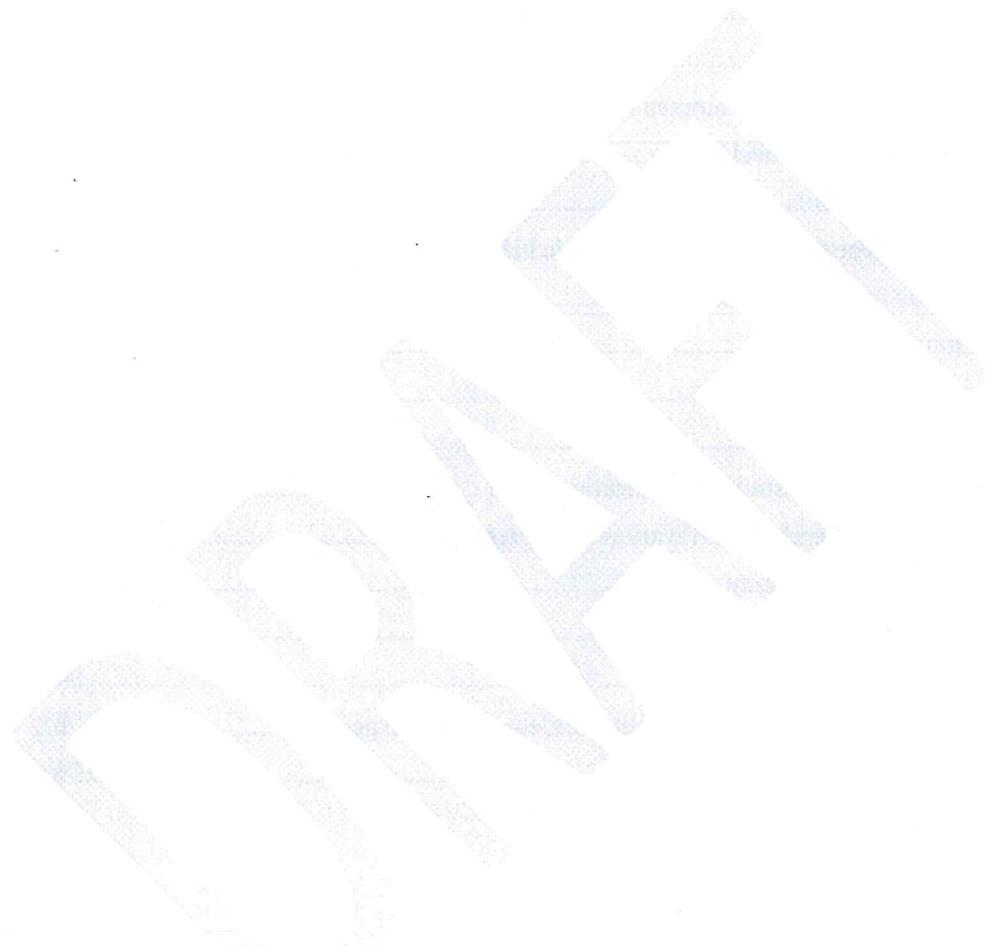


United Arab Emirates School Evaluation and Inspection Framework



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Introduction

The rationale for the first unified *UAE School Inspection Framework 2015-16* was based on the UAE vision for 2021, and the clear targets and strategies that were developed to achieve it. While these strategies and targets remain central, this framework takes its main inspiration from the UAE Centennial vision for 2071, which provides the nation with a clear roadmap for long-term development.

The UAE Centennial Vision was launched by His Highness, Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai. His Highness Sheikh Mohamed based this vision on the words of His Highness Sheikh Mohammad bin Zayed Al Nahyan, Crown Prince of Abu Dhabi and Deputy Supreme Commander of the UAE Armed Forces, and on the aspirations of the UAE's founding father, Sheikh Zayed bin Sultan Al Nahyan and other founding leaders. The vision aims "for future generations to live happier lives in a better environment, with bigger opportunities and stronger communication with the world".

The UAE Centennial Vision for 2071

The UAE Centennial vision is based on four features:

- *Education*: with a focus on advanced technology and engineering, and on instilling an Emirati moral values system in current and future generations
- *Economy*: with a focus on establishing a diversified, globally competitive economy
- *Government development*: that ensures the development of a flexible government with mindful leadership and a clear vision that prioritises the people and spreads positive messages
- *Community cohesion*: with a focus on consolidating the values of tolerance, social cohesion and respect in society within a comprehensive development plan.

The vision highlights the importance of preparing future generations who are ready to serve their communities and excel. Also highlighted is the importance of teaching students to look ahead within a culture of openness, through learning about history, culture, the civilisations of other countries, and acquiring new languages.

His Highness Sheikh Mohamed stressed, "Rapid change requires us to prepare future generations with new tools and knowledge, and different skills that enable them to succeed in a world that will be very different from the times we live in today". For this to happen, "there needs to be an environment for growth, and this is something that we should think about from now".

Educational Vision

The framework presents a holistic understanding of student achievement, giving significant importance to three essential indicators:

- *Moral development and well-being*
- *Lifelong learning skills*

- ◆ UAE national priorities and academic achievement

Effective schools understand that moral development and well-being, and the development of students' lifelong learning skills, are the foundations to ensuring the best possible academic outcomes.

Moral development and well-being

"Values are the foundation of a nation's stability, and the spirit of its laws.

Without values, a country has no security, stability or continuity." HH Sheikh Khalifa bin Zayed Al Nahyan

The UAE is focussed on helping young people to acquire those virtues and moral habits that will help them live good lives, not only as individuals, but also as productive members of society. There are strong links between moral development, well-being and happiness. The UAE Vision includes all three in its aspirations for a world-class education system and a cohesive, tolerant society. With strong moral values embedded in students' thinking, behaviours and attitudes, their capacities and drive to contribute to society will be increased, and demonstrated through responsible citizenship, generosity and volunteering. Their contribution will, in turn, be intrinsically rewarding, generating a positive cycle of happiness.

These priorities appear throughout this framework, and have prominence in the first performance indicator in Standard 1.

Lifelong learning skills

Innovation skills and practices

"Man's development depends on the power of his ideas and his ability to spread them from one person to another across deserts, continents and oceans."

HH Sheikh Mohammed bin Rashid Al Maktoum.

Innovation is embedded in the United Arab Emirates school evaluation and inspection framework. In Performance Standard 1, the ability to think innovatively is an expected outcome, and part of lifelong-learning skills. In Performance Standard 2, the curriculum and teaching are expected to provide opportunities for students to be creative, innovative and enterprising. In Performance Standard 3, leaders at all levels are expected to nurture a culture of innovation across the school, encouraging the generation of new ideas, developing these and turning them into practical outcomes.

Reading as a lifelong learning skill

Instituting the Year of Reading, and launching the ten year (2016-2026) National Strategic Plan for Reading and the UAE Reading Law, His Highness Sheikh Khalifa bin Zayed Al Nahyan, President of the UAE, explains, "The goal of the reading law is to provide a sound basis for lifelong learning for all members of our community and enhance the mental, intellectual and cultural assets of our people." The National Reading Law, unique in the UAE and the region, provides a legislative context to expand understanding and promote the value of reading at all levels.

His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Ruler of Dubai, states that the current generation is suffering from a reading crisis, and emphasises that the consolidation of reading for our new generations is a long-term effort. He says, "Our ambition is to prepare generations who will be capable of bringing about development leaps, ensuring the excellence of our country and enhancing our competitiveness."

The ten year National Strategic Plan for Reading (2016 – 2026) seeks to establish reading as a daily practice. Its three aims are to:

- establish the basic skills of reading from early childhood
- enhance the love of reading by promoting reading throughout the educational system
- create opportunities to promote reading as part of lifelong learning.

In considering reading for learning, this framework evaluates how well schools:

- provide a learning environment that stimulates and engages students in reading
- build the early skills of decoding text
- teach reading strategies and develop reading skills across all subjects
- enable students to access, compare, contrast and connect their learning
- reinforce these essential lifelong skills.

UAE national priorities and academic achievement

In 2014, His Highness, Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, announced the ambitious National Agenda for the country. One of the targets of National Agenda is that UAE students must be among the best in the world in reading, mathematics and science, and have a strong knowledge of the Arabic language. Measurements of achievement in these targets include the “Programme for International Student Assessment” (PISA) test and the “Trends in Mathematics and Science Studies” (TIMSS) test.

The inclusion of students of determination

The development of a fully inclusive education system is a key priority in the pursuit of educational excellence and is central to establishing a fully cohesive society.

Inclusive education reflects the principles of diversity, personalisation, equity, respect, acceptance and enrichment. When we improve the quality of inclusion within our schools, we improve education for all.

This framework emphasises the importance of schools welcoming and representing students with diverse needs and abilities, in accordance with strategic and legislative frameworks. Through their engagement in fully inclusive educational experiences, students of determination will gain the knowledge, skills and confidence to succeed and to make valuable contributions to creating a fully inclusive and cohesive community.

The roles of school leaders, and their commitment towards inclusive practices, are of vital importance in achieving inclusive excellence. The impact that leaders make in these roles feature prominently in evaluating the quality of provision and outcomes for students of determination.

School self-evaluation and improvement

School self-evaluation and school action planning are at the heart of school improvement. School self-evaluation is about knowing how well a school is performing so that changes can be made in order to bring about improvements. Schools conduct self-evaluation to identify areas for improvement, meet accountability expectations and help determine what works, for which learners and why.

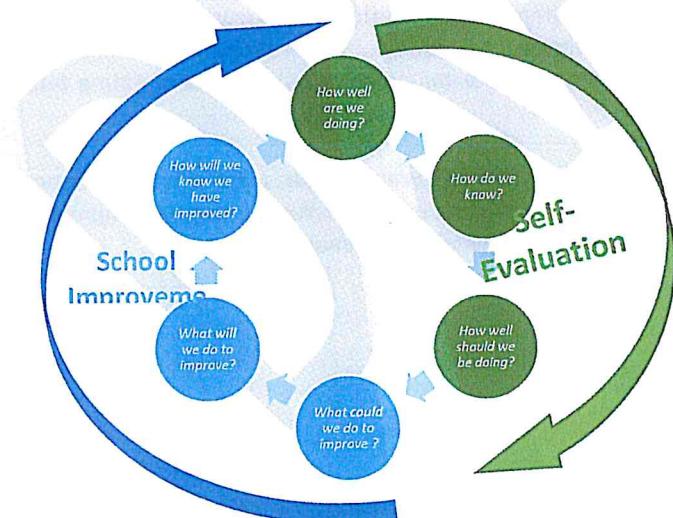
Self-evaluation is a continuous process. It requires schools to take account of all available information, both quantitative and qualitative. The best schools involve all stakeholder groups of the school community in this process; parents and students have their part to play and are consulted regularly.

Self-evaluation systematically ensures that school leaders and teachers focus on what makes a difference to learning. It enables schools to plan appropriate actions to bring about improvements. It informs governance and creates a system of accountability that operates at all levels. It also informs the school about the resources needed and how these should be allocated.

The school action plan is created on the basis of information from the school's self-evaluation processes and the next steps identified by the leaders and teachers in the school. Recommendations from external evaluations, including the previous evaluation and inspection cycles, also contribute to the school action planning.

School action plans should guide each school's improvement planning and include clear measurable targets, time lines and accountabilities.

School improvement cycle



Structure and organisation of the framework

In order to unify the approach to external school evaluation, this framework brings together into one document, a common set of quality descriptors and guidelines of the methods that could be used to obtain valid evidence on which to base judgements. The types and sources of evidence and the methods used to obtain the evidence are included. Each of these is needed to substantiate judgements that are made using the descriptors in this framework. In bringing together these features, attention has been given to the national priorities and the UAE vision for the future.

Using and applying, across all emirates, a common method and framework of indicators to evaluate school performance should benefit all schools.

The performance standards:

- *Vision achievement – outcomes for all groups of students.* This standard brings together student outcomes. It evaluates the extent to which the school maximises the potential of each student. It gives significant importance to both academic and personal and social development outcomes.
- *Enablers – provision for learners.* This standard evaluates the different activities of the school community that contribute to the achievement of student outcomes.
- *Impact of leadership – innovation management.* This standard evaluates how well the school is led and governed to enable students to achieve their potential.

The framework structure:

Performance standards represent outcomes for students, school provision and leadership.

- Indicators outline the main areas covered by each standard
 - Elements define explicit features of the indicators
 - Aspects are specific areas within the elements.
Brief descriptors illustrate observable qualities of these aspects.

The choice of these performance standards, indicators, elements and aspects, is based on international research into school effectiveness and on UAE national education priorities.

Making evaluations

The five quality levels are defined as follows:

Outstanding	Quality of performance substantially exceeds the expectation of schools in the UAE
Very Good	Quality of performance exceeds the expectation of schools in the UAE
Good	Quality of performance meets the expectation of schools in the UAE (This is the minimum level expected of every school in the UAE)
Requires development*	Quality of performance does not meet the expectation of schools in the UAE
Weak	Quality of performance is well below the expectation of schools in the UAE

* The level 'Acceptable' in the previous UAE framework has now been replaced by 'Requires Development'.

Consistency in quantitative terms

Throughout this framework and its application, the following terms are used:

All	Greater than 95%
Almost all	Greater than 90%
Most	75% - 90%
Large majority	61% - 74%
Majority	50% - 60%
Large minority	31% - 49%
Minority	16% - 30%
Few	Up to 15%

Proportions: Where the descriptors do not make specific reference to proportions, the outcomes and actions described will be typical of those generally displayed in each phase of a school.

Overall performance judgement

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

Outstanding	Very Good	Good
Outstanding judgements should include: 1.3 UAE national priorities and academic achievement 2.2 Teaching and Assessment 3.1 Leading a learning community	Very Good or better judgements should include: 1.3 UAE national priorities and academic achievement 2.2 Teaching and Assessment 3.1 Leading a learning community	Good or better judgements should include: 1.3 UAE national priorities and academic achievement 2.2 Teaching and Assessment 3.1 Leading a learning community
70% of Indicators are Outstanding	70% of Indicators are Very Good or better	60% of Indicators are Good or better
2.4 Inclusion of Students of Determination SHOULD BE AT LEAST VERY Good	2.4 Inclusion of Students of Determination SHOULD BE AT LEAST Good	2.4 Inclusion of Students of Determination SHOULD BE JUDGED AT LEAST AS "REQUIRES DEVELOPMENT"
The school cannot be Outstanding if it is not compliant with statutory requirements		

For schools that are not yet meeting the expected level of "Good":

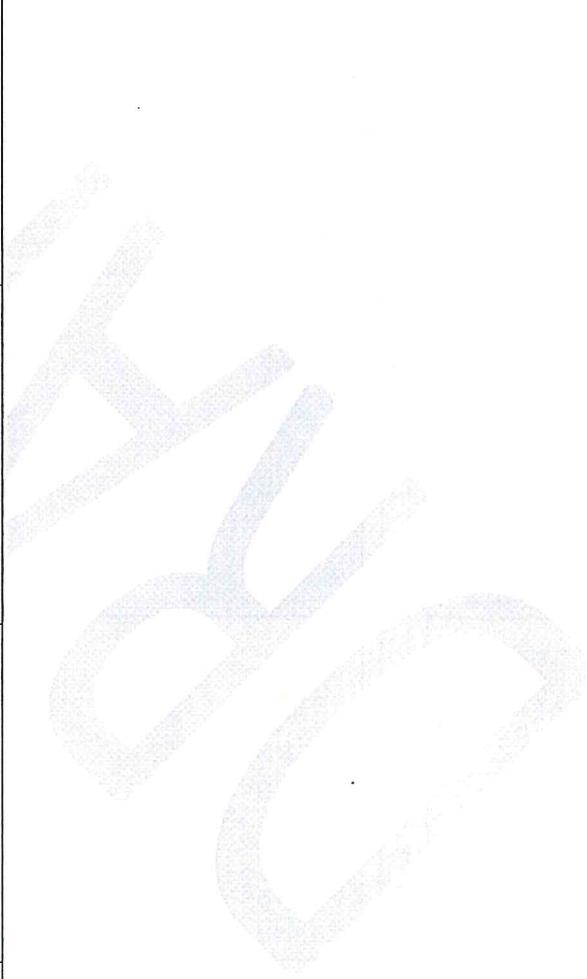
Requires Development	Weak
A school will be judged as "Requires Development", if 50% or more of the Indicators are judged as "Requires Development"	A school will be judged as "Weak", if 50% or more of the Indicators are less than "Good", of which 30% are weak.
	The school will be Weak if the arrangements to protect and safeguard students are Weak

