



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First

Irtiqa'a Framework

For The Inspection of Government Schools
In The Emirate of Abu Dhabi



Edition 2012-2013

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Heritage Red

The official colours of ADEC's logo have been adopted by the Irtiqa'a Programme as areas of special thematic inspection focus for each school year.

Concept

Heritage Red symbolizes the native Arabic language and literature, national identity, local heritage: UAE values, habits and traditions that we have inherited through the generations. And, ADEC strives to instill and inculcate these through provision of high quality education.



Why 'Heritage Red'?

ADEC's ten-year-strategic plan, sets out robust measures to develop education of the highest quality in the Emirate of Abu Dhabi. One of the Plan's four Strategic Priorities is: *to elevate the quality of school education; another is to reinforce national identity and heritage.*

This last priority underpins our special focus on Heritage Red, and as such will provide a focus for all inspection activities.



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Director General's message

The Abu Dhabi Government's approach is to put education first by creating a high quality, comprehensive education system that applies world-class standards and expertise to significantly enhance educational opportunities and improve outcomes across the Emirate. Through the 10 Year Strategic Plan we have set a key priority for public schools:

- Elevate School Quality in Abu Dhabi to International Standards

We plan far-reaching innovations: new curriculum and teaching methods; training for teachers and principals; the establishment of high quality infrastructure; accessible pathways to university and technical education; and, ongoing opportunities for learning. We will continue to build on our strong local and international partnerships with New York University, INSEAD, Paris Sorbonne, Vocational Education Training Institute and the Emirates College for Advanced Education, which are helping the Emirate achieve its goal of becoming a sustainable knowledge-based economy, and one of the culture and innovation capitals of the world.

Over the longer term, Abu Dhabi's reformed education system will be characterized by academic excellence to support the Emirate's vision of becoming a vibrant society and achieving economic diversification and growth; a system where all students will be equipped with the knowledge, skills, values and attitudes necessary to embark on further learning, to enter the workforce and to become life-long learners; one where students will be prepared to contribute to, and be competitive in, the global society while preserving national identity, local culture and traditions.

Self-evaluation and Irtiqa'a inspection are key drivers of this ambitious programme of reform and school improvement. This Framework sets out ADEC's approach; I encourage all who have an interest in our schools to read and understand it, so that we can move forward together with a shared sense of entitlement for the children and young people of The Emirate of Abu Dhabi.

Sincerely,

Dr. Mugheer Khamis Al Khaili
Director General



Irtiqā'a

For High-Quality Education

The Vision

To apply a world-class and comprehensive evaluation system in order to measure quality in education and thereby to support school improvements so that all schools in the Emirate of Abu Dhabi compare well with international standards.

The Mission

To improve the quality and effectiveness of schools in the Emirate of Abu Dhabi so as to realise the strategic goals of Abu Dhabi Education Council and thereby to bring schools into line with the best international practices whilst promoting quality and excellence both regionally and internationally.

The Objectives

- To identify levels of performance quality in schools within the Emirate of Abu Dhabi
- To provide schools with clear recommendations for improvement
- To inform policy-making at sector level
- To encourage the sharing of best practice in education and the exchange of professional expertise

The Core Values

- Unrelenting commitment to high quality and continuing improvement
- Transparency and integrity
- Co-operation and partnership

dy to grow



1. Introduction – why are schools inspected?

The reasons for inspection are simple. Firstly, it is important for our government to know the quality of the schools in The Emirate of Abu Dhabi. It needs to know strengths and priorities for improvement. It can then work with schools to maintain the strengths and support work on the areas for improvement. The aim is to ensure that all public schools offer students a first-class education so that they can play a full part in making education ‘a pillar that will enable Abu Dhabi to meet standards of excellence achieved in the most highly educated countries of the world.’ ADEC expects all public schools to provide an education which at least meets the high standards outlined in this Framework.

Secondly, inspection is important for schools. It provides principals, managers and teachers with an external evaluation which they can then use to improve. It provides insights into how things are done elsewhere; it provides comparison with both national and international performance levels.

One central feature of ADEC’s Irtiqa’a approach is the role of self-evaluation. Schools are asked to make their own judgements on how well they are doing. Although inspectors will make their own

judgements, they will use the self-evaluation, not least as an indicator of how well school managers know their school. Schools in other countries have found self-evaluation challenging but very useful. It requires honesty and openness. They use the self-evaluation as a management tool, updating their self-evaluation form regularly and linking it with their improvement plan. It takes time for many schools to self-evaluate successfully but when it is done properly, self-evaluation has a significant impact.

Inspections are rigorous, make clear judgements and report accurately and fairly but unless there is something seriously wrong and/or clearly negligent, inspectors are not punitive. Ultimately inspectors and ADEC itself are there to help and encourage schools along their improvement journey. To this end, inspections are positive, supportive experiences bringing together professionals on all sides – inspectors, school leaders and teachers.

The Irtiqa’a process is challenging but exciting. It can mean recognition of genuine quality of which teachers, above all, can be proud. We in ADEC look forward to working with you, celebrating good practice and helping with what can be improved.



2. How often are schools inspected?

In general, schools will be inspected every two years, though ADEC reserves the right to inspect particular schools when it deems it necessary.

¹ Plan Abu Dhabi 2030.

3. Who inspects schools and for how long?

Schools are inspected by teams of inspectors, who typically spend four days in a school. They are led by a Lead Inspector. Other inspectors are known as Team Inspectors. The number of inspectors involved in an inspection and the number of days depend on the size of a school. The baseline tariff guideline is as follows, but this will vary according to the age range, nature and context of the school:

School Size – Number of students	Inspector-Days in School	Inspector-Days for preparation and report writing	QA Days	Total Days per Inspection
250 – 0	10	4	0.5	14.5
500 – 251	13	4	0.5	17.5
1000 – 501	17	4	0.5	21.5
2000 – 1001	21	4	0.5	25.5

All inspection teams include specialists with curriculum expertise in the school's phase (i.e. age range of students) and the core subjects.

Lead Inspectors are assigned two days at the start of the inspection for preparing it and two days immediately afterwards for writing the report. One of the two Lead Inspector days will be used as an initial visit to the school for introductions and to prepare the inspection programmes for team inspectors. The initial visit will normally take place a week before the start of the inspection but there may be exceptions to this.



4. Self-evaluation

An important feature of ADEC's Irtiqa'a approach is that schools also inspect themselves, undertaking a rigorous self-evaluation and recording their findings electronically in a document known as a self-evaluation form (SEF) which is available as a separate document. Their self-evaluation helps to inform the inspection and so the inspection becomes a partnership between a school and the inspectors. Self-evaluation and the form on which schools record their judgements and evidence

about themselves are considered very carefully by inspectors.

But self-evaluation is even more important when a school is not being inspected. Self-evaluation, undertaken regularly and kept up-to-date, helps a school to monitor the quality of the education it provides and to explore ways of doing better. It links closely with a school's improvement plan.

5. How are schools inspected?

Schools are usually notified of their Irtiqa'a inspection by ADEC's inspection agency 15 to 30 days in advance of the inspection. Once the inspection is announced, the Lead Inspector will telephone the Principal of the school to make contact and to answer any questions about the conduct and organisation of the inspection. This will include an explanation of the purpose of the initial visit and discussions about the content of that visit. With the initial notification, parent questionnaires will be provided for the school.

Schools have 5 days from the announcement of the inspection to send electronically to the inspection Agency:

- their self evaluation form
- a summary of examination and test results and/or any other form of information that illustrates the academic standards and progress of their students. The data should cover the three academic years previous to the academic year of the inspection, and also include current data from the academic year in progress (schools open for fewer than three years should send whatever performance data they have gathered so far).
- a prospectus, if available
- a floor plan of the school with all teaching spaces labelled

- their school timetable
- a list of teaching staff with their qualifications and current teaching allocations
- their school improvement plan
- any other information that they or other organisations would like inspectors to consider

The Lead Inspector will use the initial visit to meet the Principal, the Cluster Manager and some staff members, to discuss the organisation of the inspection indicating which Performance Standards and subjects will be inspected by which inspector. In allocating subjects, emphasis will be placed on Arabic, English, mathematics, Islamic studies, social studies and science. Some subjects may not be inspected.

The Lead Inspector will seek advice from the Principal on which members of staff should be interviewed in relation to the Performance Standards and subjects. The Lead Inspector will also discuss making students available for interview and indicating under what circumstances samples of their work will be requested for inspectors to see. The school will not be informed which lessons are to be visited. The Lead Inspector will also specify the documentation which inspectors will need to see and collect the parental questionnaires that have been returned. All aspects of a school and its documentation must be made available to inspectors.

² A plan that shows how the school intends to improve facilities and resources, all aspects of provision including the quality of teaching and the progress and achievement of the students.

By the end of the initial visit, both the Lead Inspector and the Principal should have a 'draft' view of the plan for the inspection with meetings arranged and times for other activities specified. Lead Inspectors will make it clear that the inspection plan is flexible and may be changed at the request of the Lead Inspector as issues arise.

After the visit, the Lead Inspector will refine the plan and then produce a brief pre-inspection set of hypotheses, issues and questions which will prepare Team Inspectors for what they may see. To do this, the Lead Inspector will use a form known as a Pre-Inspection Briefing (PIB). In preparing the PIB, the Lead Inspector will use information provided by the school, the pre-inspection visit and parents along with any information pertaining to the school provided by ADEC, including the most recent inspection report.

It is important to emphasise that the descriptions and questions written in the PIB are hypotheses and inspectors will only make firm judgements once they have visited the school.

The Lead Inspector will send the PIB and inspection plan to ADEC, for quality assurance purposes. On approval by ADEC it is then sent to Team Inspectors, along with a statement about how the team will be deployed, thus ensuring that the inspection gets off to a good start.

Taking into account the type of school, its size, age range, and the issues raised by the SEF and other information, the Lead Inspector will organise the Team Inspectors so that they can report on one or more of the Performance Standards drawing on a range of evidence, including evidence from one or more academic subjects or specialist facilities.

The Lead Inspector will not send the PIB to the school, but will ensure that the issues raised are discussed with the school at the start of the inspection and investigated during it.

Irtiqa'a inspections normally last for three or four days depending on the size of the school. Inspectors will generally arrive at a school just before the school starts. Inspectors will meet the Principal and others selected by the Principal. The Principal will give a short introduction after which inspectors may be given a tour of the school. Whenever possible, the tour should be guided by students. Either before or after the tour, the Lead Inspector will have a longer session with the

Principal and senior managers, and there will be a discussion of the school's self-evaluation and inspectors' hypotheses in the PIB. There will also be further discussion (carrying on from the initial visit) of the organisation of the inspection. This will be followed by a team meeting of inspectors. Depending on facilities available at a school, this may be in a room set aside for inspectors to work in, before, during and after the school day, during the inspection. The room should contain electric power points for computer use as well as refreshment facilities as appropriate. The meeting is to ensure that all inspectors are clear about roles and responsibilities and are clearly focused on the central issues in the inspection. Inspectors will have time in this meeting to plan their work. Where schools do not have suitable accommodation for inspectors, ADEC will make alternative office arrangements for the inspectors.

There will also be team meetings to discuss emerging judgements at the end of each day, and emerging judgements will be finalised on the last day of the inspection when the Technical Report will be completed (see Section 12).

The school's Principal will normally be available to meet the Lead Inspector at the end of each day.

