

4 Monitor progress and review success

5 Set clear and realistic targets for further improvements

1

Establish actions from your self-evaluation process

- Devise key actions to bring about improvement from self-evaluation. Remember the school cannot do everything at once. The school may have limited resources; people, time, skills, and materials.
- To ensure that change is managed effectively, include key personnel in the process so that initiatives are embedded in practice.
- Remember actions are flexible and can change. They can have different starting and end points.

2

Set objectives and success criteria for each action

- Objectives are important because they: give clarity of purpose; establish key tasks; provide guidelines for development; set standards for performance through clear and measurable success criteria.
- Objectives should indicate the result required and be precise, realistic and measurable.
- Objectives should take into account the proportion of students who should be at an improved level. Schools should use the quantitative terminology found in the *UAE School Inspection Framework* to help with this. For example: *'The majority (50-60%) of phase 2 students will perform above international expectations in vocabulary questions in international benchmark tests during this year'.*

3

Set time-scales, resources required, responsibilities for each action

- What are the time-scales for each action? How often will the school review the effect of each action?
- What will be the cost for each action? Will there need to be staff development? Will other resources be required?
- Who will be responsible for each action's overall implementation?

4

Monitor progress and review success

- At prescribed times, there should be regular and rigorous monitoring of progress.
- The review asks: 'Where are we now?', 'Where were we successful?', 'Where do we go to next?'
- Monitoring is about ensuring accountability; and all members of the learning community have a role in ensuring the school is held to account.

5

Set clear and realistic targets for further improvements

- At the end of the review, set new targets that are clear and realistic, for further school improvements.

PERFORMANCE STANDARD 1:
Students' achievement

KEY SUBJECTS:
Islamic Education, Arabic as a first language, Arabic as an additional language, language of instruction (where relevant), English, mathematics and science

PERFORMANCE INDICATOR 1.1: Attainment

Elements

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

Attainment: The curriculum standards that students have reached, usually described by using numbers, letters or adjectives

Schools may use these statements to help inform their evaluation for each key subject.
 1.1.1 '*Produce the results of the analysis of data from any relevant internal assessment both formative and summative for every phase to support your judgements.*'
 1.1.2 '*Produce the results of the analysis of data from any relevant external assessment and/or international benchmark test for every phase to support your judgements.*'
 1.1.3 '*Describe the levels of **Knowledge, skills** and **understanding** inspectors are expected to see in lessons to support your judgement of this element.*'
 1.1.4 '*Produce the results of the data analysis of any relevant external assessment and/or international benchmarking over the past three years, for every phase to support your judgements.*'

PERFORMANCE INDICATOR 1.2: Progress
Elements
1.2.1   Progress of students, including those with special educational needs, against their starting points and over time 1.2.2   Progress in lessons 1.2.3   Progress of different groups of students Progress: Changes in students' knowledge, skills and understanding, measured against a starting point and/or against a learning objective, and sustained over a period of time (such as a lesson, unit of work, term, year of phase of schooling). Schools may use these statements to help inform their evaluation for each key subject. 1.2.1 *Define 'expected progress' in each subject in each phase.* 1.2.2 *Determine how you identify a starting point for the different groups and phases of students.* 1.2.3 *Produce evaluative evidence to support your judgement for each group of students.*
•   For <u>each</u> key subject, use the following pages to make judgements and provide <u>summaries</u> of **attainment** and **progress.** •   Identify any differences between **phases** or specific groups of students, especially children in the early years phase. •   Your commentaries should provide evidence to support your judgements and be **evaluative** rather than descriptive. Please keep to the prescribed word count. •   Relate your evaluations to the framework **elements**. Ensure sources of data are evidenced. You should use the data sheets from the **Assessment Information tab**. You can provide all attainment and progress evidence to DSIB using the assessment evidence tab. •   **Emirati students:** Provide <u>separate</u> judgements on <u>attainment</u> <u>and</u> <u>progress</u>.

ISLAMIC EDUCATION

	Phase 1	Phase 2	Phase 3	Phase 4
Use the drop-down menu to select your judgements for the phase(s) in your school				
1.1 Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
1.2 Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			

1.1 Attainment	Evidence source
Explain the judgements *(Word Guide: no more than 80 words per phase, with supporting evidence)* Click here to enter text. **Emirati students** Click here to enter text.	Clicks here to enter text.

1.2 Progress	Evidence source
Explain the judgements *(Word Guide: no more than 80 words per phase, with supporting evidence)* Click here to enter text. **Emirati students** Click here to enter text.	Click here to enter text.