Standard 1: Vision achievement – outcomes for all groups of students

1.1 Moral development and well-being					
1.1.1 Character, morality and happiness					
1.1.1.1 Cultural awareness					
1.1.1.1.1 Character, morality and happiness					
Outstanding	Very Good	Good	Requires Development	Weak	
<p>a. Demonstrating positive moral values</p> <p>Students have very positive moral values. Students reflect on their attitudes and behaviour. From a set of internalised values, they distinguish between right and wrong, and encourage others to act appropriately.</p> <p>Students consistently apply positive moral values through their actions and interactions with others. They understand the benefits of being honest, tolerant, respectful and responsible people.</p>					
<p>b. Maintaining a healthy lifestyle</p> <p>Students are proactive about maintaining a healthy lifestyle. They purposefully plan how to maintain their health, diet, fitness, safety and well-being. They encourage others to maintain a healthy lifestyle.</p> <p>Students understand how to maintain a healthy lifestyle. They make informed choices about their health, diet, fitness, safety and wellbeing. They regularly participate in activities that contribute to maintaining a healthy lifestyle.</p>					
<p>Students apply moral values in their daily lives, such as honesty, tolerance, respect and responsibility.</p> <p>Students require direction to apply positive moral values in their daily lives.</p>					
<p>Students do not consistently demonstrate appropriate moral values.</p> <p>Students do not consistently demonstrate appropriate moral values.</p>					

c. Demonstrating a positive outlook to self and school	<p>Students demonstrate optimism and perseverance.</p> <p>They use mindfulness techniques successfully to manage their feelings toward learning and others.</p> <p>They successfully encourage mindfulness in others.</p> <p>They are proud of their school and the opportunities it offers them to build successful future careers.</p>	<p>Students are thoughtful and considerate in their actions and interactions.</p> <p>They demonstrate perseverance in learning, even in challenging situations. They are mindful in their interactions with others.</p> <p>They show self-confidence and self-esteem in their learning and interactions with others.</p> <p>Students demonstrate a strong sense of belonging to the school community.</p>	Students are generally positive about themselves and their school.	<p>Students generally do not have a positive view of themselves or of school. Their self-esteem is low.</p> <p>Students exhibit little awareness of their feelings or actions and are often not focused on learning.</p>
d. Responsibility for personal development and well-being	<p>Students feel empowered to achieve their potential. They see themselves as agents of change.</p> <p>They consciously model and articulate a positive</p>	<p>Students have a very positive work ethic and take control over their own personal development.</p> <p>They set themselves challenging goals and</p>	Students require direction to be aware of themselves, their learning and their effect on others.	<p>Students do not value what the school can do for them.</p> <p>Students acknowledge the value of attending school.</p> <p>Students require direction to be aware of themselves, their learning and their effect on others.</p> <p>Students do not balance between academic</p>

<p>outlook and encourage others to do the same.</p>	<p>They plan purposefully and make wise decisions to maintain a balance of academic achievement, and mental and physical well-being.</p>	<p>Their actions maintain appropriate balance between academic achievement, mental and physical well-being.</p>	<p>of knowledge, skills, and understanding.</p>
			<p>Students are involved in academic, social and physical activities.</p>



1.1.2 Citizenship		Outstanding	Very Good	Good	Requires Development	Weak
a. Attendance and punctuality	Attendance is at least 98%. Students are punctual to school and lessons.	Attendance is at least 96%. Students are almost always punctual to school and lessons.	Attendance is at least 94%. Students are usually punctual to school and lessons.	Attendance is at least 92%. Students are not always punctual to school and lessons.	Attendance is less than 92%. A minority of students regularly arrive late to school and lessons.	Attendance is less than 92%. A minority of students regularly arrive late to school and lessons.
b. Behaviour and self-management	Students model positive behaviour and encourage others to follow the school code of conduct. Bullying in all its forms is extremely rare.	Students' positive behaviour throughout the school contributes to a harmonious learning environment. Bullying is very rare.	Students demonstrate self-discipline, behave well and follow the school code of conduct. Bullying is rare.	Students require some direction to behave well and generally follow the school code of conduct.	They come to lessons prepared. They take some responsibility for their own actions.	Students often do not follow the school code of conduct. There are regular incidences of inappropriate behaviour.
	Students set themselves challenging yet realistic goals. They contribute and agree to class / school rules.	They create and follow realistic plans to fulfil commitments and deadlines.	They organise their time, information and belongings effectively.	They lack self-management skills.	Students' preparation for lessons is inadequate.	

c. Leadership and involvement in school and wider community projects			
Students' leadership has a significant impact on the work and life and decision making in the school.	Students are involved in whole school consultation, leadership and decision-making.	Students take on leadership roles within their grade level.	Students require some direction to take on leadership roles within their own classrooms.
They demonstrate responsibility, regularly initiating action. They take on specific roles to improve the school	They demonstrate responsibility, initiating action. They take on roles to take care of the school.	They are involved in a range of school activities, within and beyond their own grade.	They are rarely involved in school activities and show little concern for their school.
They initiate community projects. Volunteering is an embedded part of the school's culture.	They regularly volunteer for community projects.	They participate in a range of community projects, occasionally volunteering their time.	Their rarely volunteer and participate in community projects.
d. Taking action to protect the environment	Students have in-depth understanding about local and global environmental issues. They are active advocates in seeking sustainable solutions.	Students understand key local and global environmental issues. They initiate projects that raise awareness and promote sustainability and conservation.	Students demonstrate limited knowledge of key global environmental issues. They take little action to promote sustainability and conservation.

e. Awareness of global social issues	Students have in-depth understanding about global social issues.	Students understand global social issues.	Students know and understand about global social issues, including local implications.	Students demonstrate a general awareness of global social issues. With direction, they occasionally participate in relevant activities.	Students demonstrate a poor knowledge and awareness of global social issues. They rarely participate in relevant activities.
	They demonstrate strong empathy for humanity and are active advocates for global solutions.	They initiate projects that raise community awareness of global issues and offer solutions.	They readily participate in relevant activities.		

1.1.3 Cultural awareness

	Outstanding	Very Good	Good	Requires Development	Weak
a. Knowledge and appreciation of Sheikh Zayed - the Founder, UAE culture, values and heritage	<p>Students have a deep understanding of the important role that Sheikh Zayed played as Founder of the nation.</p> <p>They understand and can explain the fundamental principles that underpin the UAE's culture, values and heritage.</p> <p>They have an excellent understanding of how Islamic values influence UAE society.</p>	<p>Students understand and value the important role that Sheikh Zayed played as Founder of the nation.</p> <p>They are very knowledgeable and appreciative of the UAE's culture, values and heritage.</p> <p>They have a secure understanding of how Islamic values influence UAE society.</p>	<p>Students know the important role that Sheikh Zayed played as Founder of the nation.</p> <p>They know about and respect the UAE's culture, values and heritage.</p> <p>They understand clearly how Islamic values influence UAE society.</p>	<p>Students are aware of Sheikh Zayed's role as Founder of the nation.</p> <p>They are aware and respectful of the UAE's culture, values and heritage.</p> <p>They have a basic appreciation and understanding of how Islamic values influence UAE society.</p>	<p>Students' have little knowledge of Sheikh Zayed the Founder of the nation.</p> <p>Their knowledge about UAE's culture, values and heritage is superficial.</p> <p>They have a limited appreciation and understanding of how Islamic values influence UAE society.</p>
b. Knowledge and understanding of own culture	<p>Students demonstrate deep understanding of how their cultural heritage contributes to their personal cultural identity.</p>	<p>Students have a clear understanding of the components of their own culture.</p>	<p>Students are knowledgeable about their own cultural heritage, and can explain its origins.</p>	<p>Students know basic facts about their own culture.</p>	<p>Students demonstrate little knowledge about, or understanding of, their own culture.</p>

<p>c. Knowledge and understanding of other world cultures and appreciation of diversity</p>	<p>Students demonstrate an excellent understanding, awareness and appreciation of the common features and differences between world cultures. They are active advocates for tolerance and respect.</p>	<p>Students are knowledgeable about the key components of many cultures, especially all those co-existing in the UAE. They appreciate the benefit that this diversity brings to society.</p>	<p>They successfully implement their own solutions for key challenges.</p>	<p>Students are knowledgeable about other cultures. They respect human differences and similarities.</p>	<p>Their positive actions reflect their understanding of diversity.</p>	<p>Students know basic facts about other cultures.</p>	<p>Students generally demonstrate respect towards cultural differences.</p>	<p>Students demonstrate little knowledge and understanding of other cultures.</p>	<p>Students show little understanding of, and respect for diversity.</p>
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Key Evidence 1.1 (Moral development and well-being)

Evidence Type	Evidence Source	Schools should make available
Information	School documents	School/Ministry documents relating to the school's expectations of character, morality and happiness, citizenship, and cultural awareness. (e.g. MOE Behaviour Policy)
	Surveys	Analyses of any recent surveys that relate to character, morality and happiness, citizenship, and cultural awareness
	Records of student-led community activity	Evidence of students taking on leadership roles, involvement in community projects, global issues and environmental awareness, and the impact of such activities
	Records of extra-curricular activities	Records of attendance and timetables at extra-curricular activities with participation rates of different groups of students
Data	Health related data	Anonymised records of students' health, e.g. levels of obesity, including the impact of interventions
	Records of student behaviour	Ongoing records of behavioural incidents, including bullying
	Attendance and Punctuality	Statistics over a full academic year and recent weeks by phase, grade, gender and other relevant student groups
	Corridors, canteen and common areas	All areas of the school
Observation	Lessons	Lessons across subjects and phases
	Assemblies	Details of assemblies and their locations
	Student Groups	Representative groups of students for discussions
	Parents	Representative groups of parents for discussion
Discussion	Staff responsible for students' moral development and well-being	Access to staff responsible for students' moral development and well-being for discussion.

Inspection Activities 1.1 – illustrative examples

1.1.1 Character, Morality & Happiness
<ul style="list-style-type: none">• Valid student surveys (school-constructed, national or international) are used as a starting point to establish students' moral behaviour, their happiness and general well-being. Evaluators/inspectors compare the typical responses of students in a survey to school expectations, set out in policies and take these into account when making judgements.• Discussions with students and observations of their choices (behavioural, attitudinal, food, exercise, engagement with sports clubs and competitions etc.) help to validate what is evaluated in documentation.• When considering responses to surveys and discussions, evaluators/inspectors look for variations between gender, grade or nationality.• Evaluators/inspectors expect the school to respond to the questions 'What did you learn from the survey?' and 'What did/will you do about it?'

1.1.2 Citizenship
<ul style="list-style-type: none">• School attendance and punctuality data are the starting points for evaluators/inspectors. Overall attendance and patterns across phases and between grades and key groups are reviewed. Evaluators/inspectors compare school-reported attendance and punctuality data with that during the inspection week.• Inspectors consider trends and patterns in behaviour logs and compare these with observations during the inspection.• Evaluators/inspectors look at the numbers and groups of students involved in leadership, entrepreneurial activities, global social and environmental initiatives, as well as the quality of their involvement. Evidence of volunteering as a vehicle for promoting student citizenship and community engagement is also evaluated.

1.1.3 Cultural Awareness
<ul style="list-style-type: none">• During discussions with students, evaluators/inspectors check students' knowledge and understanding of Sheikh Zayed as Founder of the Nation, the UAE's culture, values and heritage. They also discuss with students their knowledge and understanding of their own and others' cultural backgrounds and heritage.• Observation of assemblies and reviews of work across a range of subjects enable evaluators/inspectors to validate discussion with students, staff and parents.• Throughout each day, evaluators/inspectors note the extent to which all students are tolerant and respectful towards, and knowledgeable about, the cultures and heritage of others.

1.2 Lifelong learning skills					
1.2.1 Approaches to learning and communicating					
1.2.2 Reading for learning					
1.2.3 Applying learning and innovation skills					
1.2.1 Approaches to learning and communicating					
	Outstanding	Very Good	Good	Requires Development	Weak
a. Students' participation in, and ownership of, their own learning	<p>Students choose learning strategies purposefully to optimise their learning.</p> <p>They consistently use a range of appropriate learning strategies across all subjects.</p>	<p>Students know the relevant actions they should use to improve their learning.</p> <p>They consistently use appropriate learning strategies in most subjects.</p>	<p>Students demonstrate clear understanding of their own preferred learning styles, key strengths and areas for development.</p> <p>In most subjects, they know the next steps in their learning.</p>	<p>Students demonstrate basic knowledge of their own learning styles, key strengths and areas for development.</p> <p>Students require some direction to improve their learning.</p>	<p>Students demonstrate little awareness of their own learning styles, key strengths and areas for development.</p>
b. Learning with others	<p>Students take on a variety of roles, including leading when appropriate.</p> <p>They build consensus and help others to succeed.</p> <p>Students are self-critical and consistently use positive verbal and non-verbal language when giving and accepting contributions of others.</p>	<p>Students act fairly towards other group members, making carefully considered decisions.</p> <p>They encourage others to contribute.</p> <p>They are fair and calm when negotiating and use reasoned arguments to persuade others.</p>	<p>Students contribute responsibly to group tasks.</p> <p>They give and receive feedback constructively.</p>	<p>With direction, students share tasks appropriately.</p> <p>They listen to one another, and demonstrate basic skills of negotiation.</p> <p>They are aware of others when negotiating for their own needs and wants.</p>	<p>Students are unable to work together constructively.</p> <p>Interactions with others are mainly self-centred.</p> <p>Interactions with others are generally positive.</p>

c. Communicating in different contexts	<p>Students demonstrate intercultural understanding, and they communicate effectively using verbal and non-verbal language to enhance their interactions.</p> <p>They successfully use a range of digital media networks to engage and involve others.</p>	<p>Students communicate very effectively in different contexts using a range of media.</p> <p>They participate constructively through digital media networks.</p>	<p>Students communicate effectively with peers and adults in different contexts including formal, informal, planned, and spontaneous.</p> <p>They use digital technologies to communicate appropriately.</p>	<p>Students communicate in familiar contexts.</p> <p>They do not exploit a sufficiently broad range of methods to communicate.</p>	<p>Students lack a sufficient range of communication skills.</p>
d. Accessing, processing and presenting information	<p>Students are highly skilled in their work with complex content.</p> <p>They critically evaluate the sources to verify and link information.</p> <p>They present their findings in innovative ways to engage and inform an audience.</p>	<p>Students independently analyse information from a range of sources.</p>	<p>Students independently access information from different sources.</p>	<p>With direction, students access, process and present information.</p> <p>They organise it logically and present it clearly.</p>	<p>Students lack sufficient skills to access, process and present information.</p>