When inspectors visit a school, they will attend lessons for varying lengths of time; observe other activities; talk to students about their experiences as well as their knowledge and understanding; and they will look at samples of students' work. It is important to emphasise that inspectors only have time to take a sample of school life. They may not inspect every class or meet every teacher. Subjects are only sampled and not every subject can be inspected. However, as indicated earlier, Arabic, English, mathematics, Islamic studies, social studies, ICT and science will be inspected and reported on.

Inspectors record their first-hand evidence as they see and hear it. The forms for collecting evidence are the evidence forms, which make up the record of the inspection. All the judgements in the final report will be traceable to first-hand records on evidence forms and analysis of data in the PIB. Summaries of evidence form data will be compiled and updated for the inspection team and for ADEC throughout the inspection.

6. Limiting judgements

Inspectors make judgements on a school's performance using the Performance Standards. However, there are also a number of regulatory and legal requirements which can limit inspection judgements or make a school unsatisfactory.

A school's overall effectiveness will be limited and will be judged to be unsatisfactory if:

- The schools' leadership and its day-to-day management are inadequate
- The school building does not meet ADEC's minimum standards for school buildings
- The school is in other ways in breach of the Regulations and requirements of the Public Schools Policies and Guidelines
- Any of the grades for Teaching, Curriculum and Student Progress are unsatisfactory
- Kindergarten provision provided is above ground floor level
- There are serious breaches of health and safety requirements
- There is evidence of an oppressive and punitive disciplinary regime and/or abusive treatment of students or staff.



7. What judgements do inspectors make? The eight Performance Standards and the Summary Evaluation



Inspectors make judgements on a school's performance in eight areas or 'Performance Standards':

Performance Standard 1: Students' attainment and progress

Performance Standard 2: Students' personal development

Performance Standard 3: The quality of teaching and learning

Performance Standard 4: The meeting of students' needs through the curriculum

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

Performance Standard 6: The quality of the school's buildings and premises

Performance Standard 7: The school's resources to support its aims

Performance Standard 8: The effectiveness of leadership and management

In evaluating aspects of a school's performance, inspectors gather a robust and wide-ranging evidence-base for each of the eight Performance Standards and their criteria (see Section 8 on page 17) and from these evaluations the inspection

team derives a series of corporate, agreed overall judgements which make up the **Summary Evaluation** of the school.

8. How are schools judged?

Irtiqa'a inspectors will use an eight-point scale when judging quality in each of the Performance Standards.

The following table shows what the eight points mean:

1	2	3	4	5	6	7	8
Outstanding	Very Good	Good	Satisfactory and Improving	Satisfactory	Unsatisfactory	Very Unsatisfactory	Poor

To help them reach a judgement on a particular Performance Standard, inspectors will refer to descriptors for each grade. These descriptors are provided at the end of each standard.

In the Summary Report the grades are banded together as below:

Band A	High Performing	OE* grade 3 or above
Bank B	Satisfactory	OE grade 4 or 5
Bank C	In need of significant improvement	OE grade below 5 * Overall effectiveness





Performance Standard 1 - Students' attainment and progress

With particular emphasis on Arabic, English, mathematics, Islamic studies, social studies, ICT science and the development of 21st Century skills, inspectors will evaluate and report on:

1. the school's policies in relation to entry tests, selection and rejection of students, progression and retention of students from year to year and student drop-out rates from year to year
2. students' attainment in different year groups in speaking, listening, reading, writing, mathematical competence, science, and use of ICT. Including students' performance over the last three years in national tests, public examinations and standardised measures of progress
3. the attainment and progress of students of different year groups over the past three years in Arabic, English, mathematics, Islamic studies, social studies and science
4. the attainment and progress of children in the kindergarten
5. the extent to which students are able demonstrate 21st Century skills: the abilities to work both independently and collaboratively, think logically, solve problems, research, collect and make effective use of data, present their findings and think creatively
6. the attainment and progress of students in different year groups over the past three years in subjects other than those mentioned above
7. the extent to which high quality standardised tests are used to establish student progress and achievement
8. destination data for students who have left the school
9. whether there are differences in the attainment and progress of girls and boys or students from different nationalities or other groups. These include those whose first language is not the one used for teaching, students with special educational needs, and students who are gifted and talented
10. whether students are developing the skills to a sufficiently high level so that they become successful independent learners and have the ability to work cooperatively with others

The first Performance Standard deals with students' attainment and the progress that they are making.

In evaluating attainment and progress, inspectors will take notice of the school's aims and ADEC's standards, and judge whether the school is successful in meeting them. However, they will also take account of what the school has achieved in comparison with international standards relating to:

- competence in the basic skills of literacy, numeracy and the use of ICT
- knowledge, understanding and skills in academic subjects
- the capacity for independent thought using skills to interpret and analyse data, think creatively and holistically, come to clear and valid conclusions and communicate them effectively

- the ability to work independently as well as cooperatively with others.

Evidence on attainment and progress will come from teachers' and inspectors' evaluations of examination and test data; the analysis of students' work; discussions with students and the progress they are seen making in lessons.

The difference between attainment and progress is important. The attainment levels achieved by students are very important; it is these that will ultimately contribute to their success in obtaining high quality work and help with other aspects of their adult life. However, students' progress is also important. For example many students begin school with low standards and may continue to lag behind the majority of their peers. Nevertheless these students may make very good progress from their low starting points. In such cases the school has a positive impact on their learning development and has "added value" to their educational experience.

In making an overall judgement, inspectors will normally give equal weight to both attainment

and progress. In making this judgement inspectors will take account of the impact, if any, of private tuition on both of these.

While inspecting and making their judgements, inspectors will concentrate on the following subjects: Arabic, English, mathematics, Islamic studies, social studies, science and ICT. Individual inspectors will normally take a lead in one or more of these subjects. It may be that not all subjects in the school are inspected. Inspectors will also seek evidence on how well students are developing 21 Century skills.

In the schools' self-evaluation document (SEF), schools are reminded that examination and test statistics (if available) are important but they are not the whole story. Schools are asked to illustrate their judgements on attainment and progress with examples from work done in class and elsewhere. Inspectors must do the same, drawing on what they see during the inspection.

Evaluation of Performance Standard 1 - Students' attainment and progress³

GRADE	EVALUATION CRITERIA
1 Outstanding	Standards of attainment are high and progress is outstanding in all major respects. Students perform excellently in basic skills; have excellent skills for independent and cooperative learning and virtually all students work above international standards - often well above them. Their knowledge and understanding of Arabic, English, mathematics, Islamic studies, social studies, science and ICT are mostly excellent.
2 Very Good	Standards attained by learners of all abilities are at least in line with expected and international standards and most students are working above them across most parts of the curriculum, particularly in Arabic, English, mathematics, Islamic studies, social studies and science, and in most grades. Standards attained and progress made are never less than good. Students make very strong gains in relation to their starting points and in comparison with students of similar age and background. Differences in progress between groups are not significant and no group of significant size makes less than good progress. For their age, students are very competent, cooperative and independent learners, with very well developed skills in literacy, numeracy and ICT. Nearly all students meet their challenging targets.
3 Good	A substantial percentage of students are working at or above international standards of attainment. Students' progress is significantly better than satisfactory. Most make progress above what is normally expected, and progress is reasonably consistent between groups, grades and subjects. No major group of students makes unsatisfactory progress. For their age, they have good literacy, numeracy, ICT and other skills to work well, co-operatively and independently. Well over half the students meet their challenging targets.
4 Satisfactory and Improving	There is a close match to the criteria for satisfactory (grade 5). There is clear evidence of improvement in several areas and a few elements that are good. While progress for one or two groups, grades or subjects might still be unsatisfactory, it is unlikely any will be very unsatisfactory.
5 Satisfactory	Standards of attainment are around international averages standards and the progress made by students is broadly satisfactory across the school, particularly in Arabic, English, mathematics, Islamic studies, social studies and science. Progress is satisfactory but there may be some variation between groups of students, grades and subjects, suggesting some underachievement. Students' literacy, numeracy, ICT and other skills for learning cooperatively and independently are satisfactory but lacking depth. Students are reasonably successful in reaching targets but these do not provide sufficiently high levels of challenge. Progress, attainment and the development of 21st century skills are on a plateau, without obvious signs of sustained improvement across the school.

<p>6 Unsatisfactory</p>	<p>Attainment and progress for many students are below the average normally expected by students with similar age and aptitude. Few if any reach international standards. Students' literacy, numeracy, ICT and other study skills are limited, so that they find it difficult to work cooperatively or independently. A significant minority do not meet targets or the targets offer insufficient challenge.</p>
<p>7 Very Unsatisfactory</p>	<p>Attainment is well below international standards and shows little sign of improving because students' progress is very slow across many grades and subjects, notably in Arabic, English, mathematics, Islamic studies, social studies and science. In one or two areas progress might be poor. As a result, a large number of students significantly underachieve. Students are failing to develop 21st Century skills - literacy, numeracy and ICT skills are very weak and students find it very difficult to work cooperatively or independently. Very many students do not reach their targets or, if they do, they do not represent an adequate level of challenge. There may be marked differences in the performance of different groups of students.</p>
<p>8 Poor</p>	<p>Attainment is low and progress is poor; students make very little progress in any areas of learning. There is widespread and significant failure to meet progress targets or indeed to improve in any measurable way. Students are gaining very little or no academic benefit from the time spent in the school.</p>

¹Note that inspectors must interpret these criteria with care. They link high attainment with good or better progress. However, there will be successful schools where this is inappropriate. For example, in a school specialising in teaching students with learning difficulties, attainment will generally be low and progress very limited, nevertheless given the starting points of those students, outcomes could be outstanding. Likewise in a high performing school, adding even more value can be difficult. Much here will depend on leadership and management and its efforts to maintain the high quality. If this is lacking, then the school may merely be offering its students insufficient challenge.

Performance Standard 2 - Students' personal development

Inspectors will evaluate and report on the extent to which students:

1. are developing in self-confidence, have positive attitudes to learning and other activities, and enjoy school life
2. take leadership roles in the school and the community
3. are developing moral viewpoints broadly in tune with the Islamic and Arabic values of the UAE, while understanding that others often hold different views
4. develop the values of the UAE based on its Islamic and Arabic identity and have an understanding of and respect for the different cultures represented in the UAE
5. are sensitive to others, behave well and treat fellow students and adults with respect
6. join in a range of social, cultural, scientific, sporting and other activities, and make a positive contribution in class and to their community
7. have a practical understanding of how to live safe and healthy lives
8. are developing the social and interpersonal skills and personal qualities, such as persistence, curiosity, adaptability and flexibility that will support them in the next stages of education and employment

The second Performance Standard deals with students' personal development, including their awareness of issues linked to their well-being. It covers a wide range of issues which are at the heart of education and its contribution to the development of healthy, confident, understanding adults who are well-prepared for their futures.

Broadly speaking, inspectors are making judgements about students' spiritual, moral, social, cultural and emotional development. The first of these involves considering how students develop self-esteem, the abilities to reflect and empathise and self-confidence that leads to positive attitudes generally. Moral development is about the ability to develop a moral perspective including a clear understanding of what is right and wrong and for that perspective to be broadly in line with the values of students' cultural backgrounds; they should respect the values of the UAE, and have an understanding that viewpoints often differ. Students' emotional development involves sensitivity to the needs of others, taking account of their feelings when interacting with them. Social development is about the ability to work and play together with peers, and making a positive contribution to the community. Cultural development is about having an understanding of art, music, drama and other activities, as well

as having knowledge and understanding of the different people and cultures found in the UAE.