ARABIC AS A FIRST LANGUAGE

	Phase 1	Phase 2	Phase 3	Phase 4
Use the drop-down menu to select your judgements for the phase(s) in your school				
1.1 Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
1.2 Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	-Select--			

1.1 Attainment	Evidence source
Explain the judgements *(Word Guide: no more than 80 words per phase, with supporting evidence)* Click here to enter text. **Emirati students** Click here to enter text.	Click here to enter text.

1.2 Progress	Evidence source
Explain the judgements *(Word Guide: no more than 80 words per phase, with supporting evidence)* Click here to enter text. **Emirati students** Click here to enter text.	Click here to enter text.

ARABIC AS AN ADDITIONAL LANGUAGE

Use the drop-down menu to select your judgements for the phase(s) in your school				
	Phase 1	Phase 2	Phase 3	Phase 4
1.1 Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
1.2 Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			

1.1 Attainment	Evidence source
Explain the judgements *(Word Guide: no more than 80 words per phase, with supporting evidence)* Click here to enter text. **Emirati students** Click here to enter text.	Click here to enter text.

1.2 Progress	Evidence source
Explain the judgements *(Word Guide: no more than 80 words per phase, with supporting evidence)* Click here to enter text. **Emirati students** Click here to enter text.	Click here to enter text.

LANGUAGE OF INSTRUCTION

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
1.1 Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
1.2 Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			

1.1 Attainment	Evidence source
Explain the judgements *(Word Guide: no more than 80 words per phase, with supporting evidence)* Click here to enter text. **Emirati students** Click here to enter text.	Click here to enter text.

1.2 Progress	Evidence source
Explain the judgements *(Word Guide: no more than 80 words per phase, with supporting evidence)* Click here to enter text. **Emirati students** Click here to enter text.	Click here to enter text.

ENGLISH

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
1.1 Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
1.2 Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			

1.1 Attainment	Evidence source
Explain the judgements *(Word Guide: no more than 80 words per phase, with supporting evidence)* Click here to enter text. **Emirati students** Click here to enter text.	Click here to enter text.

1.2 Progress	Evidence source
Explain the judgements *(Word Guide: no more than 80 words per phase, with supporting evidence)* Click here to enter text. **Emirati students** Click here to enter text.	Click here to enter text.

MATHEMATICS

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
1.1 Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
1.2 Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			

1.1 Attainment	Evidence source
Explain the judgements *(Word Guide: no more than 80 words per phase, with supporting evidence)* Click here to enter text. **Emirati students** Click here to enter text.	Click here to enter text.

1.2 Progress	Evidence source
Explain the judgements *(Word Guide: no more than 80 words per phase, with supporting evidence)* Click here to enter text. **Emirati students** Click here to enter text.	Click here to enter text.

SCIENCE

Use the drop-down menu to select your judgements for the phase(s) in your school				
	Phase 1	Phase 2	Phase 3	Phase 4
1.1 Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
1.2 Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			

1.1 Attainment	Evidence source
Explain the judgements *(Word Guide: no more than 80 words per phase, with supporting evidence)* Click here to enter text. **Emirati students** Click here to enter text.	Click here to enter text.

1.2 Progress	Evidence source
Explain the judgements *(Word Guide: no more than 80 words per phase, with supporting evidence)* Click here to enter text. **Emirati students** Click here to enter text.	Click here to enter text.

PERFORMANCE INDICATOR 1.3: Learning skills

Elements

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

- Use the following tables to provide bullet point **summaries** of the key **elements** of students' learning skills, across all subjects, by phase. Identify any difference in quality between phases and subjects as appropriate.
- Provide clear and concise evidence using no more than 100 words.
- Relate your evaluation to the **elements** detailed above.

Use the drop-down menu to select your judgements for the phase(s) in your school				
	Phase 1	Phase 2	Phase 3	Phase 4
1.3 Learning skills	--Select--	--Select--	--Select--	--Select--

1.3 Learning skills	Evidence source
Explain the judgements *(Word Guide: no more than 100 words, with supporting evidence)* Click here to enter text.	Click here to enter text.

PERFORMANCE STANDARD 2:
Students' personal and social development, and their innovation skills

Performance indicators		
2.1 Personal Development	**2.2 Understanding of Islamic values and awareness of Emirati and world cultures**	**2.3 Social responsibility and innovation skills**
Elements	Elements	Elements
2.1.1 Attitudes 2.1.2 Behaviour 2.1.3 Relationships 2.1.4 Adoption of safe and healthy lifestyles 2.1.5 Attendance and punctuality	2.2.1 Students' appreciation of the role and values of Islam in UAE society 2.2.2 Respect for the heritage and culture of the UAE 2.2.3 Understanding and appreciation of their own and other world cultures	2.3.1 Community involvement, volunteering and social contribution. 2.3.2 Work ethic, innovation, enterprise and entrepreneurship 2.3.3 Environmental awareness and action

- Use the following page to provide bullet point **summaries** of your students' personal and social responsibility by phase.
- Identify any differences between phases or specific groups of students, including any differences with Emirati students, in these performance indicators. Provide clear and concise evidence using no more than 80 words for each performance indicator.
- Relate your evaluation to the **elements** detailed above.