1.2.2 Reading for learning					
	Outstanding	Very Good	Good	Requires Development	Weak
a. Attitudes and motivation toward reading					
Students are confident readers. They are keen readers and they encourage others to make full use of many sources of information.	Students are motivated to become lifelong readers. They enjoy the daily habit of reading as a source of information and for pleasure.	Students are independent readers and read regularly for information and pleasure.	Students are aware of the importance of reading but they are not regular independent readers.	Students lack motivation to read. They do not identify themselves as readers.	
Students self-direct their reading in order to broaden their knowledge and understanding of topics both within and beyond school, including their future career interest.	They successfully self-select reading material, and link the benefit of reading to their learning.	Students read a broad range of material to improve their learning in key subjects.	Students do not see themselves as good readers. With direction, they read for academic purposes.	Students are reluctant to read for information, unless prompted to so by teachers.	
Reading skills across the curriculum	Students can successfully scan, skim, infer, and compare and contrast information.	Students are able to use text accurately to extract and analyse information, and make predictions.	Students have sufficient reading skills to access the curriculum with some assistance.	Students' poor reading skills inhibit their access to the curriculum or to understand written text sufficiently.	
	They evaluate and make judgements about the quality and reliability of different sources of information.	They use their reading skills successfully to develop their understanding across all curriculum subjects.	Their narrow range of reading skills might restrict learning across the curriculum.	Their low reading skills limit their performance in national and international assessments.	
	They read efficiently and effectively to maximise their performance in	They use these skills well in national and international assessments.	They are not able to show their full ability in national and international assessments.		
		abilities in national and			

national and international assessments.	international assessments.
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1.2.3 Applying learning and innovation skills					
	Outstanding	Very Good	Good	Requires Development	
a. Thinking critically and innovatively	<p>Students recognise and challenge bias. They make informed choices. They develop evidence-based arguments that question their own views. They think innovatively and divergently. Students seek new and creative connections and ideas. They pursue these to completion.</p>	<p>Students evaluate data, evidence and arguments. They identify trends and make predictions. They understand and appreciate others' viewpoints. They think flexibly and are able to generate testable hypotheses.</p> <p>Students implement original ideas to develop new processes or products.</p>	<p>Students synthesise information from multiple perspectives and draw reasoned conclusions. They often demonstrate flexible thinking.</p> <p>Students use existing processes and resources in new ways. They respond well to challenges.</p>	<p>Students think about, select relevant information and organise it coherently.</p> <p>Students' thinking tends to be narrow, and students do not always make connections between subjects.</p> <p>With direction, they use a range of techniques to generate ideas and implement these.</p>	<p>Students' critical thinking skills are limited.</p> <p>Students do not demonstrate flexible thinking.</p> <p>Students generate few ideas of their own. They struggle to implement innovative ideas.</p>
b. Independent inquiry and research	<p>Students are highly efficient independent inquirers. They communicate findings very effectively to different audiences, innovatively using a</p>	<p>Students seek a range of perspectives using information from multiple sources. They compare, contrast and synthesise.</p> <p>They construct their own evolving understanding,</p>	<p>Students identify lines of inquiry, and formulate investigable questions.</p> <p>They create and implement realistic research plans.</p>	<p>With direction, students carry out simple independent inquiry and research.</p> <p>They organise and present their findings using a narrow range of formats.</p>	<p>Students demonstrate limited capacity to carry out inquiry and research independently.</p> <p>They require support to present their findings clearly.</p>

variety of media and formats.	and communicate their findings effectively.	They organise, evaluate and communicate their findings clearly.
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	c. Making connections and applying learning		
Students confidently transfer learning between subjects and contexts.	<p>Students make meaningful connections and transfer learning between subjects and contexts.</p> <p>They successfully apply learning to hypothetical situations to improve their understanding.</p>	<p>Students make connections between prior and current learning, and across subjects.</p> <p>They apply learning to their lives in school and beyond.</p>	<p>Students require some direction make connections between different aspects of learning.</p> <p>They apply learning to a narrow range of life contexts.</p>
d. Using learning technologies			
Students consistently and successfully adopt learning technologies appropriate to the learning context and their preferences.	<p>Students purposefully choose and apply appropriate learning technologies to the learning context in key subjects.</p> <p>They explore new ways to apply learning technologies in most subjects.</p>	<p>Students use a variety of technologies to support their learning across subjects.</p>	<p>Students rarely use learning technologies in school appropriately to support their learning.</p>

Key Evidence 1.2 (Lifelong learning skills)

Evidence Type		Evidence Source	Schools should make available
Information	Curriculum Documents	Any documents referring to promoting and embedding lifelong learning skills	
	Surveys and Reports	Analyses of recent reports and surveys (including international assessments) that relate or refer to learning skills	
	Student Work Evaluation	A broad sample of students' work, [written and/or electronic] in all key subjects, including innovation-related projects	
	Lesson observations	All teachers' timetable to schedule full or partial lesson observations	
Observation	Learning walks	Access to all areas of the school and lessons for focussed learning walks	
	Discussions with students	Representative groups of students	
Discussion	Staff responsible for promoting students' lifelong learning skills	Key staff members responsible for promoting students' lifelong learning skills.	
	Reading policy	Policies relating to reading across the curriculum (for Arabic, English and the language of instruction)	
	Surveys/Reports	Analyses of student reports related to attitudes/skill in reading (e.g. PISA, PIRLS)	
	Portfolio of reading initiatives	Evidence of the impact of initiatives to motivate students to read	
Information	Library records	All library records	
	Reading schemes and curriculum	Teaching strategies for developing students' reading skills across all subjects	
	Reading benchmarks	Analyses of standardised reading assessments used for students aged 5-12	
	Assessment analysis and School Improvement Plan	Data and analyses from National Agenda assessments	
Data	International and national assessments	Raw data and analysed results of international, national or qualifying examinations	
	Lesson observations, library and informal reading spaces	Timetabled lessons for each subject and the library	
	School leaders, subject leaders and teachers, reading coordinator Librarian	Staff members who hold key roles related to literacy and reading across the curriculum.	

Inspection Activities 1.2 – illustrative examples

1.2.1	Approaches to learning and communicating	1.2.2	Reading for Learning	1.2.3	Applying Learning and Innovation Skills
	<ul style="list-style-type: none">• Valid student surveys (school-constructed, national or international) are used as starting points to establish students' approaches to learning and communicating.• Through observation, learning walks and discussion, evaluators/inspectors review the extent to which students are able to work effectively, independently and collaboratively across a range of learning contexts. These include problem-solving and inquiry-led approaches to learning.• Evaluators/inspectors collect information about the quality of students' communication skills, particularly their use of digital media and appropriate social networks.• Through observation, learning walks, discussion and students' written work, evaluators/inspectors establish the extent to which students are able to evaluate critically, information from multiple sources. Evaluators/inspectors also evaluate how confidently and effectively students communicate and present their learning and their views to others, in different formats.	<ul style="list-style-type: none">• To quantify baseline and current skills in reading, and the application of reading skills across the curriculum, evaluators/inspectors review relevant standardised data, alongside PIRLS and PISA results.• Summary data relating to the national strategy 'to create opportunities for reading and channels for lifelong learning' are used to quantify the interest, depth and breadth of students' reading across the school.• Where available, evaluators/inspectors of Arabic, English and, if appropriate, other language of instruction use standardised reading assessment outcomes at different grades. They compare these with students' achievement across subjects.• Evaluators/inspectors look for evidence that all teachers in each subject promote reading for learning.	<ul style="list-style-type: none">• Evaluation of students' written work provides evaluators/inspectors with evidence of where students are employing higher order thinking skills in their work.• Work samples and projects provide evaluators/inspectors evidence of students' involvement in independent and collaborative research, with and without the use of technology, constructing balanced arguments and making well-informed, critical choices.• Evaluators/inspectors endeavour to quantify the extent to which students are engaged in reasoning, hypothesising and critically evaluating across the curriculum.• Students' work and projects are sampled to evaluate the scope and extent of students' skills in making connections across subjects, and applying their learning to create new ideas, concepts and interpretations• Through debate and oral presentation, the written word, multimedia and audio-visual presentations, audio, image and video archiving, and radio and TV broadcasts, evaluators/inspectors can assess the students' abilities to communicate effectively,		

1.3 UAE National Agenda targets and academic achievement

- 1.3.1 School's progression in national and international assessments
- 1.3.2 Students' progress
- 1.3.3 Students' attainment
- 1.3.4 Exit qualifications

Aspects marked with ** may not be applicable in all school contexts.
Schools will be notified in advance of the evaluation/inspection of exactly which assessments will be used each year

1.3.1 School's progression in national and international assessments

Outstanding	Very Good	Good	Requires Development	Weak
a. ** Progression in PISA/PBTS, TIMSS and/or PIRLS towards the school's individual National Agenda targets	The school significantly exceeded its targets (by 30 points and more) or The school at least met its targets, and the latest school's TIMSS and PIRLS scores are at or above 600 and, for PISA, at least at proficiency level 4.	The school exceeded its targets or The school met its targets, and the latest school's TIMSS and PIRLS scores are in the range of 550 to 599, and, for PISA, at least 510.	The school met its targets or The school did not meet its targets and declined, and the latest school's TIMSS and PIRLS scores are in the range of 550 to 599 and, for PISA, at least 510.	The school did not meet its targets, but improved or The school did not meet the targets and declined but sustained the school's scores for TIMSS and PIRLS above 500 and, for PISA, at least proficiency level 3.

b. ** Performance in recent PISA, TIMSS, PBTS, and/or PIRLS

The average of TIMSS scores are at least 625 And/or The average of PIRLS score are at least 625 And/or PISA/PBTS scores are in the proficiency level 5 or better.	The average of TIMSS scores are at least 550. And/or The average of PIRLS score are at least 550. And/or PISA/PBTS scores are in the proficiency level 4 or better.	The average of TIMSS scores are at least 500. And/or The average of PIRLS score are at least 500. And/or PISA/PBTS scores are in the proficiency level 3 or better.	The average of TIMSS scores are at least 425. And/or The average of PIRLS score are at least 425. And/or PISA/PBTS scores are in the proficiency level 2 or better.	The average of TIMSS scores are below 425. And/or The average of PIRLS score are below 425. And/or PISA/PBTS scores are below proficiency level 2.
c. ** School's progression in National Agenda benchmark assessments				
On average, students' attainment in a given subject sustained or achieved an outstanding judgement <i>or</i> Students' attainment in a given subject improved by at least three judgements.	On average students' attainment in a given subject did not decline, and achieved or sustained a very good judgement <i>or</i> Students' attainment in a given subject improved by at least two judgements.	On average, students' attainment declined in a given subject and did not sustain a good judgement. <i>or</i> Students' attainment in a given subject improved by one judgement.	On average, students' attainment declined in a given subject by one judgement, but remained better than weak. <i>or</i> Students' attainment in a given subject sustained the quality level of 'Requires Development'.	On average, students' attainment in a given subject declined by more than one judgement <i>or</i> Students' attainment in a given subject achieved or sustained a weak judgement.

Note: -Attainment on the N.A.P. benchmarks assessments is analysed based on the criteria established by each authority.
- Judgements are made for relevant grades in each subject and the average is then produced for each phase/school.

1.3.2 Students' progress		Outstanding	Very Good	Good	Requires Development	Weak
a. Progress in curriculum linked assessments						
Students in a given subject per phase sustained or achieved outstanding attainment <i>or</i> most students in a given subject per phase exceed their expected progress.	Students' attainment in a given subject per phase did not decline and students achieved or sustained at least very good attainment <i>or</i> most students in a given subject per phase make at least expected progress, and a large majority of students in a given subject per phase exceed their expected progress.	Students' attainment in a given subject per phase did not decline by more than one judgement and students sustained or achieved at least good attainment. <i>or</i> most students in a given subject per phase make at least expected progress, and a large majority of students in a given subject per phase exceed their expected progress.	Students' attainment in a given subject per phase did not decline by more than two judgements and attainment is at the quality level 'Requires Development' or better, or remained at the 'Requires Development' quality level. <i>or</i> most students in a given subject per phase make at least expected progress, and a majority of students in a given subject per phase exceed their expected progress.	Students' attainment in a given subject per phase did not decline by more than two judgements, or students in a given subject per phase achieved or sustained weak attainment, <i>or</i> most students in a given subject per phase make at least expected progress, and a majority of students in a given subject per phase exceed their expected progress.	Students' attainment in a given subject per phase declined by more than two judgements, <i>or</i> less than three quarters of students in a given subject per phase make expected progress.	

<p>b. Progress in skills, knowledge and understanding in learning experiences</p> <p>In lessons and in their recent work, all students, make at least expected progress in relation to grade appropriate learning objectives aligned with the expected curriculum standards</p>	<p>In lessons and in their recent work, almost all students make at least expected progress in relation to grade appropriate learning objectives aligned with the expected curriculum standards</p>	<p>In lessons and in their recent work, most students make at least expected progress in relation to grade appropriate learning objectives aligned with the expected curriculum standards</p>	<p>In lessons and in their recent work less than three quarters of students make at least expected progress in relation to grade appropriate learning objectives aligned with the expected curriculum standards</p>	<p>In lessons and in their recent work, less than two thirds of students make at least expected progress in relation to grade appropriate learning objectives aligned with the expected curriculum standards</p>
<p>1.3.3 Students' attainment</p>				
	<p>Outstanding</p>	<p>Very Good</p>	<p>Good</p>	<p>Requires Development</p>
	<p>a. ** Attainment in National Agenda benchmark assessments</p>	<p>Most students are attaining above the standards established for the National Agenda benchmark assessments.</p>	<p>A large majority of the students are attaining above the standards established for the National Agenda benchmark assessments.</p>	<p>The majority of the students are attaining above the standards established¹ for the National Agenda benchmark assessments.</p>
			<p>Most students are attaining in line or above the standards established for the National Agenda benchmark assessments.</p>	<p>Less than three quarters of the students are attaining in line or above the standards established for the National Agenda benchmark assessments.</p>

¹ The standards established by each governmental authority.

<p>b. Attainment in external curriculum-based examinations</p>	<p>Most students achieve better than the grade-appropriate curriculum standards.</p>	<p>A large majority of students achieve better than the grade-appropriate curriculum standards.</p>	<p>The majority of students achieve better than the grade-appropriate curriculum standards.</p>	<p>Most students achieve at least the grade-appropriate curriculum standards.</p>	<p>Less than three quarters of students achieve at least the grade-appropriate curriculum standards.</p>
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c. Attainment in internal curriculum-based assessments				
Most students achieve better than the grade-appropriate curriculum standards.	A large majority of students achieve better than the grade-appropriate curriculum standards.	The majority of students achieve better than the grade-appropriate curriculum standards.	Most students achieve at the grade-appropriate curriculum standards.	Less than three quarters of students achieve at least the grade-appropriate curriculum standards.
d. Attainment in skills, knowledge and understanding in learning experiences	In lessons and in their recent work, almost all students across the phase demonstrate curriculum appropriate skills, knowledge and understanding, and most are able to exhibit grade appropriate subject specific high order skills.	In lessons and in their recent work, most students across the phase demonstrate curriculum appropriate knowledge and understanding, and a large majority is able to exhibit grade appropriate subject specific high order skills.	In lessons and in their recent work, most students across the phase demonstrate curriculum appropriate knowledge and understanding; and a majority is able to exhibit grade appropriate subject specific high order skills.	In lessons and in their recent work, less than three quarters of students across the phase demonstrate curriculum appropriate knowledge, and understanding, and a minority is able to exhibit grade appropriate subject specific high order skills.

1.3.4 Exit qualifications		Outstanding	Very Good	Good	Requires Development	Weak
a. Exit qualifications and accessing higher education		All students leave school with an nationally and/or internationally recognised qualification that meets the statutory equivalence requirements where appropriate.	All students leave school with an nationally and/or internationally recognised qualification that meets the statutory equivalence requirements where appropriate;	Almost all students leave school with an nationally and/or internationally recognised qualification that meets the statutory equivalence requirements where appropriate;	Less than 90% of students leave school with a nationally and/or internationally recognised qualification that meets the statutory equivalence requirements where appropriate.	
		Of these, at least 90% of students are able to use their qualifications to access higher education in the UAE or abroad.	Of these, at least 85% of students are able to use their qualifications to access higher education in the UAE or abroad.	Of these, at least 80% of students are able to use their qualifications to access higher education in the UAE or abroad.	Of these, less than 80% of students are able to use their qualifications to access higher education in the UAE or abroad.	

Key Evidence 1.3 (UAE National Agenda targets and academic achievement)

Evidence Type	Evidence Source	Schools should make available
Information	Students' work samples	Samples of students' work spanning over a year, in each key subject (students' books, major projects with assessment rubrics, portfolios, formative and summative assessment samples) whether print or digital
	Exit qualifications and pathways	Analysed data and information related to end-of-school exit qualifications, and the number of students who obtained UAE equivalency, making available records indicating students' pathways into higher education or career preparation
Data	Baseline and/or cognitive data	Thorough and accurate data analyses and reports from cognitive and/or baseline assessments
	External curriculum-based assessments	Analysed data (for the past two years), related to external qualifying curriculum assessments
Observation	External benchmarking assessments	Analysed data and reports (for the past two years) for all relevant National Agenda Parameter assessments/external benchmarks (e.g. PBTs, EmSAT)
	Internal, school assessments	Analysed data for the past two years, relating to summative, internal assessments (e.g. end of year examinations) and copies of the assessments across all phases, with the mark schemes and moderation information
Discussion	PIRLS, TIMSS, PISA/PBTs	The data and full reports for all relevant, available large-scale international assessments for the past two cycles
	Lesson plans and student-level data used in planning and teaching	Detailed lesson plans, including available student data, with clear indications as to how the information is used to personalise and enhance student learning, including for students of determination
Access	Access to middle and subject leaders	Middle leaders and heads of subjects for discussions
	Access to key senior staff	Key senior staff responsible for international assessments.