Students feel safe when they adopt practices that will not harm themselves or others, for example in their use of science and technology equipment, refraining from aggressive behaviour and managing risk in their own lives. Their understanding of healthy lifestyles is demonstrated in their own decisions on, for example, what to eat and how to stay fit. Given the many challenges now faced by humankind and an increasingly unpredictable future, students will need to demonstrate that they are developing personal qualities, such as resilience, adaptability and the confidence to innovate. The development of the skills and personal qualities necessary in the next stages of their education or training is critical to their future.

Evidence on students' personal development will come mainly from discussions with students and their parents, judging the quality of students' responses in lessons and how well they behave; looking at samples of students' work; evaluating the quality of students' involvement in the wider curriculum, including activities such as special competitions or performances staged by the school.

Evaluation of Performance Standard 2 Students' personal development

GRADE	EVALUATION CRITERIA
1 Outstanding	Students' personal development and welfare are at least very good in all major respects and exemplary in significant elements. This is seen in the highly cohesive school community and in students' very positive interaction with each other and with communities and groups beyond school.
2 Very Good	Most aspects of personal development and welfare are very good and no major element is less than good. Students grow impressively in self-confidence, build strong relationships and, being very sensitive to the needs, rights and differences of others, behave very well towards them. Bullying, racism and other forms of harassment are virtually unknown in the school. Students' very positive attitudes and great enjoyment of school show in their very good attendance and punctuality and their enthusiastic and enterprising engagement in the life of their community. They consider very carefully their views on moral questions and try to put their thinking into practice. They show a very good understanding of and respect for the different cultures living in the UAE. Practical understanding of how to live safe and healthy lives is very good and demonstrated by their actions and lifestyles in school. Students develop the social and interpersonal skills and personal qualities such as persistence, curiosity, adaptability and flexibility that will support them very well in their future education and employment in the 21st Century.
3 Good	Students' personal development and welfare are significantly better than satisfactory. Most aspects are good and, although one or two elements might be less strong, nothing is unsatisfactory. Most students grow reasonably well in self-confidence, and relate and behave well towards others in what is an harmonious community with little in the way of offensive behaviour although for a few, these qualities are lacking. Attendance and punctuality are good. Students much enjoy coming to school and have good attitudes to their work, with the majority involved in school and community activities. Their moral viewpoints are reasonably well defined for their age, as is their appreciation that opinions can differ, and their respect for alternative cultural values and perspectives. Students understand reasonably well how to live safe and healthy lives into practice. The good progress they make in skills and personal qualities means that they are well prepared for education and employment.
4 Satisfactory and Improving	There is a close match to the criteria for satisfactory (grade 5). There is clear evidence of improvement in several areas, and a few elements that are good. While one or two aspects of personal development, or the overall development of one or two smaller groups, might still be unsatisfactory, it is unlikely they will be very unsatisfactory.

<p style="text-align: center;">5 Satisfactory</p>	<p>Students' personal development and welfare are satisfactory. One or two elements might be unsatisfactory, but the overall picture is one where gains in self-esteem and the quality of relationships, behaviour and community interaction are what might reasonably be expected. Some harassing behaviour may occur but it is not severe or prevalent. Attendance is average (i.e. at least 90%) and attitudes generally positive. Students can explain their moral viewpoints in a reasonable way and understand that others might disagree with them. They have a sound understanding of the cultures in the UAE. A satisfactory understanding of how to lead safe and healthy lives is mostly demonstrated by the choices that students make. They are making steady progress in the skills and personal qualities they need for the next stages of their lives.</p>
<p style="text-align: center;">6 Unsatisfactory</p>	<p>Students' personal development and welfare fall short of satisfactory in several major respects and are below par for many students. Few demonstrate the self-confidence, personal qualities and consideration for others that are normal for their age. Attendance, punctuality and behaviour are unsatisfactory. Personal development might be very unsatisfactory in one or two areas. Students are not developing the social and personal skills they will need to face the challenges of the 21st Century.</p>
<p style="text-align: center;">7 Very Unsatisfactory</p>	<p>Most aspects of personal development and welfare are very unsatisfactory and one or two might be poor. The growth in students' self-esteem, personal qualities and social interaction is very weak, and they have little appreciation of the needs and rights of others. As a result, the school community is not cohesive or mutually supportive. Basic school routines may not be regularly observed. Some students may demonstrate aggressive behaviour that intimidates others and show insufficient respect to teachers and property. Very many students either do not enjoy school or do not have a developed, positive attitude towards it. Some may feel anxious and may not attend regularly. Students' capacity to live safe, healthy and productive lives is seriously underdeveloped. They are very badly prepared for the next stages of their lives.</p>
<p style="text-align: center;">8 Poor</p>	<p>Most aspects of students' personal development and welfare are poor or very unsatisfactory. Attendance is poor. High levels of alienation and disenchantment exist among students and, in the very worst cases, the framework for an orderly society has broken down and students are at risk.</p>

Performance Standard 3 - The quality of teaching and learning

Inspectors will evaluate and report on:

1. teachers' knowledge and understanding of the subjects they teach
2. the impact that teaching has on students' attainment, progress, engagement and personal development
3. how well students learn, through listening to teachers; interacting with each other; thinking for themselves; asking questions and working both independently and collaboratively
4. how well teachers make clear the purpose of lessons so that students know what they need to learn and can judge whether they have achieved it
5. how well teaching methods and resources interest, motivate students and support the development of their skills
6. how well teachers take account of individual students' prior attainment levels in the planning and delivery of their lessons
7. how well the teaching ensures that all students are challenged and supported, so that all can benefit from it
8. the quality of classroom relationships and the effectiveness of managing behaviour
9. the quality and use of support staff
10. the use of assessment, including self-assessment by students, so that students know how well they are progressing and understand their targets for improvement
11. whether there is excessive turnover of teachers that impacts adversely on the effectiveness of teaching
12. whether there is an excessive reliance on private tuition to sustain students' progress
13. whether teachers have access to targeted and effective professional development to improve their knowledge and skills

The third Performance Standard is about the quality of teaching and learning and asks, 'How well does the teaching in the school encourage and enable students to learn?'

Inspectors are very careful about judging teaching. They recognise that there is no single right or wrong way and that what is good for one student may not be good for another. What, therefore, they will be looking for above all is the impact that teaching of different kinds has on students' standards and progress; their levels of

engagement; their personal development and the opportunities students are given to think for themselves, as well as work cooperatively with others. It is very important for them to develop the skills of learning independently so that they can become confident in all aspects of adult life including the workplace. The aim is for young people to develop into life-long, self-sufficient learners.

It is generally true that students learn better when they have a clear idea of what they are meant

to be learning and what they have to do; this makes learning purposeful to them. Teachers in good lessons make learning objectives clear. The methods that teachers use have a big influence on how much students enjoy their learning and how motivated they become to work on their own. Related to this, the quality of resources and the use of support staff can help connect students to their work and make it interesting as well as accessible.

Teachers should also know their students' abilities and attainment well. This will come from effective assessment of how well they are doing, and this assessment information will be used to influence how and what things are taught. Effective assessment uses a wide range of formal and informal approaches, including self-assessment, without undue reliance on any one assessment method and without undue imposition upon the normal learning process. When students are involved in the assessment of their own work, this helps them understand how to improve when the criteria for assessment are clear to them. The outcomes from assessment should feed into targets for students, whether they are informal short-term learning goals or more formal longer-term examination grades to aim at.

The outcomes from assessment will help teachers adjust what is taught to meet the needs of the different students in a class. This is true whatever the ability of the student. Particular care must be taken by schools in supporting students with special educational needs. The provision for them needs to take account of their medical or educational problems and a carefully considered educational programme needs to be devised and recorded. This should be reviewed at appropriate intervals. Equally, students with special gifts and talents should have their needs met through work that challenges them and accelerates their learning.

Teaching that is satisfactory or better usually results in happy classrooms where relationships are good and misbehaviour is rare. When students do misbehave, it is important to evaluate how effectively teachers deal with any problems.

Evidence on the quality of teaching will come mainly from lesson observations, samples of students' work, assessment information, discussions with students and their parents, and examples of lesson and curriculum planning reflecting responsiveness to students' needs.

Evaluation of Performance Standard 3 The quality of teaching and learning⁴

GRADE	EVALUATION CRITERIA
1 Outstanding	Teaching is very good in all major respects and inspirational in significant elements. Teachers know their subjects well and set the highest expectations. This exemplary teaching enables the students to achieve outstanding outcomes and to be very well placed to face the challenges of the 21st century.
2 Very Good	Most aspects of teaching are very good and no major element is less than good. A high proportion of lessons is very good. The rich range of teaching approaches results in students making very good progress in their academic studies, learning skills and personal development , and in being highly engaged in their work. They learn very effectively, whether they are listening to teachers, working with peers, or working independently. Teachers know their subjects very well and make very clear what students need to learn and to do. They use methods and resources that enthuse the students and so accelerate their progress. Most groups of students are very well catered for, including those with special educational needs and those who are gifted and talented. Very good classroom relationships are created, students generally take delight in their learning and any misbehaviour is handled adroitly. Support staff are well deployed and make an important contribution to the teaching. Assessment of all students' work is frequent, accurate and supportive to future learning, and students are well aware of how to improve and have targets making clear what they should aim for.
3 Good	Although some aspects of teaching may be less strong, overall teaching is good and there is nothing that is unsatisfactory. Teachers are fostering the development of students 21st century skills. Most students find the work interesting, which is reflected in their good classroom behaviour. Teachers know their subjects very well, tasks set are appropriate and challenging for students who clearly understand what to do. They are well matched to the starting points of most students. Support staff are well deployed, for example to support slower learners, and resources are well chosen. Assessment of students' work is frequent, accurate and supportive to future learning; through it, students are aware of their progress and understand what they need to do to improve. One or two instances of teaching might be less than satisfactory but these are not wide or severe enough to cause academic progress or personal development generally in the school to be less than good.
4 Satisfactory and Improving	There is a close match to the criteria for satisfactory (grade 5). There is clear evidence of improvement in several areas, and a few elements that are good. This will be seen in improving academic progress and standards, teaching that is becoming better matched to students' needs, the provision of targets for students to aim at, the skills needed to work cooperatively and independently, and students' greater engagement with their work.

⁴It is normal inspection practice for inspectors to tally the grades at the end of the inspection and to use this evidence when judging the quality of teaching. They also take into account evidence about the quality of teaching from students' work and from discussions with students. So an overall view is reached. Nevertheless, as an approximate guide, if about 10% of lessons are unsatisfactory or below inspectors should consider an overall grade 6 for teaching and if about 20% of lessons are unsatisfactory or below, inspectors should consider an overall grade 7 or 8.