Students' personal and social development, and their innovation skills

Use the drop-down menu to select your judgements for the phase(s) in your school				
	Phase 1	Phase 2	Phase 3	Phase 4
2.1 Personal development	--Select--	--Select--	--Select--	--Select--
2.2 Understanding of Islamic values and awareness of Emirati and world cultures	--Select--	--Select--	--Select--	--Select--
2.3 Social responsibility and innovation skills	--Select--	--Select--	--Select--	--Select--

2.1 Personal development	Evidence source
Explain the judgements *(Word Guide: no more than 80 words, with supporting evidence)* Click here to enter text.	Click here to enter text.

2.2 Understanding of Islamic values and awareness of Emirati and world cultures	Evidence source
Explain the judgements *(Word Guide: no more than 80 words, with supporting evidence)* Click here to enter text.	Click here to enter text.

2.3 Social responsibility and innovation skills	Evidence source
Explain the judgements *(Word Guide: no more than 80 words, with supporting evidence)* Click here to enter text.	Click here to enter text.

PERFORMANCE STANDARD 3:
Teaching and assessment

Performance indicators	
3.1 Teaching for effective learning	3.2 Assessment
Elements	Elements
3.1.1 Teachers' knowledge of their subjects and how students learn them 3.1.2 Lesson planning, the learning environment and the use of time and resources 3.1.3 Teacher–student interactions including the use of questioning and dialogue 3.1.4 Teaching strategies to meet the needs of individuals and groups of students 3.1.5 Teaching to develop critical thinking, problem-solving, innovation and independent learning skills	3.2.1 Internal assessment processes 3.2.2 External, national and international benchmarking 3.2.3 Analysis of assessment data to monitor students' progress 3.2.4 Use of assessment information to influence teaching, the curriculum and students' progress 3.2.5 Teachers' knowledge of and support for students' learning

- Use the following page to provide bullet point **summaries** of the quality of teaching for effective learning and assessment in **each phase** of your school.
- Identify any differences between phases or specific groups of students, including any differences with Emirati students, in these performance indicators. Provide clear and concise evidence using no more than 120 words for each performance indicator.
- Relate your evaluation to the **elements** detailed above.

Teaching and assessment				
Use the drop-down menu to select your judgements for the phase(s) in your school				
	Phase 1	Phase 2	Phase 3	Phase 4
3.1 Teaching for effective learning	--Select--	--Select--	--Select--	--Select--
3.2 Assessment	--Select--	--Select--	--Select--	--Select--

3.1 Teaching for effective learning	Evidence source
Explain the judgements *(Word Guide: no more than 120 words, with supporting evidence)* Click here to enter text.	Click here to enter text.

3.2 Assessment	Evidence source
Explain the judgements *(Word Guide: no more than 120 words, with supporting evidence)* Click here to enter text.	Click here to enter text.

PERFORMANCE STANDARD 4: Curriculum	
Performance indicators	
4.1 Curriculum design and implementation	**4.2 Curriculum Adaptation**
Elements	**Elements**
4.1.1 Rationale, balance and compliance 4.1.2 Continuity and progression 4.1.3 Curricular choices 4.1.4 Cross-curricular links 4.1.5 Review and development	4.2.1 Modification of curriculum to meet the needs of all groups of students 4.2.2 Enhancement, enterprise and innovation 4.2.3 Links with Emirati culture and UAE society
Curriculum: Everything the school deliberately organises for students to experience. • Use the following page to provide <u>summaries</u> of the quality of the curriculum in each phase of your school. Also, explain how the curriculum meets the needs of all students, including any Emirati students. • Identify any differences in quality between phases. Provide clear and concise evidence using no more than 120 words for each performance indicator. • Relate your evaluation to the **elements** detailed above.	

Curriculum				
Use the drop-down menu to select your judgements for the phase(s) in your school				
	Phase 1	Phase 2	Phase 3	Phase 4
4.1 Curriculum design and implementation	--Select--	--Select--	--Select--	--Select--
4.2 Curriculum adaptation	--Select--	--Select--	--Select--	--Select--

4.1 Curriculum design and implementation	Evidence source
Explain the judgements *(Word Guide: no more than 120 words, with supporting evidence)* Click here to enter text.	Click here to enter text.