Standard 2: Enablers - Provision for learners

2.1 Curriculum							
2.1.1 Design and implementation		2.1.2 Enrichment		2.1.3 Adaptation for all groups of students			
2.1.1 Design and implementation							
Outstanding		Very Good		Good		Requires Development	
Weak							
a. Integration of national priorities	National priorities are fully integrated across the whole curriculum.	National priorities are well integrated across the curriculum for all age groups in content and skills.	Outcomes are consistently evaluated and used to make further adaptations.	There are effective strategies for monitoring the impact.	The curriculum includes reference to national priorities.	The school's curriculum is not aligned to national priorities.	
b. Breadth and balance	In almost all subjects, the curriculum provides an appropriate balance of opportunities for students to extend their knowledge, skills and understanding in different subject areas.	The curriculum meets the needs and interests of almost all students, and promotes innovation and challenge.	It is broadened by purposeful integration of learning technologies.	There are opportunities for students to develop their understanding and their lifelong learning skills.	Coverage of knowledge is adequate but opportunities for students to develop lifelong learning skills are variable.	The curriculum is not broad and balanced enough to meet the needs and interests of most students.	
It is broadened by the innovative use of					There is inconsistent focus on developing understanding, skills and	learning skills.	

<p>technology and external initiatives. Higher-order thinking skills and investigative approaches are central to learning.</p>	<p>c. Continuity, progression and transition</p> <p>The curriculum is built upon thorough structured planning and review for continuity and progression in all subjects.</p> <p>Students make seamless transition between grade levels and phases, and their next stage of education beyond school.</p>	<p>Skills, including the use of learning technologies.</p> <p>The curriculum is planned and reviewed so that learning builds well on previous achievements in all key subjects.</p> <p>Students are very well prepared for transition between grade levels and phases, and for their next stage of education beyond school.</p>	<p>The curriculum has significant gaps in content. Key subjects, learning skills or other important features are not covered in sufficient depth.</p> <p>There are interruptions in the continuity of learning between grades and phases.</p> <p>Arrangements for transitions between grade levels and phases are sufficient but there may be gaps or interruptions in students' learning.</p> <p>The curriculum planning promotes the development of students' lifelong learning skills in almost all subjects.</p> <p>Moral development and well-being are prioritised and embedded across all subjects and grade levels.</p>
			<p>The curriculum has significant gaps in content. Key subjects, learning skills or other important features are not covered in sufficient depth.</p> <p>There are interruptions in the continuity of learning between grades and phases.</p> <p>Arrangements for transitions between grade levels and phases are sufficient but there may be gaps or interruptions in students' learning.</p> <p>The curriculum planning includes the development of students' lifelong learning skills but these are not promoted consistently.</p> <p>The curriculum includes some provision for students' moral</p>

As a result, students are positive citizens of the school and the wider community.	curriculum and successfully promoted.	development and well-being.	development and well-being.										
	e. Cross-curricular links	<p>Purposeful cross-curricular links are embedded in the curriculum. These promote students' understanding and skills across all subjects, and significantly enhance transfer of learning between different subjects.</p> <p>Purposeful cross-curricular links are well planned in all key subjects. These consolidate students' learning.</p>	<p>Cross-curricular links are planned but these do not always help transfer of learning between different subjects.</p> <p>The curriculum makes meaningful links to support students' learning across key subjects.</p> <p>Curriculum planning includes few cross-curricular links. These might not be meaningful nor purposeful and rarely contribute to transfer of learning between different subjects.</p>										
	2.1.2 Enrichment	<table border="1" data-bbox="304 352 743 2033"> <thead> <tr> <th data-bbox="304 352 346 2033">Outstanding</th><th data-bbox="346 352 387 2033">Very Good</th><th data-bbox="387 352 428 2033">Good</th><th data-bbox="428 352 470 2033">Requires Development</th><th data-bbox="470 352 511 2033">Weak</th></tr> </thead> <tbody> <tr> <td data-bbox="304 352 346 2033">a. The UAE culture and community</td><td data-bbox="346 352 387 2033"></td><td data-bbox="387 352 428 2033"></td><td data-bbox="428 352 470 2033"></td><td data-bbox="470 352 511 2033"></td></tr> </tbody> </table>	Outstanding	Very Good	Good	Requires Development	Weak	a. The UAE culture and community					<p>Curriculum connections to the UAE culture and community brings mutual benefit to the students and to the community. There is a wide range of excellent opportunities to make social contributions, and for volunteering.</p> <p>The curriculum makes purposeful use of community resources to enable students to connect their learning in meaningful ways to the UAE context. A range of opportunities for volunteering are built into the curriculum.</p> <p>The curriculum is relevant to the local community and enables students to develop a clear understanding of the UAE's values, culture and society. There are several opportunities for volunteering.</p> <p>The curriculum is connected to the local community to develop students' understanding of the UAE's culture and society. These links are not integrated into all key subjects. There are a few opportunities for volunteering.</p> <p>The curriculum is insufficiently connected to the local community for students to develop their understanding of the UAE's culture and society. There are no planned opportunities for volunteering.</p>
Outstanding	Very Good	Good	Requires Development	Weak									
a. The UAE culture and community													

2.1.2 Enrichment	Outstanding	Very Good	Good	Requires Development	Weak
b. Extra-curricular activities	The school provides a very wide range and stimulating programme of extra-curricular activities, informed by student preferences and interests. The activities are often initiated and/or led by students. These significantly enhance students' academic, personal, social and moral development.	The school provides an appropriate range of extra-curricular activities to enrich students' academic, personal, social and moral development informed by student interests and participation rates.	The school provides a limited range of extra-curricular activities linked mainly to students' personal and social development.	The school provides few extra-curricular activities. These have no significant impact on students' personal and social development.	The school provides few extra-curricular activities.
c. Creativity, innovation and enterprise	The curriculum offers an excellent range of opportunities designed to motivate and inspire all students. Activities for enterprise, innovation, creativity and social contribution are embedded in all subjects.	The curriculum offers a wide range of opportunities to engage students.	The curriculum offers a range of opportunities for students to develop and apply their skills.	Activities provide opportunities for students to engage in enterprise, innovation, creativity, and social contribution.	There are limited opportunities for enterprise, innovation or creativity.

	These enable students to think in original ways and develop entrepreneurial ideas.	These enable students to think in original ways.	Students are encouraged to think creatively.	
2.1.3 Adaptation for all groups of students				
	Outstanding	Very Good	Good	Requires Development
a. Provision of curricular choices				
Opportunities are embedded in the curriculum for younger students to become highly independent, self-directed learners.	Younger students are provided with a range of opportunities to make choices. These enable them to work independently and develop their self-management skills.	Younger students are provided with opportunities to make choices and follow their own interests within subjects.	Younger students have some opportunities to make choices but these might not always match their interests.	Younger students have limited opportunities for making choices. As a result, the development of their self-directed learning is not well supported.
The excellent range of curricular options provides older students with extensive choices and opportunities to benefit from learning experiences that develop their talents, interests and aspirations.	The wide range of curricular options provides older students with significant choices and opportunities to benefit from learning experiences that support their talents, interests and aspirations.	The range of curricular options ¹ provides older students with sufficient choices that encourage their talents, interests and aspirations.	The curricular options provide older students with some choices but these may not be aligned with the interests, talents or aspirations of a minority of students.	The curricular options are narrow and overly prescriptive. These provide older students with limited subject choices.

¹ All references to curricular options are as per the authorized and licensed curriculum standards.

b. Provision of pathways toward nationally and internationally recognised qualifications	The curriculum offers an extensive range of opportunities, aligned to national priorities, for students to gain qualifications that enable them to access different local and international universities and careers that fulfil their aspirations.	The curriculum offers a wide range of opportunities connected to national priorities, for students to gain qualifications that enable them to access different local and international universities and careers that reflect their interests.	The curriculum offers a limited range of opportunities for students to gain qualifications that enable them to access different local and international universities and careers.	The curriculum offers an inadequate range of opportunities for students to gain qualifications that enable them to access different universities and careers.
c. Modification to meet the needs of all groups of students	Curriculum modification, intervention and support successfully meet the individual needs of almost all students in all groups.	Curriculum modification, intervention and support successfully meet the individual needs of most students in all groups.	Curriculum modification, intervention and support generally meet the needs of most groups of students, including all categories of students of determination.	Curriculum modification, intervention and support generally meet the needs of most groups of students including students of determination.

Key Evidence 2.1 (Curriculum)

Evidence Type	Evidence Source	Schools should make available
Information	Curriculum and planning documents	All curriculum documents and plans relevant to the integration of national priorities, the design and implementation, enrichment and adaptation of the curriculum, including cross curricular links for all groups of students, their pathways and curricular options
	Surveys	All recent parent, teacher and/or student surveys relating to curriculum provision, options and exit qualifications
	Students' work	Broad samples of students' written and digital work, across all phases, in all key subjects including innovation-related projects
Data and information	Extra-curricular activities	Records of extra-curricular activities, with numbers of different groups of students involved, that clearly shows the rationale for offering the activities, the uptake by students, the impact of the activities, and input from students
	Lesson observations	All lessons across all subjects and all phases
Observation	Learning walks	All areas of the school
	Curriculum leaders	Leaders and heads of subjects with responsibility for curriculum design, implementation, enrichment and adaptation
Discussion	Parents	Representative groups of parents from across grades/phases for discussion about the curriculum
	Students	Representative groups of students from across all phases for discussion about the curriculum
	Governance	Representative members of governance for discussion about the curriculum

Inspection Activities 2.1 – illustrative examples

- | | | |
|---|--|--|
| 2.1.1 Design and implementation | 2.1.2 Enrichment | 2.1.3 Adaptation for all groups of students |
| <ul style="list-style-type: none">Evaluators/inspectors use curriculum planning, documentation and records of students' learning experiences to assess how well the curriculum integrates national priorities across all subjects.Evaluators/inspectors assess how well the curriculum balances a broad range of skills, knowledge and understanding across all grades and subjects.Through discussion and reference to curriculum planning documents, evaluators/inspectors assess the arrangements for the transition for all students between grades, phases and to their next stage of education beyond school or career.Discussions with students, teachers and middle leaders, help evaluators/inspectors to assess the effectiveness of the planned and experienced curriculum, in furthering students' lifelong learning skills and their moral development.Cross-curricular links are reviewed to assess the extent to which students' skills and knowledge are developed in meaningful, interesting and broad contexts. | <ul style="list-style-type: none">Evaluators/inspectors examine curriculum planning documents for the ways in which the school integrates the UAE culture and community into all areas of provision.Discussions with students, and records showing the numbers of students, the time spent on meaningful volunteer and social activities, and the range of activities are used to evaluate the success the enrichment provision.Evaluators/inspectors attend a sample of extracurricular activities to judge the participation rates and the extent to which students' interests and needs are being met.Evaluators/inspectors look at evidence to demonstrate the ways in which schools provide opportunities for students to be creative, innovative and to develop enterprise and entrepreneurial ideas. | <ul style="list-style-type: none">Lesson observations, learning walks and students' written work and projects provide evidence of the ways in which the curriculum offers opportunities for younger students to make choices in learning.For older students, evaluators/inspectors consider the range of curricular options available and compare this with survey findings, discussions with students and their chosen pathways for the next phase of education.Evaluators/inspectors review the opportunities for older students to gain the national and international qualifications needed to access their next phase of education or careers. Inspectors hold discussions with older students about their pathways and choices, discussing the suitability of current options provided by the school, including their knowledge of the equivalency regulations relating to their chosen qualifications.Through review of the planning documents and discussions with leaders, evaluators/inspectors assess the ways in which the school modifies the curriculum to meet the needs of all students, including students of determination. |

2.2 Teaching and Assessment

2.2.1 Preparation

2.2.2 Teaching

2.2.3 Assessment

2.2.1 Preparation

Outstanding	Very Good	Good	Requires Development	Weak
<p>a. Intended learning outcomes</p> <p>Lesson planning identifies Intended learning outcomes are fully aligned to grade appropriate curriculum standards and reflect development of subject specific high order skills.</p>	<p>Lesson planning identifies intended learning outcomes that are aligned to grade appropriate curriculum standards and reflect development of subject specific high order skills.</p>	<p>Lesson planning identifies intended learning outcomes that are linked to grade appropriate curriculum standards and reflect development of subject specific high order skills.</p>	<p>Lesson planning identifies intended learning outcomes that are based on grade appropriate curriculum standards.</p>	<p>Lesson planning is inconsistent and ineffective. Intended learning outcomes are not based on curriculum standards or assessment information.</p>
<p>Intended learning outcomes are personalised for each student based on assessment information to optimise his / her learning.</p>	<p>Planning purposefully differentiates methods based on students' assessment information.</p>	<p>Planning takes into account some assessment information.</p>	<p>Planning takes into account assessment information.</p>	

b. Collaboration with colleagues	<p>Teaching staff actively build and use professional networks within school, locally and internationally, to enhance their practice.</p> <p>Teachers' collaboration is an embedded feature and includes planning, teaching, evaluation and curriculum review to optimise students' outcomes.</p>	<p>Teaching staff act as critical friends and provide colleagues with constructive feedback.</p> <p>Teaching staff work together very effectively to share expertise in best teaching practices.</p>	<p>Teaching staff have built professional working relationships that are positive, supportive and collaborative.</p> <p>Teaching staff work well together to prepare effective lessons plans.</p>

c. Creation of an environment conducive to effective learning	<p>Teachers create learning environments that inspire students and stimulate their creativity and innovation.</p> <p>Teachers create learning-focused environments that are motivating, safe, and supportive. These promote and celebrate student achievements.</p>	<p>Teachers facilitate, organise and manage classes with a clear focus on learning.</p> <p>Routines are very well established.</p> <p>Teachers organize and manage their classes effectively using clear routines. Transitions between activities are efficient. Lessons are appropriately paced for students' needs.</p> <p>Space, furniture, equipment and resources are organised effectively. The learning environment is supportive and comfortable. Students' work is displayed.</p> <p>Routines are not well established or consistent.</p> <p>Transitions between activities waste time or are non-existent. Lessons are inappropriately paced for some students.</p>	<p>Classroom environments are safe and secure, and generally supportive of students' learning.</p> <p>Classroom environments are not conducive to learning.</p>
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Outstanding	Very Good	Good	Requires Development	Weak
a. Teachers' expectations of all groups of students Teachers establish high expectations for learning, supporting and challenging almost all students, in all groups, to make at least expected progress.	Teachers establish high expectations for learning, supporting and challenging a large majority of students to make at least expected progress.	Teachers establish high expectations for learning, although these are not always high enough or consistent.	Teachers do not establish clear expectations for learning or these are not always appropriate or consistent.	Teachers do not establish clear expectations for learning, or these are not always appropriate or consistent.
b. Teachers' professional relationships with students Teachers model a positive outlook, through words and actions. They act as students' learning partners, motivating them to optimise their learning, and set self-improving goals.	Teachers' relationships with students are well developed and promote students' self-awareness, self-regulation and self-worth.	Teachers' relationships and interactions with students are professional, positive and constructive, ensuring that students are engaged learners.	Teachers' relationships and interactions with students are respectful and students are generally attentive learners.	Teachers' relationships and interactions with students are not always positive.

c. Use of effective teaching methods to meet students' diverse needs and developmental stages			
Teaching methods take into account individual students' starting points, their next steps and their learning styles to meet their individual needs.	<p>Teachers know each student's cognitive and emotional profile.</p> <p>They use a wide range of age-specific teaching methods and strategies to achieve specific learning goals.</p> <p>Teachers provide challenging work and excellent support to optimise each student's learning.</p> <p>This is highly effective in meeting the individual needs of the students.</p>	<p>Teaching methods take account of students' cognitive and emotional developmental stages to meet their needs at different grade levels.</p> <p>Teachers make some adjustments to their lessons in response to students' needs.</p> <p>Teachers provide appropriate levels of challenge and support, adjusting tasks, and pacing, in response to the needs of different groups of students.</p>	<p>Teaching methods are based on a general awareness of students' developmental stages.</p> <p>Teachers demonstrate a limited ability to adjust lessons in response to students' needs. Teaching does not always provide appropriate challenge or support for learning.</p> <p>They provide some challenge and support but this is not consistent or personalised enough to meet the needs of different groups of students.</p>
			Teaching methods rarely take into consideration students' needs or developmental stages.