<p style="text-align: center;">5 Satisfactory</p>	<p>Most aspects of teaching and the majority of lessons are satisfactory. There are examples of unsatisfactory teaching but overall, they are not great enough to make students' academic and personal growth and their engagement in their learning, less than satisfactory. Teachers have a satisfactory knowledge and understanding of their subjects and most students are reasonably clear about what they are meant to be learning. Methods and resources create some interest among students and there is some differentiation of teaching methods to take account of individual learning needs. Those with special educational needs and those who are gifted and talented get a reasonable benefit from the teaching and have some support where necessary. Support from non-teaching staff is generally adequate. Relationships are friendly and any misbehaviour handled fairly well, so that classes are mainly on task. Assessment is regular and reasonably accurate, even though it may not always make clear what students need to do next. Teachers and managers are either unaware of their mediocrity or else do not know how to address it.</p>
<p style="text-align: center;">6 Unsatisfactory</p>	<p>Teaching falls short of satisfactory in several major respects. A significant minority of lessons are unsatisfactory and pockets of teaching might be worse than this. Most students are not sufficiently engaged, supported, or challenged with the appropriate level of work. There may be undue emphasis on "teaching to the test". A significant minority 'switch off' or coast without learning much. Assessment involves only a narrow range of strategies and/or measures only a narrow range of attainment, or is infrequent and is not used by teachers to help them set work that is appropriate for their students' needs and abilities (including those with special educational needs and those that are gifted and talented), or is sometimes lacking in objectivity. It does not give adequate guidance to students to help them improve. There is little or no concept of 'target setting'. There is insufficient emphasis on problem-solving, and/or practical/experiential approaches to learning, and little evidence of critical thinking. The weaknesses in teaching are a major reason why many students' engagement, learning skills, academic progress or personal development is unsatisfactory. Teachers are unaware of the need to improve or simply unable to improve. Their knowledge and understanding of their subjects is sometimes tenuous. There is an over-reliance on "one-size-fits-all" didactic teaching approaches and teaching to the book. Many parents may have to rely on private tuition or pay for additional classes to maintain their child's progress.</p>
<p style="text-align: center;">7 Very Unsatisfactory</p>	<p>Most aspects of teaching are very unsatisfactory, and some might be poor. As a result, students' academic progress, learning skills, personal development and level of engagement are very unsatisfactory. Students may not enjoy their work or are indifferent to it and their attitudes to learning are very weak. Only a minority of lessons are likely to be satisfactory or better. Their purpose is badly specified and the work lacks challenge. Methods do not engage the students, who find the teaching dull and who are not motivated or skilled enough to work on their own. Students have no opportunities to develop 21st century skills. Classroom relationships may be bad, and misbehaviour overlooked or inadequately controlled. Non-teaching staff are used badly. Assessment of work is rare and seldom helpful, or is lacking objective criteria. There is no target setting. Students with particular learning needs do not have enough support and make very unsatisfactory progress. Teachers have very low expectations and their knowledge and understanding of their subjects is tenuous. Parents have to rely on an unreasonable amount of private tuition to maintain their child's progress.</p>
<p style="text-align: center;">8 Poor</p>	<p>Most elements of teaching are very unsatisfactory or poor across much of the school. Many lessons provide a bleak learning experience for students, who learn very little and may be very disengaged. There is little or no meaningful assessment and no target setting and no link between students' needs, what is taught and how it is taught. Teachers' knowledge and understanding of their subjects is inadequate.</p>

⁵ Though included here in grade 5, inspectors should be aware of this issue when considering all grades. An over-reliance on home tuition to support what is done in school could suggest weaknesses in the quality of the teaching in the school.

Performance Standard 4

Meeting students' needs through the curriculum

Inspectors will evaluate and report on:

1. the impact of the curriculum in motivating students and promoting their academic progress, especially in Arabic, English, mathematics, Islamic studies, social studies, ICT and science, and in developing their independent learning skills and personal qualities
2. how well the school provides a broad, balanced and relevant curriculum and promotes an understanding of UAE family and community values, culture, and the pluralistic society of Abu Dhabi and the UAE
3. how well the curriculum plan and schemes of work define and measure the intended outcomes and expectations for each aspect of the curriculum how well the curriculum addresses the academic, personal and social needs of all students, including girls and boys, those with special educational needs, those who need help in using the working language of the school, and those who are gifted and talented
4. how well the formal school curriculum is expanded by approved wider curriculum activities that enrich and extend students' learning
5. how well the curriculum prepares students for the next stages of their education, their working lives, and their roles as future citizens
6. how well links with the school's official external partners are used to boost students' learning

The **fourth Performance Standard** deals with the curriculum. Modern curricula are generally a blend of core subjects and additional subjects to provide breadth and context. A good curriculum is far more than a set of textbooks. Particular attention is given in Abu Dhabi to how well Arabic, English, mathematics, Islamic studies, social studies, ICT and science are covered, and **how clearly the programmes of study and the desired learning outcomes for these subjects are defined**. It is ADEC's expectation that these subjects are accompanied by others with, for older students, a degree of choice in what they study.

It is ADEC's expectation that these subjects are accompanied by on-going enrichment through activities such as school clubs, cultural and sporting activities and community-based activities to offer a degree of choice for students.

As well as covering prescribed elements and having some additional breadth, a curriculum must also be tailored to the specific learning needs of individual students. They include those students who are slower learners and might be 'turned off' by an overly academic curriculum and also those who need to be stretched much more than the average student because of their special gifts or talents.

A good curriculum will also ensure that the wide range

of students' interests is met. This can be partly achieved by ensuring that school work is linked creatively to external partners and things of interest in the local and wider community. In addition, much can be provided through a range of approved out-of-school activities, events and visits. Such programmes can do much to develop students' personal qualities as well as add considerably to their enjoyment of school and their level of involvement with it.

All schools need to consider how well they are preparing students for the next stages of their education, and their future lives in work and as citizens. This involves ensuring they are developing the skills they will need to meet the challenges of 21st Century and for older students, ensuring that they have a vocational dimension to their work, and have other good opportunities to become well qualified.

Evidence on the curriculum will come from the range of school activities which take place on a daily basis, for example how effectively teachers' plans are based on well defined programmes of study, schemes of work or rubrics, out-of-school activities (for example, links with other organisations to support work and community experience), enrichment activities and school and student timetables. It is important to speak to students about their perceptions of what they are offered, what they like and do not like, and why.

Evaluation of Performance Standard 4 Meeting students' needs through the curriculum

GRADE	EVALUATION CRITERIA
1 Outstanding	The curriculum across the whole school has all the qualities of grade 2 and also it has clearly recognisable richness and quality that makes major contributions to the students' outstanding outcomes. ⁶
2 Very Good	There is a comprehensive, integrated and age-appropriate set of learner outcomes for each programme of study. The curriculum for most subjects and programmes of study across the whole school is very good and no major element is less than good. It makes particularly effective provision for Arabic, English, mathematics, Islamic studies, social studies, science and ICT. In addition to these subjects, there is a good range of other subjects that ensure that students have a broad, balanced and relevant education. The school is very good at meeting the full range of students' needs and aspirations, including those with special educational needs, those who need help in using the working language of the school, and those who are particularly talented. It is very good at instilling an understanding of UAE values, culture and society. The school puts on a very wide range of approved extra-curricular activities, which have a high take-up. It develops very well the skills that students will need in the next stages of their life and to face the challenges of the 21st century. In secondary schools, the curriculum responds very well to the needs of employers through the provision for technical, managerial and other skills that students will need when they enter the workforce. As a result of the many strengths in the curriculum, students are very well engaged in their work and make very good progress academically and in their social skills and personal qualities.
3 Good	The curriculum is significantly better than satisfactory so that most students are well motivated and make good progress in most of their subjects, and in their skills and personal development. All aspects of the curriculum are overall good and no significant feature is either satisfactory or unsatisfactory. Key subjects are well provided for in terms of timetabling, within the framework of a broad and balanced curriculum. Good planning ensures that the needs and interests of most students are met well, and that an understanding of the UAE develops well. The range of enrichment activities is larger than usual and most students have some involvement. The curriculum focuses well on the range of skills that students need for the future.
4 Satisfactory and Improving	There is a close match to the criteria for satisfactory (grade 5). However there is clear evidence of improvement and some elements that are good. The improvements will be seen in accelerating academic progress and rising standards, 21st century skills and students' greater engagement with their work.

<p style="text-align: center;">5 Satisfactory</p>	<p>Most aspects of the curriculum across the whole school are satisfactory. One or two minor elements might be unsatisfactory but not to the extent that students' engagement, and their progress in their work and personal development, are unsatisfactory. The provision for Arabic, English, mathematics, Islamic studies, social studies and science is satisfactory. The curriculum is matched to the needs and aspirations of most students and it provides them with an adequately broad and balanced education. The school runs some enrichment activities, which have a satisfactory take up and involve the majority of students. The provision of work-related skills provides students with a satisfactory platform for their careers.</p>
<p style="text-align: center;">6 Unsatisfactory</p>	<p>The curriculum falls short of satisfactory in several respects. It might be very unsatisfactory in one or two areas. Significant weaknesses exist in the timetabling and/or planning for the key subjects and in helping students to understand UAE culture and society. For many students the curriculum is unacceptably narrow. The learning needs of many students including those with special educational needs and those that are gifted and talented are not met well enough to enable them to make at least satisfactory progress. Enrichment activities are thin or many students do not participate in them. Students are badly prepared for the next stages of their lives. The weaknesses in the curriculum are a major reason why many students' engagement, learning skills, academic progress or personal development are unsatisfactory.</p>
<p style="text-align: center;">7 Very Unsatisfactory</p>	<p>Most aspects of the curriculum are very unsatisfactory, and one or two might be poor. It is very badly organised and does not provide adequate coverage of the key subjects and UAE culture and society. The needs of very many students are not met, as demonstrated by their widespread disaffection and lack of progress. The curriculum is narrow for a significant proportion of them. Enrichment activities are few in range and number, with low rates of participation, or non-existent. Students are very badly prepared for their working lives. The significant shortfalls mean that students are not engaged in their work and their progress and personal development are very unsatisfactory.</p>
<p style="text-align: center;">8 Poor</p>	<p>Most elements of the curriculum are very unsatisfactory or poor. Overall, students are gaining very little from their attendance at the school; their progress and personal development are severely inhibited by the lack of opportunity. Their long-term career prospects and abilities to face the challenges of the 21st century are seriously damaged.</p>

⁶ Reference is made here to 'the whole school'. If the curriculum is deficient in one area, for example, the kindergarten, the curriculum for special needs students or post 16, then inspectors must consider grade 6

Performance Standard 5

The protection, care, guidance and support of students

Inspectors will evaluate and report on:

1. the extent to which the school has a positive ethos towards the care of its students and that there is an effective welfare system for providing support which sustains students' academic progress and personal development
2. the extent to which the school provides a safe environment for its students meeting all ADEC's EHS requirements
3. the extent to which the school makes on-going reasonable checks on the moral character of all those involved in the school and that staff on appointment and at regular times thereafter and provided with clear guidance on what to do if there is evidence of suspected or actual abuse
4. whether the school maintains a central register listing all adults involved in a school which records names, addresses, qualifications, medical fitness, right to teach in the UAE and confirmation that moral fitness checks have been carried out
5. whether the school is diligent in protecting students from all forms of abuse, bullying, intimidation, violence and threats from any source and has an appropriate procedure if there is evidence of any of these or if any are suspected
6. whether a school maintains an admissions register and register of daily attendance which notes any absences or lateness and the reasons for them, follows up unexplained absences and takes measures to ensure that attendance levels are high
7. whether the rewards and consequences policy, including exclusions, is fair and based upon clear principles and practices that are followed by all staff
8. whether corporal punishment is completely forbidden
9. the quality of the training provided to all staff on student care, protection and rights
10. whether the school ensures that students have the opportunity and facilities for prayer
11. the quality of the clinic, the first aid provision throughout the school and arrangements for the storage and dispensing of medicines
12. the procedures to ensure students' safety while using school transport at all times
13. the quality of guidance to students when they make choices about the courses they will study and their post-school destinations or moving to next stages
14. the care provided to all students with special needs either academic or physical

The fifth Performance Standard is about how well a school supervises and looks after students, and provides them with support and guidance. An effective welfare system plays a very important role in ensuring that a student's time in school is successful, academically and personally.