4.2 Curriculum adaptation	Evidence source
Explain the judgements *(Word Guide: no more than 120 words, with supporting evidence)* Click here to enter text.	Click here to enter text.

PERFORMANCE STANDARD 5: The protection, care, guidance and support of students	
Performance indicators	
5.1 Health and safety, including arrangements for child protection/ safeguarding	**5.2 Care and support**
Elements	**Elements**
5.1.1 Care, welfare and safeguarding of students, including child protection 5.1.2 Arrangements to ensure health, safety and security 5.1.3 Quality of maintenance and record keeping 5.1.4 Suitability of premises and facilities for all students, including those with special educational needs 5.1.5 Provision for and promotion of safe and healthy lifestyles	5.2.1 Staff-student relationships and behaviour management 5.2.2 Promotion and management of attendance and punctuality 5.2.3 Identification of students with special educational needs, and those who are gifted and/or talented 5.2.4 Support for students with special educational needs, and those who are gifted and/or talented 5.2.5 Guidance and support for all students

- Use the following page to provide bullet point summaries of the quality of your school's arrangements for ensuring the health and safety of students and the quality of the support provided for them.
- Identify any differences in quality between phases. Provide clear and concise evidence using no more than 80 words for each performance indicator.
- Relate your evaluation to the elements detailed above.

The protection, care, guidance and support of students

Use the drop-down menu to select your judgements for the phase(s) in your school				
	Phase 1	Phase 2	Phase 3	Phase 4
5.1 Health and safety, including arrangements for child protection/ safeguarding	--Select--	--Select--	--Select--	--Select--
5.2 Care and support	--Select--	--Select--	--Select--	--Select--

5.1 Health and safety, including arrangements for child protection/ safeguarding	Evidence source
Explain the judgements *(Word Guide: no more than 80 words, with supporting evidence)* Click here to enter text.	Click here to enter text.

5.2 Care and support	Evidence source
Explain the judgements *(Word Guide: no more than 80 words, with supporting evidence)* Click here to enter text.	Click here to enter text.

PERFORMANCE STANDARD 6:
Leadership and management

Performance indicators				
6.1 The effectiveness of leadership	**6.2 Self-evaluation and improvement planning**	**6.3 Partnerships with parents and the community**	**6.4 Governance**	**6.5 Management, staffing, facilities and resources**
Elements	Elements	Elements	Elements	Elements
6.1.1 Vision and direction 6.1.2 Educational leadership 6.1.3 Relationships and communication 6.1.4 Capacity to innovate and improve 6.1.5 Impact on and accountability for school performance and standards	6.2.1 Processes for school self-evaluation 6.2.2 Monitoring and evaluation of teaching and learning in relation to student achievements 6.2.3 The processes and impact of school improvement planning 6.2.4 Improvement over time	6.3.1 Parental involvement 6.3.2 Communication 6.3.3 Reporting 6.3.4 Community, national and relevant international partnerships	6.4.1 Involvement of parents and other stakeholders and impact on decision making 6.4.2 Ensuring accountability for the school's actions and outcomes 6.4.3 Influence on and responsibility for the school's performance	6.5.1 Management of the day-to-day life of the school 6.5.2 Sufficiency, deployment and development of suitably qualified staff to optimize student achievements 6.5.3 Appropriateness of the premises and learning environment to promote student achievements 6.5.4 The relevance and range of resources for effective teaching and learning

- Use the following page to provide bullet point **summaries** of the quality of your school's leadership, self-evaluation and improvement planning, the partnership the school has with parents and the community, its governance and its management, staffing, facilities and resources.
- This section is not related to phases but the whole school. Provide clear and concise evidence using no more than 120 words for each performance indicator.
- Relate your evaluation to the **elements** detailed above.

Leadership and management

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

6.1 The effectiveness of leadership	Evidence source
Explain the judgements *(Word Guide: no more than 120 words, with supporting evidence)* Click here to enter text.	Click here to enter text.

6.2 Self-evaluation and improvement planning	Evidence source
Explain the judgements *(Word Guide: no more than 120 words, with supporting evidence)* Click here to enter text.	Click here to enter text.

6.3 Partnerships with parents and the community	Evidence source
Explain the judgements *(Word Guide: no more than 120 words, with supporting evidence)* Click here to enter text.	Click here to enter text.

6.4 Governance	Evidence source
Explain the judgements *(Word Guide: no more than 120 words, with supporting evidence)* Click here to enter text.	Click here to enter text.