d. Effective use of questioning	<p>Teachers' questioning challenges students' thinking and promotes highly perceptive responses.</p> <p>Dialogue engages students in insightful discussions and reflection. This inspires students to be inquisitive learners, who independently extend their learning beyond the curriculum.</p>	<p>Teachers' skilful questioning promotes higher-level thinking and well-thought out critical responses.</p> <p>Dialogue engages students in thoughtful discussions and reflection. This motivates students to extend their learning.</p>	<p>Teachers' questioning establishes students' prior learning and encourages them to develop understanding.</p> <p>Dialogue engages students in meaningful discussions and reflection on their learning.</p>	<p>Teachers use questions to check students' prior learning but are inconsistent in using questions to develop understanding.</p> <p>Dialogue engages students in discussions about their current learning.</p>
e. Use of resources, including technologies				

2.2.3 Assessment					
	Outstanding	Very Good	Good	Requires Development	Weak
a. Rigour of internal assessment methods	<p>Teachers skilfully develop and use a wide range of assessment methods.</p> <p>The assessment methods accurately evaluate the knowledge, understanding, and skills of all groups, and the application of their learning.</p>	<p>Teachers skillfully develop and use a range of assessment methods.</p> <p>The assessment methods evaluate knowledge, understanding, and skills of all groups, and the application of their learning.</p>	<p>Teachers use a range of appropriate assessment methods.</p> <p>The assessment methods across all key subjects measure students' knowledge, understanding, and skills.</p>	<p>Teachers use a few different assessments methods.</p> <p>The assessment methods do not evaluate all aspects of the different subjects.</p> <p>Or</p> <p>Teachers' assessment methods provide misleading information about students' achievements.</p>	<p>Teachers use a narrow range of assessments methods.</p> <p>The assessment methods might not be appropriate measures of knowledge, understanding, and skills of all groups.</p>
b. Validity of internal summative assessments	<p>Teachers' summative assessment information is consistently moderated against robust assessment criteria and performance levels.</p>	<p>Internal summative assessments are aligned to appropriate curriculum standards and provide valid and reliable indicators of students' achievement in external assessments.</p>	<p>Internal summative assessments are aligned to appropriate learning objectives and provide valid and reliable indicators of students' achievement.</p>	<p>Internal summative assessments are generally aligned to learning objectives.</p> <p>The validity of summative assessments may not be consistent in key subjects.</p>	<p>Internal summative assessments are not aligned to curriculum and are not valid indicators of students' achievements.</p>

<p>c. Use of continuous assessment</p> <p>Accurate and precise assessment information of students' prior knowledge and understanding enable teachers to personalise the learning for each student.</p>	<p>Accurate information of students' starting points enable teachers to plan meaningful student-led learning experiences for all groups.</p>	<p>Teachers routinely check students' knowledge and understanding and adjust plans accordingly.</p> <p>Learning activities and general groupings are based on effective use of assessment information.</p>	<p>Teachers have a general awareness of students' prior knowledge and understanding but might not use it consistently to adjust lessons and units.</p>	<p>Teachers have a limited awareness of students' prior knowledge and understanding.</p> <p>Consequently, they make only a few adjustments to planning.</p>
		<p>d. Opportunities for students to self- and peer-assess</p> <p>Students readily self- and peer-assess as an embedded part of the learning process.</p>	<p>Teachers provide students with frequent opportunities for self- and peer-assessment.</p> <p>The information gained is moderated against teachers' assessments and used in feedback conversations about how to improve.</p>	<p>Teachers usually provide students with opportunities to self- and peer-assess but these may not be used consistently to inform students about their learning or to improve their self-assessment skills.</p>
		<p>e. Learning-focused feedback</p> <p>Teachers act as personal coaches for students.</p> <p>They successfully motivate students to self-assess and self-adjust.</p>	<p>Teachers provide students with effective feedback, ensuring they understand their next steps in learning.</p>	<p>Teachers provide feedback to students but this might be inconsistent and incomplete. It is not always helpful to improve their learning.</p>

Key Evidence 2.2 (Teaching and Assessment)

Evidence Type	Evidence Source	Schools should make available
Information	Student work evaluation Surveys	Broad samples of students' written and digital work, across all phases, in all key subjects linked to curriculum standards, including subject-based analyses Analyses of recent parent, teacher and/or student surveys that relate to teaching, assessment and student learning
	Teaching and assessment policies	All teaching and assessment policy documents including any relating to teacher collaboration and sharing of best practice.
	Assessment rubrics	Assessment rubrics used across different subjects and phases providing examples of their use and their impact on student outcomes
	Lesson plans	Lesson plans, with class assessment information, seating plans, and use of resources, and where applicable individual learning (education) plans
	Learning walks	Access to all areas of the school
	Observation	Representative groups of leaders and subject leaders for discussion about teaching and assessment
Discussion	Senior and Middle Leaders	Representative groups of teachers across grades/phases for discussion about teaching, assessment and the collaboration of teachers in the sharing of best practice.
Teachers		

Inspection Activities 2.2 – illustrative examples

2.2.1 Preparation	
	<ul style="list-style-type: none">• To evaluate the appropriateness of the learning objectives, including the levels of challenge, evaluators/inspectors review scope and sequence plans, lesson plans, student work books, assessment information and the types of tasks provided to students.• Through discussions with teachers and middle leaders, samples of planning documents and records of professional development, evaluators/inspectors assess the ways in which teachers collaborate with their colleagues to improve provision and outcomes for students.• During lessons observations evaluators/inspectors consider the classroom layout for ease of movement, the effectiveness of displays to encourage and interest students, and how effectively teachers make use of time.

2.2.2 Teaching	
	<ul style="list-style-type: none">• Evaluators/inspectors check the consistency with which teachers across the school have high expectations of students. They observe the pace of and levels of challenge in lessons, and how well teachers prompt students to use resources to become independent learners.• Evaluators/inspectors assess the ways in which teachers respond to students' questions and answers, determining how their responses impact on the levels of trust and the rapport established in the learning environment.• Lesson observations are used to evaluate the effectiveness of teaching methods, and the use of information that teachers gain from monitoring progress during lessons, on the outcomes of students and in meeting their individual needs.• Evaluators/inspectors observe the dialogues and the types of questioning in lessons, and focus on their impact on developing students' independence, learning skills and raising achievement.• In lessons and around the school, evaluators/inspectors evaluate the effectiveness of learning resources, including technology, on students' learning skills and raising achievement of all groups of students.

2.2.3 Assessment	
	<ul style="list-style-type: none">• Evaluators/inspectors analyse the full range of assessment strategies used in the school. Samples of tests and students' written work provide evidence of the rigour and accuracy of the assessment strategies used to assess students' knowledge, skills and understanding. These also provide information about students self and peer assessment habits.• Evaluators/inspectors check the validity of internal assessments by examining samples of internal tests, results and school analysis. Evaluators/inspectors determine the extent to which these are aligned with the school's curriculum and the quality of the marking.• Evaluators/inspectors examine how schools analyse assessment data and how this information is used to plan for next stages of learning, close any gaps in students' skills, knowledge and understanding, extend students' achievement and ensure that students are appropriately challenged in their daily work.• Evaluators/inspectors check the extent to which students benefit from assessment and feedback strategies. They note the quality of the dialogue between teachers and students both verbally and written and how well this helps students to improve.

2.3 Care, guidance and support		2.3.1 Students' emotional and mental well-being		
		2.3.2 Students' physical well-being		
		2.3.3 Promotion of citizenship and cultural awareness		
2.3.4 Guidance		2.3.1 Students' emotional and mental well-being		
Outstanding	Very Good	Good	Requires Development	Weak
a. Students' emotional protection, including anti-bullying and cyber-safety				
The school policies and procedures ensure students' emotional well-being is fully understood and consistently prioritised by staff and students.	The school strategies ensure students' emotional well-being.	Effective systems are in place to identify, analyse and plan for the protection of students' emotional wellbeing.	Adequate response mechanisms support students consistently. The school adequately ensures students' cyber safety.	Strategies to improve students' experiences in school are poorly managed. The school does not ensure that students are emotionally safe when they are in school.
Systematic and individualised actions are taken as necessary, so that incidents of bullying including cyber-bullying are extremely rare.	Sophisticated and positive response strategies ensure that any form of bullying is not recurrent.	Actions are effective in protecting students' emotional wellbeing, in particular, cyber safety and minimising of any form of bullying. Students report only rare incidents of bullying.	In general, actions address students' emotional needs.	The school responds slowly to threats to students' emotional well-being.
b. Promotion of character, morality and happiness				
The school is proactive in embedding high expectations of morality and character across the school community.	The school successfully develops students' characters. It provides a wide range of	The school seeks to achieve high levels of character development. Morality is promoted through lessons and,	The school provides some opportunities for students to develop their characters.	There are significant inconsistencies in the promotion of students' moral and character development.

<p>This ensures that all groups of students develop confident personalities and are highly moral and happy young people.</p>	<p>opportunities to promote students' morality.</p> <p>These opportunities enable students to understand how to include others and promote happiness and morality.</p> <p>informally, around the school.</p> <p>These opportunities contribute to students' self-confidence and happiness.</p>	<p>Moral values are acknowledged and taught, although approaches are not always consistent.</p>	<p>Students' self-confidence and happiness are not fully supported.</p>
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2.3.2 Students' physical well-being					
	Outstanding	Very Good	Good	Requires Development	Weak
a. Ensuring students' physical safety and security, including safeguarding and child protection	<p>Visible safety measures are in constant use, and embedded in school routines. Safety measures are highly efficient and ensure the school community is safe and secure at all times.</p>	<p>The safety and security measures operate very effectively to maintain a consistently safe, secure, and hygienic community.</p>	<p>Safety and security processes are part of the school routines.</p> <p>The school environment is safe, secure and hygienic for all students and staff.</p> <p>The school provides regular training for all adults on these issues.</p> <p>Supervision of students is very effective, including on school transport.</p>	<p>General standards of safety and security operate well but reviews, testing and improvement of procedures are not carried out regularly enough.</p>	<p>Arrangements for the safety, security and protection of students do not consistently meet expected standards.</p> <p>Actions are likely to be responsive to accidents and incidents, rather than preventative.</p>
b. Promotion of healthy lifestyles	<p>The school's promotion of safe and healthy living is given a high profile and clearly influences all aspects of school life.</p> <p>Student leadership of the healthy lifestyle culture is embedded across the school community.</p>	<p>The school's promotion of safe and healthy living permeates almost all aspects of life.</p> <p>The school community is consistent in its adoption of healthy lifestyle choices.</p>	<p>The school's promotion of safe and healthy living is systematically built into most aspects of school life.</p> <p>A healthy food culture supports the development of students' good eating and hygiene habits.</p> <p>Physical fitness and exercise are encouraged across the school.</p>	<p>The school promotes safe and healthy living although actions to promote this are adult-led.</p> <p>Healthy food options and opportunities for physical fitness are provided, although these are not consistently promoted or encouraged well enough.</p>	<p>School-based activities do not consistently support a healthy lifestyle culture.</p> <p>Healthy eating and physical fitness are not high priorities.</p> <p>Students are not sufficiently supported in developing their understanding of the importance of healthy lifestyles to their lives.</p>

2.3.3 Promotion of citizenship and cultural awareness

	Outstanding	Very Good	Good	Requires Development	Weak
a. Behaviour management systems and procedures	<p>Positive re-enforcement strategies reflect a common understanding amongst all stakeholders of exemplary and expected behaviour.</p> <p>Collaborative, whole-school behaviour management systems and procedures operate very effectively for the welfare of almost all students.</p>	<p>Well-established age-appropriate behaviour management procedures are consistently applied by all staff.</p> <p>The focus is on students taking responsibility for their own behaviour.</p>	<p>Whole-school behaviour management systems are established. However, methods for behaviour management are not consistent and there might be some low-level disruptive and inappropriate student conduct.</p>	<p>Ineffective behaviour management is often punitive in nature. It frequently leads to recurrence of students' disruptive conduct.</p>	
b. Systems to promote attendance and punctuality	<p>Students are involved in the design and the implementation of systems to promote attendance and punctuality.</p> <p>Procedures to maintain and improve attendance and punctuality are reviewed regularly and updated as necessary.</p> <p>Prompt actions are taken to improve punctuality and follow up absences.</p> <p>Short- and long-term review cycles result in consistently high attendance and excellent punctuality in all phases.</p>	<p>The school community participates in reviews of attendance and punctuality.</p> <p>Its actions over time have resulted in improved or maintained high levels of attendance and punctuality.</p> <p>Students attend school and lessons on time.</p>	<p>School administrators are committed to improving and maintaining high levels of attendance and punctuality, but the strategies used have only limited impact.</p>	<p>Ineffective and rarely reviewed strategies have not improved attendance or punctuality, which are generally low.</p>	

c. Process to promote social responsibility and cultural awareness	<p>Promotion of citizenship and students' cultural awareness is well embedded in the school's vision, its community ethos and curriculum.</p>	<p>Throughout the school community, there is a consistent approach to developing students' social responsibility.</p>	<p>The school actively promotes students' development of leadership skills.</p>	<p>The school shows commitment through its policies and curriculum planning to develop students' social responsibility and cultural awareness. Consequently, students are not provided enough opportunities to develop their sense of citizenship.</p>
		<p>Regular opportunities are provided for students to engage in projects to develop leadership and decision-making skills.</p> <p>Students are consistently encouraged to initiate actions to benefit the wider community and the environment.</p>	<p>The school provides opportunities to raise students' global and social awareness, including UAE heritage, diversity, and world cultures.</p> <p>Students are encouraged to participate in environmental and community actions.</p>	<p>The school shows commitment through its policies and curriculum planning to develop students' social responsibility and cultural awareness. However, the approach to achieve this is inconsistent.</p>
				<p>The school systematically provides effective advice and guidance to students and their families on entry and at transition times.</p>
				<p>Key staff have adequate awareness of students' entry and phase transition needs. They provide appropriate guidance for students.</p>

2.3.4 Guidance

2.3.4 Guidance		Outstanding	Very Good	Good	Requires Development	Weak
a. Guidance on entry and during phase transitions		Specific, individualised planning and guidance successfully support each student's entry to school and his / her transitions between phases.	Careful and collaborative planning ensures students receive effective guidance when they join the school. Regular support and consultation enable almost all students to move smoothly between phases.	The school systematically provides effective advice and guidance to students and their families on entry and at transition times.	Key staff have adequate awareness of students' entry and phase transition needs. They provide appropriate guidance for students.	School staff lack sufficient awareness of students' entry and phase transition needs. Students and their families do not always receive effective support and guidance.

<p>b. Academic, career and learning pathway guidance for all students</p>	<p>Individualised high-quality guidance successfully shapes the learning and career pathways of students.</p> <p>Long-term, comprehensive guidance ensures that students follow appropriate academic, career and learning pathways, which lead to nationally and/or internationally recognised exit qualifications; ensure equivalency where appropriate, and enables access to higher education.</p> <p>Accurate guidance supports students in acquiring appropriate academic, career and learning pathways, which lead to nationally and/or internationally recognised exit qualifications; ensure equivalency where appropriate, and enables access to higher education.</p> <p>The guidance available is generic and does not provide students with the necessary support to inform their academic and career pathways.</p>
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Key Evidence 2.3 (Care, guidance and support)

Evidence Type	Evidence Source	Schools should make available
Information	Health, safety compliance reports School documents Surveys and Reports	All health and safety compliance reports, outlining actions required, in process and/or completed in order to meet any stated recommendations or areas for improvement All policy and procedural documents regarding students' care, guidance and support in relation to their well-being and academic progress. Analyses of recent student surveys, and reports, that relate to care, guidance and support
Surveys and Reports	School documents on students' career guidance /pathways	Career guidance documents and policies demonstrating the care, guidance and support provided by the school towards making curricular and learning choices and planning pathways and choices linked to appropriate exit qualifications
Discussions	Entry and transition documents Academic /career counsellor/moral education co-ordinator Older students Health and Safety	Student-parent handbooks, entry and transition policies, baseline, diagnostic and cognitive admissions assessments Representative staff who hold key roles in the provision of care, guidance and support, student well-being, academic progress and moral education Representative groups of older students to discuss care, guidance and support at the school including that which supports their career pathways and relevant guidance provided Representative staff members who oversee health, safety and safeguarding for the school.