Welfare systems can take different forms – tutor groups, house systems or similar systems. They help monitor not only students' academic progress but also their personal well-being and happiness. A good tutor system keeps an eye on students' academic progress as well as personal issues and development. The welfare system is also important in helping new students settle into a school, helping them make friends and form good relationships with staff. Most welfare systems include careful monitoring of students' attendance and punctuality, not least because they both say something about attitudes to school and, sometimes, personal difficulties facing students with which schools can help.

Inspectors must always be aware that, whatever form of welfare system a school adopts, what ultimately counts is the quality of care that students receive from the adults in the school.

Absolute priority must be given to ensuring as far as possible that a school is run and staffed by persons of good standing with no record of mistreating young people physically or mentally and who are not currently mistreating their students. There must be mutual respect between adults and students and no discrimination and failure to support students on any grounds.

Students should feel secure from all forms of abuse. The school should have clear, written procedures about what to do if there is evidence or suspicion that a student is being abused. If inspectors identify abuse they must notify the Lead Inspector immediately who, in turn, will immediately ring ADEC for further guidance. There should be a central register of staff and regular visitors to the school which records names, addresses, qualifications, medical fitness, right to teach in the UAE and confirmation that moral fitness checks have been carried out.

The admissions register should make it clear who is in the school. Registers should be, at a minimum, taken twice daily, first thing in the morning and after the lunchtime break. Any unexplained absences or lateness should be followed up.

Though highly effective schools can motivate students without recourse to rewards or consequences, nonetheless all schools must have a rewards and consequences policy which is fair, transparent, consistently administered and effective. Positive behaviour should be rewarded. Consequences should be constructive, related to the disciplinary breach and should not breed resentment. Aggressive, threatening or menacing approaches to discipline are unacceptable. Corporal punishment should never be administered in any school.

Schools should also have hygienic clinics with arrangements for the safe storage and delivery of medicines. First aid provision must be readily available and a record of all injuries kept together with details of action taken by staff.

As students move through their school careers, they should receive helpful and objective advice whenever they have to make choices. This includes guidance on the choice of higher education destinations and possible careers.

All schools must have an effectively used and adequate room or mosque in which students can pray, as part of its care for them. Where this is not the case, the provision of a prayer room must be an explicit issue for improvement included in the inspection report.

Evidence on this Performance Standard will come from school policy documents, and discussions with a range of staff and a sample of students and, where possible, parents.

Evaluation of Performance Standard 5

The protection, care, guidance and support of students

GRADE	EVALUATION CRITERIA
1 Outstanding	The protection, care, guidance and support of students are at least very good in all major respects and exemplary in significant elements. This is a major contribution to students' outstanding outcomes.
2 Very Good	<p>Most aspects of protection, care guidance and support are very good and no major element is less than good. The school provides all students with high quality student care and welfare, through staff commitment and carefully designed systems, is very alert to each student's needs and any signs of individual distress. It is a very well-supervised and safe environment with very thorough assessment of potential risks. The child protection policy and associated procedures are clear and effective. The training provided to all staff on student care, protection and rights is continuous and effective. The school's very good ethos means that incidents of intimidation are rare and dealt with quickly and highly effectively.</p> <p>The school has very successful systems for maintaining attendance and ensuring punctuality. Rewards and consequences are fair and very effective and there is no corporal punishment. The provision of first aid is safe and effective. Students are very closely supported upon their arrival and very well advised on their departure from the school. All students all closely supervised during all stages of using school transport. As a result of the many strengths, students feel very secure and well supported, and make very good progress in their work and personal development. The care provided to all students with special needs, either academic or physical, is comprehensive.</p>
3 Good	The protection, care, guidance and support of students are significantly better than satisfactory so that students feel well cared for and make good progress in their work and personal development. Most aspects are good and, although one or two elements might be less strong, no feature is unsatisfactory. The good quality pastoral care means that the great majority of individual students and their needs are well known to relevant members of staff. The school has well developed procedures for creating a safe environment and its good tone means that few students are troubled by intimidation, with any incidents dealt with quickly. The child protection policy and associated procedures are clear and effective. The school is effective in promoting attendance and punctuality. Its systems for rewards and sanctions have a good impact on the way the school runs, and there is no corporal punishment. The provision of first aid is safe and effective. Students are well supported on joining and when they leave the school.
4 Satisfactory and Improving	There is a close match to the criteria for satisfactory (grade 5). There is clear evidence of improvement in several areas and a few areas that are good. The improvements will be seen in students' stronger feelings of security and belonging, faster academic progress and improving personal development.

<p style="text-align: center;">5 Satisfactory</p>	<p>Most aspects of protection, care, guidance and support are satisfactory. One or two elements might be unsatisfactory but not to the extent that students' security, academic progress and personal development are unsatisfactory. The student welfare in the school enables most students to feel secure, happy and well looked after. The school is vigilant in safeguarding students' welfare and, when there are occasional incidents of bullying or other forms of intimidation, these are soundly handled. The child protection policy and associated procedures are clear and effective. It recognises the importance of good attendance and punctuality and takes some action to promote them. The rewards and consequences applied by the school are fairly effective. There is no corporal punishment (and no school can be satisfactory under this performance standard if it is administered). Arrangements for first aid are satisfactory. Support for students on entry and when they leave are satisfactory but not out of the ordinary.</p>
<p style="text-align: center;">6 Unsatisfactory</p>	<p>The protection, care, guidance and support fall short of satisfactory in several major respects. It might be very unsatisfactory in one or two areas. The level of staff commitment and the welfare systems are unsatisfactory and many students do not receive the support they need. Not enough is done to ensure a safe environment or tackle the many incidents of aggressive and/or antisocial behaviour. The child protection policy and associated procedures are unclear, ineffective and possibly non-existent. The school has weak systems to deal with its considerable problems of attendance and punctuality. Rewards and consequences for students do not have a satisfactory impact on changing behaviour. Students do not have adequate first aid when they need it. Not enough is done to induct new students to help them to settle, or advise students as they leave.</p> <p>The weaknesses are a major reason why many students feel alienated and their progress in their work and personal development is unsatisfactory.</p>
<p style="text-align: center;">7 Very Unsatisfactory</p>	<p>Most aspects of protection, care, guidance and support are very unsatisfactory, and one or two might be poor. The child protection policy and associated procedures are unclear, ineffective and possibly non-existent. The significant shortfalls mean that very many students are alienated and academic progress and personal development are very unsatisfactory. There is little or no student welfare. The school does not take its responsibilities for safeguarding the welfare of students seriously enough and has allowed a school environment to develop in which very many do not feel sufficiently safe and secure. There may be occasional incidents of minor harm to students that are avoidable. The tutorial or similar system is weak, so that the school is not in the position to offer timely or pertinent guidance. Students' low attendance and very bad punctuality are not addressed effectively. A weak rewards and consequences system does little to ameliorate bad behaviour. Corporal punishment may be used. There may be an oppressive and intimidating atmosphere with a disciplinary culture of fear, humiliation or intimidation. First aid is inadequate, as are arrangements to settle new students in or ensure they are helped to move to their next placements.</p>
<p style="text-align: center;">8 Poor</p>	<p>Most elements of the protection, care, guidance and support of students are very unsatisfactory, and several are poor, which contributes materially to their poor progress and personal development. The child protection policy and associated procedures are unclear, ineffective and possibly non-existent. Students feel very lacking in support, unsafe, frightened and/or insecure. In the worst cases, the school takes few if any steps to deal with potential problems that might result in students coming to serious harm.</p>

Performance Standard 6

The quality of the school's buildings and premises

Inspectors will evaluate and report on:

1. the extent to which the buildings, premises and school land plot are of sufficient size and meet ADEC Performance Standards and applicable Laws
2. the extent to which the accommodation is well maintained providing for a good standard of education
3. the extent to which the accommodation supports the curriculum
4. the extent to which the premises and buildings reflect good environmental, health and safety practice, therefore ensuring that the school is safe and fit for purpose
5. whether key staff are designated to hold responsibility for all health and safety matters in relation to facilities
6. whether all electrical and other equipment is regularly tested and maintained in safe working condition
7. whether clear procedures exist for the safe use and storage of potentially dangerous substances and equipment
8. the extent to which there is good security to prevent intruders gaining access
9. the use of available space and facilities to provide rich learning experiences
10. the suitability of the building and facilities to cater for all students with special needs either academic or physical

The sixth Performance Standard is about the quality of a school's buildings and premises and whether they are safe and suitable for a school.

Above all, buildings must be safe. They must be structurally sound, well maintained and in good condition. They must be secure from outside intrusion. The environment should also be welcoming and conducive to learning. There must not be over-crowding and there must be sufficient space to allow teachers to teach a high quality curriculum using high quality teaching methods.

There should be a permanent supply of power and of good quality water, air conditioning to ensure that there are comfortable temperatures in all learning areas, and sufficient shading to protect students. There must be a sufficient number of toilets for the number of students as well as good sanitary arrangements, including regular flushing with clean water, regular cleaning with disinfectants and the provision of soap and water for washing.

There should be high quality facilities not only for good teaching and learning, but for constructive play and for recreational purposes in breaks between lessons. Buildings and facilities should

cater for students with special needs either academic or physical.

For both Performance Standards 6 and 7, inspectors will make their own observations of the premises to see if they are fit for their educational purposes. However, inspectors are not necessarily technical specialists in Environment, Health and Safety and will not make judgements if they consider they are unable to do so. Such a 'nil return' will be recorded in the report. ADEC undertakes its own technical surveys of schools to determine the quality of accommodation and electrical and water supplies etc. When available, certificates from these surveys are made available to inspectors to serve as part of their evidence. Inspectors will check that there is a clear, written policy and plan to ensure good maintenance of the accommodation.

Evidence for this Performance Standard will come from inspectors' first-hand evaluation of the work and life of the school, together with relevant school documents and discussions with staff, students and parents. Where concerns about health and safety issues are raised, inspectors will seek to verify them through current regulations and international best practice.

Evaluation of Performance Standard 6

The quality of the school's buildings and premises

GRADE	EVALUATION CRITERIA
1 Outstanding	The school's buildings and premises are at least very good in all major respects and exemplary in significant elements. Their inspirational design qualities make a highly significant contribution to the students' outstanding outcomes.
2 Very Good	All aspects of the buildings and premises including facilities for outdoor physical activity and indoor practical activities are very good. Available evidence indicates that they are in very good condition, with high standards of cooling, ventilation and lighting. Very close attention is paid to external security and to health and safety, including cleaning and hygiene. The school is a very well-ordered and stimulating environment, which contributes significantly to the students' enjoyment of their education and their intellectual curiosity. The site is very well designed for the school's purposes and very well adapted to the age and gender of the students. The teaching rooms and other spaces are a very good match to the school's curricular aims. Specialist facilities, such as laboratories and sports areas, are very conducive to high achievement. The school's buildings and facilities are well-designed to cater for all students with special needs either academic or physical.
3 Good	The school's buildings and premises including facilities for outdoor physical activity and indoor practical activities are very good. They provide a safe environment to students throughout and make a good contribution to their enjoyment of their education and their progress. Buildings appear to be in good condition, with good lighting, cooling and ventilation. External security is good and there are no obvious risks to students' health and safety. The buildings are clean and hygienic arrangements good. The pleasant buildings and outdoor areas are appreciated by the students and contribute to their enjoyment of school. Display is of good quality, supportive of learning and regularly refreshed. The accommodation is well suited to the age and gender of the students and is a good fit to the school's curriculum, with the requisite specialist facilities.
4 Satisfactory and Improving	There is a close match to the criteria for satisfactory (grade 5). There is clear evidence that management is aware of failings in the accommodation and clear evidence of improvement in several areas. There are signs of the improvement having a positive impact on students' health, safety, and achievement.