6.5 Management, staffing, facilities and resources	Evidence source
Explain the judgements *(Word Guide: no more than 120 words, with supporting evidence)* Click here to enter text.	Click here to enter text.

Judgement overview table

The following table is designed to help schools monitor the accuracy of their own judgements against the UAE performance indicators compared to the previous inspection judgements. It would be useful to compare your ratings for each performance indicator in your 2015-2016 self-evaluation form with the ratings in this year's self-evaluation form (2016-2017). Please use the judgements in the table to help you reach the overall performance judgement for your school.

Aspects/ Performance indicators	Year	Phases			
		Phase 1	Phase 2	Phase 3	Phase 4
1.1 IE Attainment	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
1.2 IE Progress	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
1.1 Arabic as a first language Attainment	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
1.2 Arabic as a first language Progress	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				

Aspects/ Performance indicators	Year	Phases			
		Phase 1	Phase 2	Phase 3	Phase 4
1.1 Arabic as an additional language Attainment	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
1.2 Arabic as an additional language Progress	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
1.1 English Attainment	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
1.2 English Progress	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
1.1 Mathematics Attainment	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
1.2 Mathematics Progress	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				

Aspects/ Performance indicators	Year	Phases			
		Phase 1	Phase 2	Phase 3	Phase 4
1.1 Science Attainment	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
1.2 Science Progress	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
1.3 Learning skills	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
2.1 Personal Development	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
2.2 Understanding of Islamic values and awareness of Emirati and world cultures	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
2.3 Social responsibility and innovation	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				

Performance indicators	Year	Phases			
		Phase 1	Phase 2	Phase 3	Phase 4
3.1 Teaching for effective learning	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
3.2 Assessment	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
4.1 Curriculum design and implementation	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
4.2 Curriculum adaptation	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
5.1 Health and safety, including arrangements for child protection/ safeguarding	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				
5.2 Care and support	Inspection 2015-2016				
	SEF 2015-2016				
	SEF 2016-2017				

Performance indicators	Year	Phases		
		All phases		
6.1 The effectiveness of leadership	Inspection 2015-2016			
	SEF 2015-2016			
	SEF 2016-2017			
6.2 Self- evaluation and improvement planning	Inspection 2015-2016			
	SEF 2015-2016			
	SEF 2016-2017			
6.3 Partnerships with parents and the community	Inspection 2015-2016			
	SEF 2015-2016			
	SEF 2016-2017			
6.4 Governance	Inspection 2015-2016			
	SEF 2015-2016			
	SEF 2016-2017			
6.5 Management, staffing, facilities and resources	Inspection 2015-2016			
	SEF 2015-2016			
	SEF 2016-2017			
Overall Performance Judgement	Inspection 2015-2016			
	SEF 2015-2016			
	SEF 2016-2017			

Overall performance judgement

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

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Outstanding judgements should include: • Students' progress • Teaching for effective learning • The effectiveness of leadership • Self-evaluation and improvement planning.	Very good or better judgements should include: • Students' progress • Teaching for effective learning • The effectiveness of leadership • Self-evaluation and improvement planning.	Good or better judgements should include: • Students' progress • Teaching for effective learning • The effectiveness of leadership • Self-evaluation and improvement planning.	Acceptable or better judgements should include: • Students' progress • Teaching for effective learning • The effectiveness of leadership • Self-evaluation and improvement planning.	Weak judgements should include: • Teaching for effective learning • The effectiveness of leadership.	Very Weak judgements should include: • Teaching for effective learning • The effectiveness of leadership.
Across all performance indicators, judgements are at least **good** and a **large majority** are **outstanding**.	Across all performance indicators, **most** judgements are at least **good** and a **large majority** are **very good**. A **minority** are **outstanding**.	Across all performance indicators, **most** judgements are **good** or better.	Across all performance indicators, **most** judgements are **acceptable** or better.	The school performs at a **weak** level in a **majority** of performance indicators.	The school performs at a **very weak** level in a **minority** of performance indicators.
The school CANNOT be 'Outstanding' if: · there are any 'Weak' judgements' OR • the school is not compliant with statutory requirements.				The school will be 'Weak' if: the arrangements to protect and safeguard students are weak.	The school will be 'Very weak' if: the arrangements to protect and safeguard students are very weak.

OVERALL PERFORMANCE JUDGEMENT

Use the drop-down menu to select your overall judgement for your school	
	Overall
The overall performance judgement of our school is:	--Select--

The overall performance judgement	Evidence source
Explain the judgement *(Word Guide: no more than 120 words, with supporting evidence)* Click here to enter text.	Click here to enter text.