Inspection Activities 2.3 – illustrative examples

<p>2.3.1 Students' Emotional and Mental Well-being</p> <ul style="list-style-type: none">Evaluators/inspectors observe the strategies used by middle leaders and other staff to ensure that all incidences of unwanted behaviour or bullying are dealt with swiftly and effectively to maintain a healthy and safe learning environment for all students. Evaluators/inspectors also meet with student to discuss aspects of their physical and emotional safety.During lesson observations and around the school, evaluators/inspectors determine the extent to which the school is implementing its policies to ensure that the learning environment is consistently promoting high moral values, student safety, well-being, confidence and happiness.	<p>2.3.2 Students' Physical Well-being</p> <ul style="list-style-type: none">Evaluators/inspectors examine the extent to which the safety and security procedures are reviewed and implemented to ensure that all areas of the school are safe, secure and hygienic. They check the cleanliness of the washrooms, the facilities, the classrooms and open areas.Evaluators/inspectors check documentation about staff training on child protection. They validate this through discussions with staff about their understanding and application of the school's child protection policies and procedures.Evaluators/inspectors observe the arrangements for ensuring the safety of students during arrival and departure.Evaluators/inspectors check that schools consult students on a regular basis about their dietary awareness and their food choices, as well as their physical fitness activities.
<p>2.3.3 Promotion of Citizenship and Culture</p> <ul style="list-style-type: none">Evaluators/inspectors assess the degree of consistency across the school in applying the stated behaviour policies and procedures.Systems for monitoring attendance and punctuality, including follow-up on absence, are examined for consistency and, where appropriate, linked with any impact on students' achievements.In addition to one-off events, such as celebrating UAE National Day and Flag Day, Evaluators/inspectors review the quality of the opportunities for students to develop their global and social awareness, understanding of UAE heritage and other cultures.Evaluators/inspectors observe and assess the range of clubs and councils for students to participate in and develop their leadership, community, entrepreneurial and responsibility skills.Evaluators/inspectors observe the effectiveness of clubs and activities to promote understanding of all students about local and global environmental issues.	<p>2.3.4 Guidance</p> <ul style="list-style-type: none">Evaluators/inspectors examine the extent to which schools work closely with parents to provide students with smooth and informed transition at entry, between phases and upon graduation, and that qualifications are sufficient to enable students transfer to higher education.Evaluators/inspectors hold discussions with career guidance counsellors to evaluate their roles in supporting students to make appropriate subject or pathway choices. Records are reviewed to track students' achievements and provide direction to their next steps of education. This information is checked through discussions with samples of students.

2.4 Inclusive education for students of determination					
2.4.1 Commitment and ethos					
2.4.2 Identification and intervention					
2.4.3 Partnerships and engagement with students and their parents					
2.4.4 Learning pathways (within and beyond school)					
2.4.1 Commitment and ethos	Outstanding	Very Good	Good	Requires Development	Weak
a. Vision and resourcing	<p>Whole school community share the vision for inclusion, which permeates all aspects of school life.</p> <p>Innovative use of resources and professional development ensure that almost all school staff expertly apply inclusive approaches. The school community lives the inclusive practices.</p>	<p>Governance and senior leaders are dedicated to the vision for inclusion across the school. This is evident within almost all aspects of school life.</p>	<p>The governance and senior leaders support the school's vision for inclusion, which informs the decision making process.</p>	<p>The governance and senior leaders are improving their understanding of inclusive education.</p>	<p>The governance and senior leaders have insufficient knowledge of inclusion. Policies, procedures and practice are at basic level.</p>
			<p>Well-targeted resourcing and proactive professional support and monitoring, ensures that adults and students consistently adopt inclusive practices.</p>	<p>The restricted use of resources and inconsistent professional support and monitoring systems limit the quality of inclusive practice.</p>	<p>Resourcing, monitoring and assistance are inadequate. Teachers are unable to access the support they need to apply professional inclusive practices.</p>
			<p>Sufficient levels of resourcing, professional support and monitoring ensure that inclusive education is evident.</p>		

b. Admission policy and procedures	<p>The school communicates a highly inclusive admission policy that is aligned with national and local expectations.</p> <p>** Almost all categories of need are proportionately represented across all phases of the school.</p>	<p>The school communicates an inclusive admission policy that is aligned with national and local expectations.</p> <p>** The school encourages applications from students of determination. This ensures that most categories of need are represented across school.</p>	<p>The school communicates and operates a system of admission that is linked with national and local expectations for inclusive education.</p> <p>** The school welcomes applications from students of determination, resulting in a diverse population. The majority of agreed categories of needs are represented across the school.</p>	<p>The school operates a restricted system of admission.</p> <p>** A narrow range of need is represented across the school.</p>	<p>The school has poorly developed admission criteria.</p> <p>** The school discourages applications from students of determination.</p> <p>Only a small number of students of determination representing a very narrow range of need are on roll in the school.</p>
c. Capacity to improve	<p>Governance, leaders and teachers across the school are highly proactive in improving the quality of provision and outcomes for students of determination.</p> <p>This is reflected in well-developed and appropriate use of improvement plans for inclusive education.</p> <p>The school has successfully established a comprehensive system of planning, implementation and evaluation.</p>	<p>Governance, leaders and teachers are proactive in improving the quality of provision and outcomes for students of determination.</p>	<p>Governance, leaders and teachers demonstrate the capacity to improve the quality of provision and outcomes for students of determination.</p>	<p>Governance, leaders and teachers show variable capacity to improve the quality of provision and outcomes for students of determination.</p>	<p>Governance, leaders and teachers demonstrate an insufficient capacity to improve the quality of provision and outcomes for students of determination.</p> <p>Parts of the improvement plans may be under-developed and/or inconsistently used.</p>

2.4.2 Identification and intervention

	Outstanding	Very Good	Good	Requires Development	Weak
a. Procedures and practices	<p>Teachers and internal specialists collaborate with external specialists when necessary. They use an individually appropriate suite of assessments over time.</p> <p>They gain a very clear understanding of the unique learning profile of each student of determination.</p>	<p>Teachers work in partnership with in-school specialists and, when necessary, external specialists to utilise a range of specific assessment tools.</p> <p>This results in an accurate and detailed understanding of the learning profile of each student of determination.</p>	<p>Teachers work in partnership with internal and external specialists to implement essential assessment tools.</p> <p>Consequently, the school gains a comprehensive understanding of the strengths, needs, abilities and specific barriers to learning of each student of determination.</p>	<p>The school uses a limited number of assessment tools and information sources, and gains a general understanding of the strengths, needs and abilities of each student of determination.</p> <p>Consequently, interventions do not always match the students' abilities or break down particular barriers to learning.</p>	<p>The school does not adequately identify the strengths, needs and abilities of students of determination.</p> <p>Interventions are limited and often ineffective.</p>
	<p>Highly refined and responsive interventions ensure almost all students excel academically and personally.</p>	<p>Targeted strategies, based on accurate identification of needs, enable most students of determination to succeed across a range of learning and developmental domains.</p>	<p>Early identification and well-matched interventions within school enable the majority of students of determination to make meaningful and measurable gains.</p>	<p>This limits the improvements students of determination make in their learning and development.</p>	<p>Students of determination do not make sufficient gains in their learning and development.</p>

b. Planning, teaching and monitoring	Very precise and personalised planning fully informs classroom practice.	Collaborative teams successfully develop well-constructed individual education plans, which are consistently reflected in lesson plans.	School staff and specialists work in partnership with parents to construct sufficiently detailed individual education plans.	Parents are provided with individual education plans but are not always involved in the development of the plans.	Education plans are ineffective.
Teaching methods ensure that students are empowered to be fully engaged, active contributors to the learning process.	Teaching methods and lessons engage students as active participants. As a result, students are enthusiastic learners.	Teaching methods are focused on lowering barriers to their learning. These usually involve the individual students as active participants.	Lessons include provision for students of determination, but teaching methods may be inconsistent and lack sufficient focus on individual needs.	Classroom practice is under-developed and students struggle to participate and engage in the learning process.	
Rigorous monitoring and detailed analysis demonstrate that almost all students are achieving well in their learning and development.	Monitoring and careful analysis enable teachers to adjust their lessons, so that most students achieve well in their learning and development.	The systematic monitoring of academic and personal progress data has positive impact on teaching methods and students' achievements and personal development.	Monitoring procedures are not always accurate in evaluating progress or identifying the barriers to learning of a large minority of students.		

2.4.3 Partnerships and engagement with students and their parents			
Outstanding	Very Good	Good	Requires Development
a. Feedback and review			Weak

<p>The school proactively and frequently seeks targeted feedback from parents about their children's education and progress.</p>	<p>The school routinely gathers useful feedback from parents about their children's education and progress.</p>	<p>The school welcomes and responds to feedback from parents about their children's education and progress.</p>	<p>The school invites feedback from parents about their children's education and progress.</p> <p>Monitoring and review</p> <p>Systematic and focused monitoring and review processes involve parents and their children who make valuable contributions.</p> <p>These consistently enable students of determination to access high quality learning experiences.</p>
			<p>Monitoring and review</p> <p>Regular monitoring and review processes are generally effective.</p> <p>These include the views and contributions of parents and often lead to improvements in provision and student outcomes.</p> <p>Improvement</p> <p>Related improvement planning consistently leads to improvements in provision and student outcomes.</p> <p>Improvement plans have a variable impact on provision and outcomes.</p>

	Outstanding	Very Good	Good	Requires Development	Weak
b. Communication, guidance and reporting	<p>The school takes innovative actions to remove barriers to communication. It communicates promptly with parents to address any significant change in the progress or personal development of the children.</p> <p>A comprehensive inclusion and guidance service tailored to the specific needs of each of the students and their families ensures that almost all parents and students are empowered to be fully informed educational partners.</p>	<p>The school maintains robust and consistent communications with parents and students who are well informed and engage effectively with the focused guidance and support.</p>	<p>Purposeful and relevant communications between school and parents provide helpful advice, support and guidance.</p>	<p>The school informs parents of the achievements of their children against curriculum standards. Information relating to individual targets is not consistently shared or prioritised.</p> <p>Most parents support their children appropriately to make progress against the curriculum standards and targets for their personal development.</p> <p>Almost all parents and students work together to make progress towards individual targets which fully reflect the needs of students and their families.</p>	<p>Communication between parents and the school is not consistent or effective.</p> <p>Parents do not receive useful communication from the school about their children's needs.</p> <p>Parents have some access to advice and guidance but this is of a poor quality.</p> <p>Parents have access to a limited range of advice and guidance. A majority of parents are aware of how to help their children in the development of their learning against personal and academic targets.</p> <p>Regular reports inform parents about their children's achievements in relation to their individual targets and next steps.</p> <p>Reporting provides detailed information and guidance on next steps to bring about planned improvement related to students' needs, starting points and curriculum standards.</p> <p>Reporting educates parents and keeps them fully aware of their children's needs. It helps them to be proactive when supporting their children to achieve their goals.</p>

2.4.4 Learning pathways (within and beyond school)

Outstanding	Very Good	Good	Requires Development	Weak
<p>a. Participation and progress</p> <p>Very effective, realistic and well-tailored curricular pathways reflect the aspirational expectations held by the school, parents and students.</p> <p>These empower individual students to succeed in almost every aspect of their lives within and beyond school.</p>	<p>A range of high-quality vocational and alternative curricular options enables almost all students to be fully engaged in and knowledgeable of their own learning pathways.</p> <p>Consequently, they make multiple gains across the entire curriculum.</p>	<p>Appropriate learning pathways are available for students. Students participate and make consistent progress in sufficiently challenging and meaningful learning experiences.</p> <p>Students achieve well academically in most subjects in school and personally in the wider community.</p>	<p>Students have access to a narrow range of curricular and extra-curricular options. These do not always reflect students' needs, abilities, or interests.</p> <p>Students' participation, progress, and/or personal development within the school and in the wider community are limited.</p>	<p>The school does not provide the majority of students with appropriate or alternative curricular options.</p> <p>Most students are often passive participants in the learning process.</p> <p>This significantly limits their progress within the school and in the wider community.</p>
<p>b. Progression and transition</p> <p>The school ensures continuity in students' learning and development through timely and appropriate support in all phases.</p> <p>Students readily engage with challenging learning experiences, and are very</p>	<p>The school implements carefully constructed plans that strongly support students' transitions between phases.</p> <p>Students are well prepared for their next</p>	<p>The school enables students to progress appropriately through all phases of their education.</p> <p>Students engage in increasingly challenging</p>	<p>The school prepares students adequately for their educational transitions.</p> <p>However, the resilience the students need to engage with greater levels</p>	<p>The school does not sufficiently support students in their educational transitions.</p> <p>Students do not have all required skills or qualifications and/or</p>

well prepared for their future steps and careers.	<p>stage of education and demonstrate resilience and perseverance in their work.</p> <p>They consistently and successfully access sustainable post-school opportunities, which reflect their aspirations.</p>	<p>work, and are prepared for their next steps.</p> <p>Preparation for students' next steps is closely aligned with their ambitions and abilities, and enables them to succeed beyond school.</p>	<p>Students leave school with valid qualifications and/or authorized certification that enable them to access appropriate further education, training or employment opportunities.</p>	<p>of educational challenge is not consistently developed.</p> <p>This limits their abilities to obtain qualifications and/or authorized certification that match their aspirations and interests.</p>
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Key Evidence 2.4 (Inclusive education for students of determination)

Evidence Type	Evidence Source	Schools should make available
Document	Policy documents and Professional Development records	All standard documents that clearly show: <ul style="list-style-type: none"> The profile of the school's population of students of determination A record of the exit qualifications achieved by students of determination School's admission and inclusion policies and improvement plan Staff structure including information regarding staff holding specialist qualifications related to the education of students of determination Records of professional development related to inclusive approaches to teaching
Student information		All information regarding: <ul style="list-style-type: none"> Students following modified, vocational or alternative curriculum pathways The attainment levels of students of determination in relation to targets set Information relating to academic, personal, social progress measures over time Progress pathways and attendance records
Data & Information	Assessment and analysis	All information regarding: <ul style="list-style-type: none"> The range and use of assessment strategies used by the school to understand the ability and need profile of students of determination Analyses of assessment information
Information	Meeting records	Records of professional discussions related to the provision and outcomes for students of determination including: Governing board discussion, senior leadership meetings, IEP meetings and parent/teacher communications
	Learning and support plans	All information about individual education plans, including <ul style="list-style-type: none"> Behaviour support planning Transition planning
	Surveys and reports	Analyses of recent surveys or reports that relate to students of determination
	Students' work samples	Samples of work completed by students of determination, covering an academic year, in each subject or area of study
Observations	Documents and Lesson observations	Specific timetables, detailed lesson plans and individual education plans, with clear indication as to how information about students' interests, abilities and needs are used to personalised learning for students of determination
	Learning walks	All areas of the school for inclusion-focussed learning walks
Discussion	School leaders	Key staff members with responsibility for provision for students of determination
	Parents	Representative groups of parents across phases/grades in regard to the quality of provision and outcomes for students of determination
	Students	Representative groups of students of determination across grades/phases
	Governance	Representatives of governance for discussion on inclusive education provision and outcomes

Inspection Activities 2.4 – Illustrative examples

2.4.1 Commitment and ethos

Evaluators/inspectors look for evidence from which to evaluate the school's:

- a) **Vision and resourcing:**
 - o To what extent this vision is reflected in the daily life of the school, through the behaviours, attitudes and communication of students, parents and teachers
 - o The quality and level of resourcing provided to enable improved provision and outcomes for students of determination
 - o The quality and impact of professional support upon the ability of classroom teachers, and support staff, to be inclusive in their approaches.
- b) **Admission policy and procedures:**
 - o How effectively the school expresses a vision of inclusive admission through its policies and communication within the school, and wider community
 - o The extent to which this is reflected within a diverse and proportionate population of students of determination.
- c) **Capacity to improve**
 - o The accuracy within which the school is able to identify strengths, weaknesses and opportunities within its provision for students of determination
 - o The way in which inclusive education improvement planning drives improving provision and outcomes for students of determination.

2.4.2 Identification and intervention

Evaluators/inspectors consider a range of evidence to evaluate the quality of identification and intervention for students of determination.. Specifically, evaluators/inspectors look for evidence on:

- a) **Procedures and practices:**
 - o The range and relevance of assessment tools used by the school to identify the needs of students of determination
 - o The depth of information that the school has on each student and the way in which this is used to lower barriers to learning and accelerate student progress.
- b) **Planning, teaching and monitoring:**
 - o The extent to which the collaborative team is able to utilise relevant assessment information to inform lesson planning and teaching approaches to ensure student participation, engagement and progress.