<p style="text-align: center;">5 Satisfactory</p>	<p>Most features of the school’s buildings and premises are satisfactory and meet ADEC’s minimum requirements for public schools. One or two elements might be unsatisfactory, but not to the extent that student’s health and safety are imperilled or they cause significant areas of underachievement. There are no obvious hazards, security problems, or significant lapses in cleaning and hygiene. Lighting, ventilation and cooling are adequate. The accommodation is broadly fit for purpose, and adapted to the age and gender of the students. It supports the curriculum in most respects, though there may well be rooms or other areas that are not spacious enough or minor shortages in specialist accommodation. Display is adequate. Management is aware of deficiencies and there is some progress in addressing them.</p>
<p style="text-align: center;">6 Unsatisfactory</p>	<p>The school’s buildings and premises fall short of satisfactory in several major respects and fail to meet ADEC’s minimum requirements. They might be very unsatisfactory in one or two areas. Certain hazards might cause minor harm to students’ welfare. Not enough attention is paid to hygiene and cleanliness. Toilet facilities are inadequate as are facilities for outdoor physical activity and indoor practical activities. The lighting, cooling and ventilation are inadequate in a number of areas. Rooms are cramped and there are not enough specialist facilities. Management is unaware of deficiencies or is unable to address them and does not have the necessary resources.</p>
<p style="text-align: center;">7 Very Unsatisfactory</p>	<p>Very many of the school’s buildings and premises are very unsatisfactory, and one or two might be poor. The weaknesses include lapses in security and health, safety and hygienic arrangements, which might adversely affect the students’ welfare. The physical environment is badly maintained, unclean, disorderly and uncomfortable, with little to stimulate or engage the students. Rooms and facilities for outdoor physical activity and indoor practical activities are ill matched to the school’s curricular purposes, with a severe shortage in specialist facilities. It is very hard for staff to deliver an adequate education in these surroundings. Management is unaware of deficiencies or is unable to address them and does not have the necessary resources.</p>
<p style="text-align: center;">8 Poor</p>	<p>Most features of the school’s buildings and premises of the school are very unsatisfactory, and some are poor. This significantly impedes the students’ education and places them at risk through poor maintenance and attention to hygiene. Management is unaware of deficiencies or is unable to address them and does not have the necessary resources. Overall, the learning environment presents a depressing prospect that does not engage the students. The weaknesses in the buildings and premises are a significant reason why many students dislike school and fare badly.</p>

Performance Standard 7

The school's resources to support its aims

Inspectors will evaluate and report on:

1. whether the quality, quantity and range of resources adequately support the curriculum offered by the school
2. the extent to which the teaching and other staff are sufficient in number, qualifications and competence to run the courses for which the school is licensed
3. the adequacy of the school's stock of modern equipment and other material resources and how well they all are used to support learning, explicitly:
 - o the range of resources in classrooms
 - o the quality of the school's ICT facilities and resources
 - o the quality of the school's library facilities and resources
 - o the quality of the school's sciences facilities and resources
 - o the quality of the school's sports, physical education and games facilities and resources
4. whether all school transport is maintained to the highest standards of safety and reliability
5. whether processes for storage, preparation and consumption of food are hygienic and healthy
6. the available resources to support students with special needs either academic or physical

The seventh Performance Standard is about how well the school's resources support its curriculum and learning.

Resources in this Performance Standard include human resources – the teachers and other staff – and physical resources such as books, computers and science equipment. It also includes resources for relaxation and play in break times.

Good resources are, in many ways, essential to successful learning. For example, the absence of computers in a school denies students experience of an essential facet of modern life. Likewise, the same may be said of books. However, it is also the case that much can be achieved with very limited resources so, while evaluating the quality of resources objectively, inspectors will proceed cautiously when evaluating the implications.

The central resource in any school is the teaching force, together with the support staff, who play such a vital role in making teachers effective. The school's success in developing its staff continuously

is a testimony to management's effectiveness. Inspectors will evaluate the collective quality of the staff and the ratio of teaching staff to students.

Inspectors will also make judgements on a range of safety issues linked to resources and resource use. For example, there should be regular risk assessments for different activities, the safe storage of equipment and hazardous materials, the wearing of suitable protective clothing when appropriate, and the regular holding of trial school evacuations in relation to fire and other threats. All equipment should be regularly inspected by a qualified person and a record kept of this inspection, such as an electrician in the case of electrical equipment.

Evidence for this Performance Standard is based upon inspectors' first-hand evidence of the quality, use and safety of resources and of students' support services. Schools may be asked for the ways in which they ensure that resources are fit for purpose. Staff with health and safety responsibilities will usually hold discussions with the inspectors.

Evaluation of Performance Standard 7

The school's resources to support its aims

GRADE	EVALUATION CRITERIA
1 Outstanding	Resources are very good in all or nearly all respects and are exemplary and inspirational in significant ways. They make a highly significant contribution to the students' outcomes.
2 Very Good	<p>Most aspects of resources are very good and no major element is less than good. The teachers are very well qualified to teach the courses and age groups they are assigned to. The teacher/student ratio is very good. Teachers are very well supported in class and administratively, which enables them to concentrate on their teaching. For all staff, professional development is aligned very well to school and personal needs. Educational programmes are very well supported by furnishings, equipment and resources, including computers and interactive white boards, which are very motivating for students and contribute materially to their success. Common spaces as well as classrooms are stimulating and very well resourced.</p> <p>The school is very observant of health and safety procedures relating to its equipment and resources. The result is that the school's resources promote very well the students' education, and their academic and personal growth and well-being.</p>
3 Good	Resources are significantly better than satisfactory and make a good contribution to students' education, and academic and personal growth. Most aspects of resources are good and, although there might be one or two areas that are not as good as others, no significant element is unsatisfactory. Well-qualified teachers are well matched to the courses and ages they teach and the teacher/student ratio is good. Their capacity to teach is enhanced by well-judged professional development. The curriculum and common areas, are well resourced with ICT, equipment and other material resources, which have a good impact on students' interest and engagement. The school is good at ensuring that resources are kept in a safe and useable condition.
4 Satisfactory and Improving	There is a close match to the criteria for satisfactory (grade 5). There is clear evidence of improvement in several areas, and a few elements that are good. There are likely to be signs of the improvement having a positive impact on students' engagement and achievement.
5 Satisfactory	Most aspects of resources are satisfactory and are adequate to support students in their learning and school life. One or two elements might be not as good but they are not unsatisfactory and they do cause significant areas of underachievement. Teachers are adequate in number and qualification and reasonably well supported. The priorities and quality of professional development are satisfactory. Material resources are adequate but not out of the ordinary, and there is regular but not frequent access to computers. Resources are kept in a safe and useable condition and, where there are lapses, they do not affect students' health and safety adversely.

<p style="text-align: center;">6 Unsatisfactory</p>	<p>Resources fall short of satisfactory in several major respects. For example, some teachers are not well enough qualified for the subjects and ages they teach, and support and professional development for them is inadequate. Some classes are over-crowded. Equipment to support learning, and material resources are below the range and quality needed for effective curriculum delivery. Most students do not have sustained or regular access to ICT, and no access to ICT in some areas of the curriculum. The school does not adequately maintain the usefulness and safety of its resources, although the students are not faced with major hazards. The weaknesses in resources are a significant reason why many students underachieve.</p>
<p style="text-align: center;">7 Very Unsatisfactory</p>	<p>Very many aspects of resources are very unsatisfactory. The deficiencies have a significant negative effect upon students' engagement and progress. Teachers, support staff, equipment and material resources are so lacking in number, competence or quality that students' learning and personal development are significantly hindered. Lack of resources seriously impedes the delivery of the curriculum and the enjoyment and progress of students. The school does not function smoothly. Furnishings, equipment and other equipment are old, insufficient or ill-matched to the needs of students. Students have inadequate access to modern ICT. Some resources threaten the health and safety of students. Very few or no adequate risk assessments have been conducted.</p>
<p style="text-align: center;">8 Poor</p>	<p>Most resources are very unsatisfactory and some are poor. In addition, there are serious risks to health and safety and/or there are acute inadequacies which prevent students from having access to the approved curriculum and/or which severely hinder students' learning.</p>

Performance Standard 8

The effectiveness of leadership and management

Inspectors will evaluate and report on:

1. the extent that the school's leadership and management ensure that the school complies with ADEC's standards and all applicable laws and regulations
2. the extent to which parents and other relevant persons support the school and have clearly defined roles and fulfil them well.
3. the extent to which the school's leadership evaluates the school's performance, provides clear strategic direction, builds teams, motivates and empowers staff and students, and has the support of parents
4. the extent to which the school takes account of the views of parents and students in the decision-making process
5. the extent to which the school knows its strengths and improvement priorities from its procedures for evaluating how all groups of students perform and the quality of the provision made for them, and then uses this information to influence priorities for improvement
6. the extent to which leaders and managers at all levels function well in accordance with the professional standards required by ADEC, generating an ethos of continuing improvement throughout the school and evaluating the effectiveness of professional development provision
7. whether the school's resources are well managed and aligned with the school's strategic priorities
8. whether the school provides continuous professional development and ensures good working conditions
9. whether due regard is paid to all matters concerning students' health, safety and well-being
10. whether the school has effective links with outside organisations, both national and international which enhance the school's performance
11. whether the school has effective links with its parents, keeping them well informed and engaged in their children's academic and personal development and taking account of their views
12. whether there are effective procedures for dealing with parents' concerns

Performance Standard eight is about a school's leadership and management. All the Performance Standards are important but, arguably, this Performance Standard is the most important of all because a school's leaders and managers are responsible for all the other Performance Standards.

Styles of leadership and management vary. In evaluating how well a particular school is led and managed, inspectors will always keep a close eye on results – the outcomes for students and the related quality of provision.

Leadership concerns setting a clear strategic direction and motivating all stakeholders to pursue it. It involves the building of teams and team spirit, and giving individuals the encouragement to take responsibility and contribute their own creative energy to realising the school's mission. It is about setting the tone or ethos of a school, where people are not afraid to think for themselves and air their ideas. Leaders may also be good managers, although this is not necessarily so. A good leader will realise this and may have to rely on other senior staff to manage.

The leadership of the Principal is critical but there are leaders at other levels too. The inspiration they give is also very important. A salient test of an effective school is the extent to which staff at every level are clear on the direction of the school and its main priorities for improvement.

Management is about making a school work in all its facets, from day-to-day administration to forward planning of every type. It includes academic and student welfare management as well as administration and management of the school's finances, buildings and other facilities. Depending on what is offered by a school, it may also include effective management of additional services such as food preparation and delivery.