2.4.4 Learning pathways (with and beyond school)

Evaluators/inspectors identify and use a range of evidence, including that from discussion with counsellors and special educational needs staff, and information from relevant documentation, to evaluate the following:

- a) **Participation and progress**
 - o The availability of relevant learning pathways
 - o The engagement of students with meaningful learning experiences
 - o The levels of academic achievement and personal and social development
 - b) **Progression and transition**
 - o The successful transition of students across different phases of their education
 - o The extent to which students are enabled to develop increasing levels of resilience and tackle increasing levels of challenge
 - o The extent to which students are prepared for their next stage of education, training or employment
 - o The students' achievement of valid and recognised exit qualifications
- a) **Provision planning and review**
 - o How effectively the school engages parents in the design and delivery of their children's educational programme
 - o The extent to which parental views and contributions influence the development of provision for students of determination.
 - b) **Communication, guidance and reporting**
 - o The accessibility to and impact of help, advice and support provide by the school to parents of students of determination.
 - o The quality of information provided to parents about the achievement and development of their children.

Standard 3: Impact of leadership - innovation management

3.1 Leading a learning community

3.1.1. Impact of leadership on student outcomes			
3.1.2 Strategic leadership aligned to national priorities			
3.1.3 Educational leadership			

3.1.4 Innovation

3.1.5 Professional partnerships with stakeholders

3.1.6 Operational leadership to enable learning

3.1.1 Impact of leadership on student outcomes

Outstanding	Very Good	Good	Requires Development	Weak
a. Impact on students' academic achievement	<p>Leaders' focus on improving the students' academic achievements has resulted in improvements in the majority of key subjects. Students' academic achievements are likely to be at least 'very good' in most phases and key subjects.</p> <p>Leaders' focus on improving the students' academic achievements has resulted in improvements in the majority of key subjects. Students' academic achievements are likely to be 'good' in most phases and key subjects.</p>	<p>Leaders' decisions and actions over time have helped ensure that the students' academic achievements have been maintained, with some improvements. Students' academic achievements are likely to be 'good' in most phases and key subjects.</p> <p>Leaders' focus on school improvement has resulted in the students' academic achievements for students being mostly maintained, with some improvements or declines. Students' academic achievements are likely to 'Require Development' in most phases and key subjects.</p>	<p>Leaders have not focused effectively enough on school improvement. As a result, students' academic achievements are not improving and might be declining. These are likely to be 'weak' in some phases and key subjects.</p>	

b. Impact on the development of students' lifelong learning skills and well-being	<p>Leaders' actions have provided an excellent experience at school for all students. Students' lifelong learning skills and well-being are likely to be 'outstanding' in most elements.</p> <p>Students' experiences at school, and the development of their lifelong learning skills and well-being, have been a major focus for leaders. These are likely to be at least 'very good'.</p>	<p>Leaders have focused on improving the students' experiences at school and, in particular, their lifelong learning skills and well-being. These are likely to be 'good' across the school.</p>	<p>Students' lifelong learning skills and well-being have received adequate focus from leaders and these are not 'weak'.</p>	<p>Students' lifelong learning skills and well-being.</p>	<p>Insufficient focus by leaders on improving students' experiences at school is likely to have resulted in 'weak' lifelong learning skills and well-being.</p>
3.1.2 Strategic leadership aligned to national priorities					
a. Promotion of the vision of the UAE and national priorities	<p>Outstanding</p>	<p>Very Good</p>	<p>Good</p>	<p>Requires Development</p>	<p>Weak</p>
<p>Leaders have an excellent understanding of, and strong commitment to the vision and priorities guiding the development of the UAE.</p> <p>These priorities are well embedded in the school's vision, policies and planning documentation.</p> <p>Through consultation and regular review, leaders have gained the full</p>	<p>Leaders demonstrate clear understanding of, and commitment to the vision and priorities guiding the development of the UAE.</p> <p>These priorities are embedded in the school's vision, policies and planning documentation.</p> <p>All school policies are regularly reviewed and made available to the school community.</p>	<p>Leaders demonstrate understanding of the vision and priorities guiding the development of the UAE.</p> <p>Most of these priorities are embedded in the school's vision, policies and planning documentation.</p>	<p>Leaders demonstrate adequate understanding of the vision and priorities guiding the development of the UAE.</p> <p>These priorities are occasionally referred to in the school's vision, policies and planning documentation.</p>	<p>Leaders' understanding of the vision and priorities guiding the development of the UAE is not adequate.</p>	<p>Leaders' understanding of the vision and priorities guiding the development of the UAE.</p> <p>There is very little reference to these priorities in the school's vision, policies and planning documentation.</p>

commitment of the community to these.			
b. Developing a vision and setting a strategic direction for the development of the school	<p>Leaders' innovative vision drives school development and provides focused strategic direction. This has sustained substantial ongoing improvement or maintained very high standards.</p>	<p>Leaders' clear vision guides school development and provides focused strategic direction. This has led to consistent improvement.</p>	<p>Leaders' vision provide strategic direction for school development. The vision and direction have maintained generally good outcomes for most groups of students.</p>
c. Empowerment of school leaders and staff	<p>Senior leaders have successfully created an ethos of collective responsibility and mutual support. Distributed leadership builds teams and empowers individuals to be innovative. There is a high level of competence and commitment at all levels.</p>	<p>Senior leaders have fostered a culture in which students, staff and leaders feel listened to, valued and empowered to initiate change.</p> <p>Leaders, including subject and phase leaders, willingly take responsibility for, and assume ownership of, school development initiatives.</p>	<p>Senior leaders have distributed responsibilities appropriately amongst other leaders including subject and phase leaders.</p> <p>Leaders have a clear understanding of what is expected of them, and are encouraged to initiate change.</p>
	<p>Leaders' vision and strategic direction have led to some improvement, although this is inconsistent.</p>	<p>Leaders' vision and strategic direction have led to some improvement, although this is inconsistent.</p>	<p>Leaders' vision and strategic direction for the school are not clear or coherent. There has been little improvement in the school's work or students' outcomes.</p>

3.1.3 Educational leadership					
Outstanding	Very Good	Good	Requires Development	Weak	
a. Leaders' knowledge and understanding of learning and teaching					
Leaders at all levels demonstrate an excellent up-to-date knowledge and understanding of the best teaching practices that are successful in promoting learning.	Leaders demonstrate a thorough knowledge and understanding of teaching practices that are highly effective in promoting learning.	Leaders demonstrate a secure knowledge and understanding of teaching methods that are effective in promoting learning.	Leaders demonstrate an adequate knowledge and understanding of effective teaching practices.	Leaders lack sufficient knowledge of effective practices in teaching.	Leaders lack sufficient knowledge of effective practices in teaching.
b. Leaders' understanding of assessment in relation to the school's curriculum					
Leaders at all levels demonstrate comprehensive knowledge and understanding of best practices in assessment which are fully aligned to the school's curriculum standards.	Leaders demonstrate thorough knowledge and understanding of a range of assessment methods that are appropriate to the school's curriculum standards for all groups of students.	Leaders have a sound knowledge of assessment and of how assessments should align with the school's curriculum standards for all groups of students.	Leaders have basic knowledge of assessment and of how assessments should align with the school's curriculum standards.	Leaders lack an understanding of the purpose of assessment and how to assess should align with the school's curriculum standards.	Leaders lack an understanding of the purpose of assessment and how to assess should align with the school's curriculum standards.
c. Improving the quality of teaching through monitoring and continuous professional growth					
All leaders monitor the quality of teaching very effectively. Their actions have resulted in substantial improvements	Leaders monitor the quality of teaching effectively. They have made significant improvements to the	Leaders monitor systematically, and make improvements to the qualities of teaching and learning.	Leaders adequately monitor the quality of teaching and learning.	Leaders do not adequately monitor the quality of teaching and learning.	Leaders do not adequately monitor the quality of teaching and learning.

to teaching and learning, and have maintained very high standards. They inspire teachers and empower them to develop and share best practices.	qualities of teaching and learning. They inspire teachers to improve and share best practices. Personalised professional development has a very positive impact on learning, teaching and staff morale.	determine whole-school and individual teachers' professional development needs. This has a positive impact on learning and teaching.	professional development but these do not consistently result in improvements to the quality of learning.	inconsistent and ineffective. Leaders do not provide staff with career pathways.
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3.1.4 Innovation		Outstanding	Very Good	Good	Requires Development	Weak
a. Developing and embedding a culture of innovation	Innovative approaches permeate school life and underpin the school's vision, key policies and planning documents.	Innovative approaches are evident in the school's vision, key policies and planning documents, and most aspects of school life.	Leaders promote innovation in the school's vision, key policies and planning documents.	Leaders have begun to promote the importance of innovation in the school's planning documentation.	Leaders have not developed a commitment to the promotion of a culture of innovation in school life.	Leaders provide very few opportunities to enable teachers to develop their own and students' skills of innovation.
	Leaders model innovation and sustain an ethos in which students and teachers routinely create, incubate, communicate and realise new ideas.	Leaders create an environment within which staff and all groups of students frequently have opportunities to apply their skills of innovation.	Leaders develop a culture of innovation that is expressed through the learning environment, some school-based systems, different subjects and extra-curricular provision.	Leaders help teachers to provide opportunities for students to work on projects that develop the skills of innovation. However, these may be inconsistent.	Teachers model innovative practice, and provide the majority of	77

		students in all phases with opportunities to participate in projects that develop their skills of innovation.	Opportunities for students to use innovation skills independently and creatively are limited.
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3.1.5 Professional partnerships with stakeholders

Outstanding	Very Good	Good	Requires Development	Weak
a. With students and teachers				
Leaders know students as individuals and have very high expectations of them. Leaders work in close partnership with students, encouraging them to develop academically and personally. Staff are empowered to be innovative leaders. Morale is very high.	Leaders know students very well, have high expectations of them and ensure they achieve very well. Students are consulted and encouraged to take on leadership roles. Leaders communicate effectively with all staff, empowering them to lead initiatives. Morale throughout the school is high.	Leaders know students well and have high expectations of them. They help ensure that students progress well, are well cared for, listened to and encouraged to take on responsibilities. Leaders listen to staff and, where appropriate, act on their suggestions. Morale throughout the school is positive.	Leaders know some students well. They generally ensure that students are cared for and participate in school activities. They share some information with staff. They listen to their concerns and suggestions. Morale is generally positive.	Leaders do not know students well. They do not consistently ensure that students are cared for or encourage students to participate in school activities. Communication with staff is irregular. Leaders rarely encourage staff to share their opinions or suggestions. Morale is low.
b. With parents				
Leaders successfully engage parents as partners in their children's learning and in school life.	Leaders engage parents effectively as partners in their children's learning and in school life. They	Leaders engage parents as partners in their children's learning and in school life. Leaders	Leaders involve parents in some aspects of their children's learning and in school life. They	Parents are not generally involved in their children's learning or in school life. Their opinions

<p>Parents' opinions are an essential part of the decision-making process and many parents take an active role in the life of the school. Parents are very well informed about their children's learning and development.</p>	<p>c. With the wider community</p> <p>There is a wide range of partnerships with local, national and (where relevant) international communities. These offer opportunities for innovation and have a substantial positive effect on students' learning, development, and achievements. School leaders build effective working relationships with regulatory authorities, contributing their experience and expertise for the benefit of the wider educational communities.</p> <p>consider parents' opinions when determining priorities for school improvement. Parents are well informed about their children's learning and development.</p> <p>occasionally consider their opinions when determining priorities for school improvement. Parents are adequately informed about their children's learning and development.</p> <p>are rarely considered when determining priorities for school improvement. Parents are not consistently informed or given sufficient detail about their children's learning and development.</p>
	<p>The school has established a range of partnerships with local, national and (where relevant) international communities. This has a significant positive effect on students' learning, development and achievements. Leaders contribute constructively to the work of relevant regulatory authorities, especially in their role in raising standards in education.</p> <p>The school makes occasional contributions to local, national and (where relevant) international communities. This involvement has a positive effect on students' learning, development and achievements.</p> <p>Leaders work well with relevant regulatory authorities, which helps to raise or maintain high standards.</p> <p>The school makes few social contributions to external communities. This limited involvement has minimal effect on students' learning, development and achievements. Only a minority of leaders acknowledge the function and role of relevant governmental regulatory authorities in raising standards.</p> <p>Leaders acknowledge the function and role of relevant governmental regulatory authorities in raising standards.</p>

3.1.6 Operational leadership to enable learning

Outstanding	Very Good	Good	Requires Development	Weak
a. Efficient day-to-day operations				
Day-to-day management of the school is highly efficient and supports an environment in which the well-being and achievements of all students are prioritised.	Day-to-day management of the school is very well organised. It has a very positive impact on students' academic achievements and their well-being.	Most of the school's day-to-day procedures and routines are organised efficiently. These enable effective use of time for learning and teaching in a safe and secure environment.	Most aspects of the day-to-day management of the school are adequately, but not always efficiently organised. These enable learning and teaching to take place in a safe and secure environment.	Significant aspects of the day-to-day management of the school are not adequately organised, and do not always support learning and teaching, or well-being.
b. Effective deployment of human resources				
School staff are deployed very effectively to ensure that teaching, learning and the implementation of the school's curriculum are of a very high quality.	School staff are deployed effectively to enhance students' academic achievements, lifelong learning skills, moral development and well-being.	Teachers and support staff are deployed appropriately to support students' academic achievements, lifelong learning skills, moral development and well-being.	Deployment of teaching staff is generally appropriate, but some staff might not always have a clear understanding of their wider roles in supporting students' learning.	Deployment of teachers is often ineffective and hinders the school's capacity to meet students' different learning needs.

c. Provision of facilities and resources to enable effective learning	<p>An extensive range of high-quality facilities and resources, well matched to the curriculum requirements, teachers and students' needs, enables excellent teaching and learning to take place.</p> <p>All learning areas, including technology facilities, are of excellent quality, and are used consistently to promote students' achievements.</p> <p>The environment allows innovative teaching and learning.</p>	<p>A wide range of high quality facilities and resources is well matched to the curriculum requirements, and to the needs of teachers and students.</p> <p>Almost all learning areas, including technology facilities, are of a high quality, and are used frequently to promote students' achievements.</p> <p>The environment enhances learning and teaching, and celebrates students' work and achievements.</p>	<p>A range of resources, relevant to curriculum requirements and students' needs, is used well by staff and students.</p> <p>The premises are well designed, with learning areas and specialist facilities that allow access for all.</p> <p>The environment, including displays, is conducive to learning and teaching.</p>	<p>Resources are sufficient to support adequate teaching and learning.</p> <p>The premises, learning areas and environment are functional for staff and students. Specialist facilities might be limited.</p> <p>For those with additional needs, access into and within the school premises is limited.</p> <p>For those with additional needs, access into and within the school premises is appropriate.</p>	<p>Resources are inadequate in quantity, quality or relevance.</p> <p>The premises, learning areas, environment and specialist facilities do not adequately support students' learning or their health and safety.</p> <p>For those with additional needs, access into and within the school premises is limited.</p> <p>Students' work and achievements are not celebrated through displays.</p>
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<p>d. Sustainable use of resources</p> <p>Leaders embrace and prioritise environmental sustainability in almost all aspects of school operations. The learning community has developed creative ways to use of energy and other resources efficiently. The school's actions are embedded with the school's environmental education policy and programme.</p>	<p>Leaders support environmental sustainability in most aspects of school operations. They carefully consider ways to use energy and other resources efficiently.</p> <p>Leaders ensure that their actions serve as a model for the rest of the educational community and support the school's environmental education programme.</p>	<p>Leaders establish practices for the school to operate in an environmentally sustainable manner.</p> <p>There is an emphasis on the efficient use of energy and other resources.</p> <p>The rationale underlying these practices is communicated effectively to the school community.</p>	<p>Leaders have started to consider environmental sustainability in school operations, with some initial practices. They communicate basic information regarding these emerging practices to the school community.</p>	<p>Environmental sustainability is not adequately established in the school operations, although there might be some interest to pursue the practice.</p>
<p>e. Compliance with organisational, statutory and regulatory requirements</p> <p>Leaders ensure that the school is compliant with statutory and regulatory requirements.</p> <p>Procedures, roles and responsibilities are clear. These are fully understood by all members of the school community.</p>	<p>Leaders ensure that the school is compliant with statutory and regulatory requirements.</p> <p>Roles and responsibilities are clear to all members of the school community.</p>	<p>Leaders ensure that the school is compliant with statutory and regulatory requirements.</p>	<p>Leaders ensure that the school is compliant with statutory and regulatory requirements.</p>	<p>Leaders do not ensure that the school is compliant with statutory and regulatory requirements.</p> <p>Not all roles and responsibilities are clear to most members of the school community.</p> <p>Staff are unclear about their roles and responsibilities.</p>