Good leaders and managers have robust systems in place for self-evaluation and through these they have a precise understanding of the areas of the school that are working successfully and the main areas that need improvement. They monitor classroom activity and analyse data, and

will identify strengths that need to be sustained to maintain quality, and weaknesses that need to be addressed to help the school improve. They will know whether any groups of students in the school are underachieving. They will have a good understanding of all their responsibilities in running a school, including sound financial management and effective development planning at all levels. They will know the quality of their teachers and other staff. There will be an effective, annual appraisal system linked to provision for continuing professional development. They will be very vigilant that their students are safe and well looked after.

Those responsible for the oversight of a school should be 'critical friends' of the Principal and other senior managers, maintaining an independent view of the quality of a school and offering guidance and support in a way that helps and does not hinder. Since they have ultimate responsibility for a school, they must take their role seriously but perform it sensitively and constructively.

Inspectors will also check that a school has positive and constructive relations with parents. They will assess the extent to which parents' and students' views and needs are taken into account by the school. They will look carefully at the procedures for dealing with and recording parents' concerns and for recognising the rights of parents. They will evaluate the reasonableness of the school's responses and actions in dealing with concerns.

The evidence for this Performance Standard will be first and foremost the impact that leaders and managers have on the outcomes for students and the quality of educational provision, and whether these are improving or not. Discussions with a range of staff and parents are also essential in enabling inspectors to form a view on how well the school is led and whether it has the capacity for improvement. Consideration of the SEF is an essential aspect of these discussions, along with consideration of other essential documentation including school's improvement plan.

Evaluation of Performance Standard 8

The effectiveness of leadership and management

GRADE	EVALUATION CRITERIA
1 Outstanding	The leadership and management of the school are at least very good in all major respects and exemplary in significant elements. Leaders and managers have an inspirational effect upon the school community and beyond, and have proven themselves capable of sustaining outstanding outcomes for students and an excellent quality of education, or have made exceptionally rapid improvements to the school. Changes in the school's size or character have been handled extremely well, with no loss to quality and outcomes.
2 Very Good	The school successfully promotes very high student achievement and well-being. This underpins the school's high level of performance and its continual and successful drive for further improvement. The Principal and other leaders and managers ensure the school has a clear sense of direction and a very good tone, and runs very smoothly on a day-to-day basis. Staff morale is high. Through a close oversight of its work, managers at all levels have an accurate understanding of how well the school functions and what need improving. Plans for improvement, including those for professional development, are well judged, goals are challenging and resources strategically harnessed to achieve them. All resources are very well harnessed to the school's priorities, and very soundly managed. All staff members are highly motivated and engaged as a result of a stimulating work environment. Staff retention and their loyalty to the school are high. The school maintains its accommodation very well and where necessary it has demonstrated a very good capacity to make new improvements. A high level of vigilance is exercised over students' health, safety and well-being including an effective child protection policy and procedures. There are effective and productive links with parents and the wider world which enrich students learning experiences, and very effective procedures for dealing with parents' concerns.
3 Good	The leadership and management are significantly better than satisfactory. Most aspects of leadership and management are good and none are unsatisfactory. The principal and leadership members have a good grasp of the school and its performance and support teachers well. The school has a happy tone among both staff and students, with a clear, shared sense of purpose. Leaders and Managers at all levels ensure the school runs smoothly and, through their procedures for self-evaluation, have a clear and well-articulated understanding of the school's strengths and weaknesses that influences their planning. All resources are strategically allocated and soundly managed. Careful management of resources means that the school is well placed to improve. Close attention is paid to all aspects of students' health and welfare including child protection. As a result, most students make good progress in their work and personal development. There is a good rate of improvement in these outcomes driven by an improving overall quality of education across the school.
4 Satisfactory and Improving	There is a close match to the criteria for satisfactory (grade 5). There is clear evidence of improvement in several areas, and some elements that are good. There is firm evidence that an improving quality of education is beginning to lift the outcomes for students, for example the impact of improving self evaluation and school improvement planning.

<p style="text-align: center;">5 Satisfactory</p>	<p>All aspects of leadership and management are satisfactory and meet ADEC's requirements for ethical school leadership. The school complies with regulations and by-laws. One or two features of the way the school is led and managed might be less strong, but not to the extent that they significantly mar students' health and safety, child protection, academic and other outcomes, and the quality of education. The satisfactory performance of the school reflects the quality of the school's leadership and management, including its governance. The school has a satisfactory tone and generally runs smoothly. Most aspects of the school are satisfactory and it shows no signs of decline but, equally, there is little to suggest that the leadership and management can make a marked improvement.</p>
<p style="text-align: center;">6 Unsatisfactory</p>	<p>The leadership and management of the school fall short of satisfactory in several respects. There may be regulatory breaches and breaches of ADEC's requirements for school leadership. Leaders and managers preside over a school that is not providing an adequate education for its students and is not improving as it could and should. The leadership is not sufficiently aware of what is wrong and does not provide the direction, drive and determination to make a difference. In many ways the school does not run smoothly on a day-to-day basis, and insufficient care is taken over students' health and safety and child protection. Short-term worries tend to overwhelm a strategic response to the school's problems. Resources are not always well allocated or managed, with the result that the school is less well-resourced than it could be. The weaknesses in leadership and management are a key reason why the quality of education and the outcomes for many students are unsatisfactory, or are taking a significant turn for the worse. The school leaders do not demonstrate the capacity to arrest the decline and bring about improvements.</p>
<p style="text-align: center;">7 Very Unsatisfactory</p>	<p>There are serious weaknesses in leadership and management, with some poor practice. There are serious regulatory and/or ethical breaches. The school's very unsatisfactory and possibly declining performance can be attributed in significant measure to inadequacies in leadership and management. The Principal and leadership do not have sufficient grasp of their responsibilities or the performance of the school, and as a result, the school lacks a sense of direction. Leaders have not established an adequate drive or tone. The school does not run smoothly on a day-to-day basis, with policies and procedures very inconsistently applied by staff. Students may flout school rules without proper correction and managers are not vigilant enough in ensuring their health, safety and well-being. There may be an oppressive and unhappy atmosphere in the school. There is no child protection policy or procedures. The monitoring of the school's performance is weak and plans for improvement and professional development are not implemented effectively. Resources are inefficiently allocated and managed, the work environment is demotivating. There are few (if any) links with parents and the wider world. Formal procedures for dealing with parents' complaints and concerns are ineffective or non-existent. The school's leaders do not demonstrate the capacity to improve the school's performance; there is no evidence of sustainable development.</p>
<p style="text-align: center;">8 Poor</p>	<p>Most elements of the leadership and management of the school are very unsatisfactory, or worse, which results in the school's poor performance. The school's leaders have allowed the school to degenerate into an unsafe environment and/or one where students receive very little worthwhile education. The school's leaders show little or no sign of being able to improve the school.</p>

Summary Evaluation: The school's overall effectiveness

Inspectors will evaluate and report on how well the school:

1. meets its aims and in so doing ensures all students make good or better progress in all areas in comparison to local and international standards, so that the overall standards of attainment are on a par with, or exceed, the best international standards
2. promotes students' personal development so that they become confident and capable people who are self-aware and who are sensitive to and respectful of others
3. provides good teaching that underpins the academic progress, acquisition of learning skills and personal qualities of all students
4. provides a rich and diverse curriculum that covers key subjects, meets individual needs, gives students thorough understanding of UAE values, culture and society and prepares students well for the next stages of their lives
5. provides all students, including students with special needs, with high quality protection and care that enables them to be safe, valued, supported when they need help, and guided when they have to make choices
6. provides well-maintained buildings and premises that ensure the health and safety of the students, and support their education effectively
7. ensures effective performance management, job satisfaction, and continuous professional development to build a highly qualified and competent teaching force, and acquires a variety of modern technological equipment and other material resources that enhance teaching and learning
8. is led and managed well at all levels, to secure high outcomes for students, provide a good or better quality of education, deploy resources efficiently, maintain students' health and safety, and honour the school's obligations to its employees
9. seeks continuous feedback from all stakeholders including students, parents and local community on the quality of education provided to inform change
10. has the capacity for sustained improvement

The Summary Evaluation is about the overall effectiveness of the school. It is the summative judgement generally made at the end of an inspection after judgements on the eight Performance Standards have been made.

It addresses the key question of how the school meets not just its own aims, but ADEC's aim of ensuring that students acquire the academic and personal capability reflected in international standards including the skills they will need to face the challenges of the 21st Century. A school may meet its aims but this will not be enough if the aims do not guarantee an adequate educational experience for students.

To reach a decision on overall effectiveness, inspectors will draw on their judgements in the key areas of leadership and management and how well the quality of education promotes the academic and personal growth of the students.

The Summary Evaluation also covers the use of all available resources, performance management procedures and the professional development offered to teachers as well as the school's provision of supportive premises and material resources. It also covers the relationships the school forms with the local community to support and enhance its work. Two key elements of the Summary Evaluation concern the extent to which the school gives students an adequate grounding in the culture and history of the UAE, and the extent to which the school ensures the health, safety and security of students and follows good environmental, health and safety practice.

The evidence for this Summary Evaluation comes from the evidence and judgements made on the eight Performance Standards. The inspectors' judgement on overall effectiveness will provide a balanced view of the school in keeping with the grade descriptions at the end of this document.

Evaluation of the school's overall effectiveness

GRADE	EVALUATION CRITERIA
1 Outstanding	A highly exceptional school. It fully meets its aims, which are aspirational, sets high expectations and does so exceptionally well. Both academic progress and personal development are outstanding, and standards of attainment exceed international averages and result from high quality teaching and curriculum provision. The levels of excellence have been maintained for some time and show no signs of diminishing. The school cares for students very well. There is excellent child protection awareness and effective child protection procedures. Leadership and management are of very high quality as are resources and accommodation. There are excellent links with parents and the community.
2 Very Good	It fully meets its aims, which are aspirational, and sets high expectations. Students' academic progress and personal development are overall very good. Standards of attainment overall are comfortably in line with international standards and most students are working above them. It has many of the characteristics of an outstanding school but some features will be less well developed. However, quality in all Performance Standards will be consistently very good or outstanding. A strong feature of the school is its self-awareness, drive and capacity to continue improving.
3 Good	It fully meets its aims which are aspirational and set high expectations. Students' academic progress and personal development are overall good. Most students are working at international standards and a significant minority above them. It has many of the characteristics of an outstanding school but rather more features will be less well developed. Care and support are good. Child protection procedures are clear and effective. The school has demonstrated by its track record that it has self-awareness and a good capacity to make sustained improvement.
4 Satisfactory and Improving	There is a close match to the criteria for satisfactory (grade 5). However, for grade 4, there will be clear evidence of improvement in significant aspects of the school and some elements that are good or better. There must be discernible, recent improvement in the outcomes for students that result from an improving quality of education. Leadership and management must be able to demonstrate that these improvements are the result of effective self-evaluation and that they can be sustained and taken further. The school meets its aims which are sufficiently focused on improvement.

<p style="text-align: center;">5 Satisfactory</p>	<p>Students' academic progress and personal development are overall satisfactory. Standards of attainment are around international averages. Features of the school are sound and there are no major weaknesses, nor are there regulatory breaches. Students' health and safety are not endangered in any way and effective child protection procedures are in place. However, the school is on a plateau and is not showing signs of getting better. The school meets its aims but the aims (or their interpretation) are insufficiently aspirational or lacking in other ways.</p> <p>Note: A school that meets its own aims successfully but does not have adequate aims and does not develop well a range of academic and personal skills that is at least in line with the international standards expected by ADEC cannot be better than satisfactory (grade 5) and generally will be graded lower than this depending on aspects of the quality of provision.</p> <p>ADEC Mission, against which inspectors are required to make judgements: To ensure that students are</p> <ul style="list-style-type: none"> - equipped with the knowledge, skills, values, and attitudes necessary to embark on further education, to enter the workforce, and to be lifelong learners - prepared to contribute to, and be competitive in, the global society while preserving national identity, local culture, and traditions
<p style="text-align: center;">6 Unsatisfactory</p>	<p>Either the students' academic progress or their personal development is unsatisfactory. In some cases, both will be unsatisfactory. Attainment levels are clearly below international averages and students are making insufficient progress. The quality across the Performance Standards is often unsatisfactory. There may be regulatory breaches. There may be some threats to students' health and safety. Child protection practice is tenuous. Either the aims of the school are unsatisfactory or, if the aims are satisfactory or better, they are not being met. The school does not have the capacity to improve unassisted.</p>
<p style="text-align: center;">7 Very Unsatisfactory</p>	<p>Students' academic progress and their personal development are very unsatisfactory. Attainment levels are well below international averages for most students. The quality of provision in most of the Performance Standards is very unsatisfactory or poor. Accommodation and/or resourcing is very unsatisfactory as is treatment of staff. There may be serious regulatory breaches. There is actual or potential risk to students' health and safety. There are no established child protection procedures. Either the aims of the school are very unsatisfactory or the satisfactory or better aims are not being met. The school demonstrates no capacity to get any better.</p>
<p style="text-align: center;">8 Poor</p>	<p>Both students' academic progress and their personal development are poor. Standards are extremely low. The quality across most Performance Standards is poor. There are serious regulatory breaches. There are potential and actual serious risks to students' health and safety. There is no child protection policy or procedure. All or most of Accommodation, resourcing, staff treatment and conditions of service are poor. Either the aims of the school are unsatisfactory or, if the aims are satisfactory or better, they are not being met. The school demonstrates no capacity whatever to improve.</p>



9. Feedback to the school

The Lead Inspector will maintain a professional dialogue and give interim feedback to the Principal at the end of each day of the inspection. However, such feedback will not include explicit mention of grades for the school's overall effectiveness or for each Performance Standard, but rather it will consist of enumeration of strengths and areas for improvement. On the last day of the inspection the Lead Inspector will provide a maximum of ten summative inspection findings, with the balance of strengths and improvement priorities reflecting the outcome of the inspection and Monitoring Division for moderation.

The judgements in the report remain confidential until the report is issued to the school.

10. Feedback to teachers

The Lead Inspector will decide whether and under what conditions feedback will be given to individual teachers about lesson observations. In considering whether to offer feedback, Lead Inspectors will consider whether it can be done consistently in the time available to inspectors and whether there could be communication difficulties preventing feedback being given meaningfully. The Principal will be informed of his/her decision and inspectors will ensure complete consistency with this decision. As a general principle, feedback will be offered at a convenient time after an observation. Feedback is sensitively given and very brief, for example noting something that went well and something that could be improved. Lesson grades are not communicated. It is important to remember that comments made by inspectors are about certain aspects of lessons and not about teachers as individuals. Feedback through an interpreter is only permitted with the explicit approval of the teacher.

11. Schools causing concern

Schools that fail to meet the criteria which reflect the high standards expected by ADEC will be deemed to be “in need of significant improvement” and will be subject to further monitoring visits to evaluate their progress with the required improvement priorities over a given time period.

Inspectors will report on progress after each monitoring visit. The expectation is that after an appropriate period of time these schools will have improved sufficiently to be removed from the “in need of significant improvement” category and at that stage a full inspection will be made of the school to verify the school's improved status.

12. A school's report

Irtiqa'a Reports Provided to Schools

The inspection team produces two reports:

The Irtiqa'a Summary Report is a concise document that describes the school's most significant strengths and weaknesses across the standards and identifies what the school needs to do to improve further. The report will make clear which of the three Bands, A, B or C, the school is judged by the inspectors to belong to. In the future the Summary Reports will be published on ADEC's website.

The Technical Report is compiled by inspectors during the inspection and finalised at the concluding meeting of the inspection team. It includes detailed corporate judgements and grades for the school's Overall Effectiveness and each Performance Standard and its associated criteria. The Technical Report will provide useful information to inform ADEC's work and will help ADEC to support the school with the production of its Improvement Plan. The Technical Evaluation will not be published by ADEC.

Writing, Editing and Publication

The lead inspectors write the summary reports which are then subjected to quality assurance scrutiny by ADEC before being sent to the school for a check of their factual accuracy. ADEC aims to issue the final report to each school 20 working days after the completion of the inspection.

Schools must provide a copy of the Summary Report to all parents or carers within fifteen working days of the report being sent to the school, with an accompanying letter explaining how it intends to address the recommendations set out in the report in order to improve the quality of education or, where there is already high performance, maintain it.

Organisation of the Irtiqa'a Summary Report

The Irtiqa'a Summary Report consists of:

1. A brief introduction, which includes the nature of the evidence considered by the inspectors.
2. A description of the school which will refer to the following where they apply to the school:
 - a brief history of the school
 - details of its location
 - its aims
 - the number of students in each section of the school (e.g. primary and secondary)
 - the number of boys and girls
 - the percentage of Muslim and non-Muslim students
 - the percentage of UAE National students, and the percentages for the other main nationalities

- the percentage of students with special educational needs, with an indication of the main learning problems
 - details of the socio-economic background of the students
 - the admissions policy of the school
 - details of the school's governance and management
 - other important contextual information as necessary
3. The Band – A, B or C – to which the school is judged by the inspectors to belong.
 4. The inspectors' judgements about improvements since the last inspection.
 5. The inspectors' judgements about the overall effectiveness of school, highlighting the most significant strengths and weaknesses across each of the Performance Standards with a particular emphasis placed on Arabic, Islamic Studies and UAE Social Studies.
 6. A bullet point summary of what the school does well.
 7. What the school should do to improve further. These improvement points will be drawn from conclusions in the report. The areas will be defined in sufficient detail to ensure that the school knows exactly where improvement is needed.
 8. A list of any breaches of ADEC regulations and health and safety concerns identified by the inspectors.

Organisation of the Irtiqa'a Technical Evaluation

The Technical Evaluation consists of:

1. A cover page listing the school type and contact details, with lead inspector and date of the inspection.
2. Nine sections, one for each of the eight Performance Standards and one for the Summary Evaluation, showing judgements and supporting evidence for each of the criteria, specified in the Framework, for the Performance Standards and Summary Evaluation.
3. Grades for each of the criteria identified for Overall Effectiveness and the Performance Standards, using the 1 – 8 scale specified in the Framework.

13. The School Improvement Plan

Within 30 working days of the publication of the inspection report the school is required to submit to ADEC, for approval, an improvement plan addressing the issues identified in the inspection report.

14. Code of conduct for schools and inspectors

Inspectors and staff in schools are professionals. As such, all parties are entitled to mutual respect. Equally, parties must recognise that both inspectors and all those involved in a school have the same aim, namely, to support and encourage the education of young people and to stimulate school improvement. Inspection, therefore, is a joint effort to address aims that both schools and inspectors share.

During an inspection, schools are expected to:

- be honest and open about all aspects of school life and view the inspection positively as an aid to the school's development
- produce an accurate self-evaluation for inspectors and be open throughout an inspection about strengths and weaknesses
- accept that inspectors have right of access to all parts of the school, all documentation related to the school, and access to all personnel and students involved with the school
- maintain good relations with the inspectors and resolve any problems quickly and efficiently with the Lead Inspector
- respect the judgements of the inspectors
- avoid putting inspectors in any compromising positions, for example by photographing them or asking them to participate in school activities, and offering gifts other than the most simple, such as refreshments and food

During an inspection, inspectors are expected to:

- adhere strictly to the requirements laid down in the Framework at all times
- view the inspection positively as an aid to the school's development
- make judgements that are fair and accurate, based on clear, secure evidence
- have no prior connection with a school being inspected that might cause a conflict of interest
- maintain good relations with staff and other personnel connected with the school
- act sensitively and safely at all times, especially when in direct contact with students
- resolve problems and issues quickly and efficiently if they arise
- keep the Principal up to date with emerging inspection findings about the school's strengths and areas for improvement
- avoid compromising independence and objectivity, for example by accepting gifts other than the most simple, such as refreshments and food

After each inspection, schools will be invited to comment on the quality of the inspection.

15. Quality Assurance: monitoring the quality of inspections and ensuring that there is consistency of judgements

Effective, rigorous quality assurance of all inspections is an essential requirement in order to ensure that the Irtiqa'a Inspection Framework is applied fairly, fully and consistently to all schools.

ADEC monitors selected pre-inspection visits. All Pre-inspection Briefings (PIBs) are evaluated by ADEC to ensure they contain realistic, accurate and appropriate hypotheses and issues for inspection.

Selected inspections are monitored by an experienced inspector who confirms the proper conduct of the inspection. Schools are asked to welcome the monitoring inspector in the same way that they have welcomed the inspection team. Monitoring inspectors have right of access to all parts of the school and its documentation.

The precise content of the monitoring depends on the stage that the inspection has reached when the moderation visit takes place. It covers such activities as:

- a review of the Lead Inspector's PIB;
- the deployment of inspectors;
- inspectors' professional inspection agendas;
- the moderation of inspectors' judgements in class and their analysis of the quality of students' work;
- the quality of the evidence base;
- the quality of the Lead Inspector's management and evaluation of the work of the team;

- the quality of team discussions and the Lead Inspector's role in managing discussions to obtain firm, corporate judgements and to identify issues that require further investigation.

It also focuses on the quality of the relationship between inspectors and the school and the quality of overall feedback to the school. Full records of all monitoring visits are retained by ADEC and ADEC's Irtiqa'a Inspection Agency and are taken into account in the evaluation and performance management of inspectors and the Agency.

The quality and consistency of reports is carefully monitored. This includes the reading of reports by the Inspection Agency's Senior Inspector and by skilled proof readers who were not involved in the inspection. ADEC also carries out stringent quality assurance of all reports provided by the Agency and holds regular meetings, with and without the Inspection Agency's Senior Inspector, to compare judgements between schools in order to ensure consistency of grading.

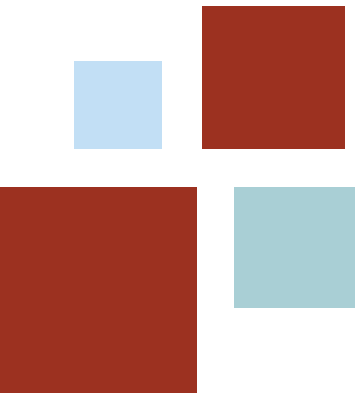
In addition, the quality of selected evidence bases is monitored by ADEC and/or by the Inspection Agency under the supervision of its Senior Inspector when they are returned by the Lead Inspector.

The schools' views on the process are sought, collated and analysed to inform ADEC's evaluation of the quality and effectiveness of inspections.

The above arrangements are reviewed on an annual basis.

16. Retention of Evidence

Evidence will be retained securely by the Agency until the report is submitted to ADEC. It will then be sent by the Lead Inspector to the ADEC offices for secure storage.



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