The school vision, policies and procedures are implemented very effectively in the school's daily life.	The school vision, policies and procedures are implemented effectively in the school's daily life.	The school vision, policies and procedures are implemented in most aspects of the school's daily life.	Procedures supporting the policies might not always be clear or followed.	Some policies are not supported by clear procedures.
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Key Evidence 3.1 (Leading a learning community)

Evidence Type	Evidence Source	Schools should make available
Information	Vision, leadership and strategy documents	Documents relating to school vision, mission, and strategic leadership
	Achievement information	All raw and analysed external and internal student achievement data used by school leaders
	Surveys and reports	Analysed information from all surveys of parents, staff and/or students and any reports and/or audits on school provision and/or outcomes of students – including online and or printed annual or more frequent reports to parents on their child's progress
	Key Policies for leading learning	All school policies and procedures that relate to setting and raising of standards of learning and teaching, including those policies and procedures relating to appraisal and performance management of staff
	School analyses	Documents relating to monitoring teaching and learning and interventions to raise standards, linked to appraisal and professional development
	Staff information and professional development	Current staff information, deployment, qualifications, experience and records of professional development for all staff
	Wider community engagement	Evidence of impactful, wider community engagement and, where available, initiated and led by students
	Health and safety	Key staff for joint site visits and learning walks relating to health and safety
	Specialist facilities	Key staff for joint visits to specialist facilities
	UAE National Priorities	Key staff to discuss leaders' action planning related to national priorities
Observation	Parents	Representative groups of parents from across grades/phases for discussion regarding school leadership, communication and reporting of student progress
	Senior and middle leaders	Key senior and middle leaders to discuss the monitoring of teaching and learning
	Innovation Lead	Key staff with specific responsibility for innovation and where appropriate developing enterprise/entrepreneurship
Interview	Vision, leadership and strategy documents	Documents relating to school vision, mission, and strategic leadership,

Inspection Activities 3.1 – illustrative examples

<p>3.1.1 Impact of leadership on student outcomes</p> <ul style="list-style-type: none"> Evaluators/inspectors meet with school leaders to discuss documentation and actions they take to sustain high academic achievements and/or changes they have made to improve these. The discussion covers, for example, recruitment, resourcing, data management, training, and performance management. Evaluators/inspectors review documentation related to the school's function in the students' personal and social development, their lifelong learning skills and well-being. Evaluators/inspectors meet with senior leaders to examine the successes and challenges of their work. 	<p>3.1.2 Strategic leadership aligned to national priorities</p> <ul style="list-style-type: none"> Evaluators/inspectors review the school's vision statement and the extent to which this is revealed through plans, performance management and staff-development leading to empowered staff and improve outcomes for students. Development plans that set a strategic direction towards meeting national priorities and whole school improvement are examined. Discussions with senior leaders explore their understanding of both national and school priorities, and their awareness of the effectiveness of the school's actions towards achieving these priorities. Evaluators/inspectors discuss with staff members how well they are supported and empowered to bring about positive change. The effectiveness of plans and school initiatives relating to national priorities are discussed with students, teachers and parents. 	<p>3.1.3 Educational leadership</p> <ul style="list-style-type: none"> In discussions with leaders, evaluators/inspectors assess their knowledge and understanding of effective teaching methods. Evaluators/inspectors meet with leaders and, if available, the assessment coordinator to discuss the assessment policy and explore their understanding of the validity of the school's assessment methods in relation to the expected outcomes of the curriculum. Procedures for monitoring the qualities of teaching and learning are discussed with leaders. Evaluators/inspectors investigate how effectively the information from monitoring is linked to whole-school and individual development needs. In informal conversations with teachers, evaluators/inspectors gain an understanding of staff morale in relation to the opportunities provided for them to develop their own professional skills. <p>3.1.4 Innovation</p> <ul style="list-style-type: none"> Evaluators/inspectors examine the school's policies and documentation for evidence of innovation and innovative practice. Throughout their time in lessons and around the school, evaluators/inspectors look for confirmation that documented statements about innovation are seen in action across the school. In discussions with leaders, teachers and students, evaluators/inspectors investigate their understanding of "innovation" and how a culture of innovation is being established in the school.
<p>3.1.5 Professional partnerships with stakeholders</p> <ul style="list-style-type: none"> Evaluators/inspectors gauge levels of engagement through the quantifiable statistical surveys of all stakeholders: owners, governors, advisory boards, students, parents and local groups. The effectiveness of communication channels between school leaders and the teachers, and the students and their parents, is evaluated through discussions with stakeholders and review of relevant documentation. Meetings with parents provide inspectors with an understanding about the quality of information which parents receive and how well they feel they are engaged and partners in their children's education. Evaluators/inspectors look for relevant links and partnerships with local businesses and national/international communities. They evaluate the impact of these links on the educational provision for substantive numbers of students. 	<p>3.1.6 Operational leadership to enable learning</p> <ul style="list-style-type: none"> Evaluators/inspectors collect evidence of day-to-day operation of the school mainly through their daily work throughout the school; visits to lessons, learning walks in corridors and communal areas, observations of break-times and extra-curricular activities. Evaluators/inspectors assess the sufficiency of qualified and capable teachers and support staff, and the appropriateness of their deployment. During lesson observations, they note the quality of the general and specialist facilities (including library, laboratories, sports, arts and computing areas), the quantity and quality of learning resources. Particular note is taken of the efficient use of resources, and the ways in which environmentally sustainable practices are embedded in school routines. Regulatory compliance (health and safety and curriculum, in particular) is discussed with school leaders. 	

3.2 School improvement

- 3.2.1 Analysis and use of valid and reliable data
- 3.2.2 Evaluating school performance
- 3.2.3 Effectiveness of improvement planning
- 3.2.4 Capacity to improve the school and lead change

3.2.1 Analysis and use of valid and reliable data		Outstanding	Very Good	Good	Requires Development	Weak
a. Analysis of assessment and other data						
Leaders at all levels systematically and continuously collect, and accurately analyse internal assessment data. Their accurate and insightful analyses are compared with external data across all key subjects. This confirms the validity, accuracy and reliability of internal assessment information.	Leaders systematically collect and accurately analyse internal assessment data and compare the data with external data in most key subjects, to assure the accuracy of the internal assessment information.	Throughout the year, leaders collect and analyse data and information from assessments and other sources. They compare the data with information from external assessments to validate the internal assessment information.	Leaders analyse data from internal assessments in most key subjects and periodically compare them with information from external assessments.	Leaders record and analyse internal assessment information about students' performance, although the analyses are inconsistent or superficial.		

b. Use of analysis to improve student outcomes	The analyses are used regularly to ensure accountability and sufficiency of resources, and to inform curriculum adaptations for all groups of students.	The analyses are used to identify strengths and areas for improvements and make adjustments, as necessary to teaching methods and the curriculum.	The analyses are used to inform modifications to teaching and the curriculum, and to improve the student outcomes.	Following analyses of assessment information, targets are set to address any underachievement.	Planning to improve outcomes for students is limited. It is not always based on valid and reliable data.
3.2.2 Evaluating school performance					
a. Involvement of relevant stakeholders and rigour of processes	Outstanding	Very Good	Good	Requires Development	Weak
Leaders engage all relevant stakeholders in systematically evaluating all aspects of school performance.	Leaders routinely engage all relevant stakeholders in the evaluating most aspects of school performance.	Leaders involve relevant stakeholders in the process of school evaluation.	Leaders involve some stakeholders in collecting information about the school but do not always involve them in the evaluation process.	Leaders use the findings to identify realistic priorities for school improvement, although this practice may be superficial.	Senior leaders only involve others as necessary in collecting and evaluating information about the school or might not involve them at all. The range of information collected is limited and improvement priorities are likely to be vague or unrealistic.

b. Alignment with the UAE School Evaluation and Inspection Framework	<p>Self-evaluation processes are fully aligned with the criteria in the UAE school evaluation framework.</p> <p>All areas of provision are evaluated accurately, succinctly and convincingly against these criteria.</p> <p>Leaders systematically and accurately evaluate the school's progress towards meeting national priorities.</p>	<p>Self-evaluation processes are closely aligned with the criteria in the UAE school evaluation framework.</p> <p>Almost all areas of provision are evaluated accurately against these criteria.</p> <p>Leaders systematically evaluate the school's progress towards meeting national priorities.</p>	<p>Self-evaluation processes are aligned with the criteria in the UAE school evaluation framework.</p> <p>Most areas of provision are evaluated accurately against these criteria.</p> <p>Leaders evaluate the school's progress towards meeting national priorities.</p>	<p>Self-evaluation processes are linked to the criteria in the UAE school evaluation framework.</p> <p>Most areas of provision are evaluated against these criteria, and key outcome judgements are broadly accurate.</p> <p>Evidence gathered to support evaluations might be limited or difficult to evaluate.</p>	<p>Self-evaluation processes are not linked to the criteria in the UAE school evaluation framework.</p> <p>Self-evaluation does not take place on a regular basis. It is superficial and based on insubstantial evidence.</p>
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3.2.3 Effectiveness of improvement planning

Outstanding	Very Good	Good	Requires Development	Weak
a. Rigour of improvement planning	<p>Leaders see school improvement as a continuous process, clearly linked to self-evaluation.</p> <p>Based on information gained from continuous monitoring, leaders routinely adjust their plans and actions appropriately to ensure best opportunities to meet the intended outcomes.</p>	<p>Leaders use all of the findings from self-evaluation and previous external evaluations to prioritise, and resource improvements in across all aspects of school work.</p> <p>Improvement plans are systematically monitored. Leaders regularly adjust the plans to meet the improvement targets.</p>	<p>Leaders use most findings from self-evaluation, and previous external evaluations to resource and plan actions for school improvement.</p> <p>Improvement plans are monitored periodically and readjusted to improve students' achievements and their personal development.</p>	<p>Planned actions are based mainly on the recommendations of previous external evaluations. Generic targets are set for school improvement.</p> <p>Improvement plans are not consistently monitored, although leaders have some knowledge of the impact on students' outcomes.</p>
b. Measuring the impact of planned actions on student outcomes	The impact of planned actions is measured systematically by different means to assure accuracy of the information about the effectiveness on improving the achievements and personal development of all groups of students.	The impact of planned actions is measured systematically and accurately for their effectiveness on improving students' achievements and personal development for most groups of students.	The impact of planned actions is measured regularly and accurately for their effectiveness on improving students' achievements and personal development.	<p>There is no systematic measurement of the effects of the school's actions.</p> <p>Leaders do not have a clear understanding of the impact of the actions on the quality of provision and students' outcomes.</p>

3.2.4 Capacity to improve the school and lead change

	Outstanding	Very Good	Good	Requires Development	Weak
a. Capacity of senior leaders to lead change and build capacity in others	<p>The principal and senior leaders have an insightful and precise understanding of improvement opportunities and the action needed to improve, significantly, the provision and students' outcomes.</p> <p>Recent improvements across the school reflect the leaders' capacity to bring about and sustain substantial, positive change.</p>	<p>The principal and senior leaders are proactive in anticipating and addressing potential barriers well.</p>	<p>The principal and senior leaders anticipate and address potential barriers.</p> <p>Recent improvements in the school or maintenance of high standards reflect their capacity to lead further positive change.</p>	<p>The principal and senior leaders demonstrate some ability to anticipate barriers and improve aspects of the school.</p> <p>Recent outcomes reflect an inconsistent capacity to lead positive change.</p>	<p>The principal and senior leaders have little ability to anticipate barriers to improvement and might be reactive to external demands to change.</p> <p>They do not build capacity in themselves and others to ensure growth and sustainability.</p>

b. Capacity of middle leaders to manage change	Middle leaders have a collegiate approach towards school improvement.	Middle leaders have a precise understanding how to improve outcomes for all groups of students.	Middle leaders understand how to improve the provision and outcomes.	Middle leaders have a basic understanding of how to improve the school.	Middle leaders do not demonstrate the capacity to initiate change themselves.
	They introduce and manage actions that are highly effective in bringing about positive change to provision and outcomes.	They manage staff and change processes skilfully to bring about improvements.	They provide guidance and support to help colleagues to implement change successfully.	Following consultation with others, they introduce some change and respond to the feedback they receive.	

Key Evidence 3.2 (School improvement)

Evidence Type	Evidence source	School should make available
Data	Assessment Data	Assessment data, clearly indicating how it is analysed and used for school planning, making adaptations to the curriculum and to teaching and learning strategies
	Assessment Tracking	Access to assessment tracking systems with clear guidance and/or a demonstration showing how it is used
Information	Self-Evaluation Form	The self-evaluation documentation completed in accordance with the published guidance
	School Improvement plans	The current strategic school improvement and action plans, linked closely to the findings and the priorities identified in the current school self-evaluation
Discussion	Monitoring Information	Policies, procedures and examples of how leaders monitor and appraise standards of teaching, learning and assessment and subsequently intervene and support to ensure the highest of standards across the school
	Leadership	Key staff with responsibility for self-evaluation and improvement planning
Governors		Representatives of governance to discuss matters relating to school self-evaluation, identified priorities and school improvement planning.

Inspection Activities 3.2- Illustrative examples

<p>3.2.1 Analysis and use of valid and reliable data</p> <ul style="list-style-type: none">Evaluators/inspectors refer to all assessment data and information (cognitive, national, international and internal and external curriculum-related) to evaluate the scope and accuracy of the use of these data and information by leaders and teachers.Meetings with the assessment coordinator and subject leaders, as appropriate, to allow for discussions and explanations about the collection and use of the school's data.Evaluators/inspectors establish links between assessments and modification (to the curriculum and teaching) in order to evaluate its impact on outcomes (achievement, learning skills and well-being).	<p>3.2.2 Evaluating school performance</p> <ul style="list-style-type: none">Evaluators/inspectors establish the extent to which stakeholders (governors, leaders, teachers and students) are involved in school self-evaluation.Evaluators/inspectors look for evidence that school improvement priorities are largely informed by the self-evaluation outcomes.The closeness of match between the school's self-evaluation judgements and those of the evaluation/inspection team is reviewed as an indicator of how well the leaders know the school.Evaluators/inspectors assess how well plans for the national priorities align to the school's own self-evaluation and improvement planning, for example the National Agenda action plan, and the progress towards meeting the targets found within them.
<p>3.2.3 Effectiveness of improvement planning</p> <ul style="list-style-type: none">The strategies for monitoring action and school improvement plans, based on the school's self-evaluation, are assessed by the evaluators/inspectors. Progress towards the schools' targets and success criteria are subsequently reviewed.Evaluators/inspectors look specifically at the response and actions of the school to the recommendations made in the previous inspection report.The evaluators/inspectors look for any significant differences between the school's own priorities for improvement and those identified by the inspection team itself.	<p>3.2.4 Capacity to improve the school and lead change</p> <ul style="list-style-type: none">Evaluators/inspectors discuss with senior leaders the accuracy of their identification of key priorities for improvement over recent months, up to a year.Evaluators/inspectors discuss with middle leaders the extent to which they are supported and challenged to address key priorities by senior leaders.At all times, evaluators/inspectors assess how well the leaders' actions drive forward improvement and inclusion.Brief discussions are held with teaching staff to assess the challenge and support provided by middle leaders to bring about positive change and its effectiveness in ensuring continuous improvement in provision and outcomes.

3.3 Responsibilities of governance	
3.3.1 Accountability	
3.3.2 Ensuring sufficiency and quality of resources	
3.3.1 Accountability	
Outstanding	Very Good
Good	Requires Development
Weak	
a. Improvement in students' outcomes	
Governance takes responsibility for the effective development of the school and holds the principal and other senior school leaders rigorously to account for improvements in students' outcomes.	<p>Governance is very well informed and systematically holds the principal and other senior school leaders to account for students' outcomes.</p> <p>Ambitious targets are set for leaders and regular monitoring takes place.</p>
Governance frequently holds the principal and other senior school leaders to account for the outcomes for all groups of students.	<p>Governance meets with senior leaders and receives updates from them regularly.</p> <p>Improvement targets are set to address national priorities.</p> <p>Realistic improvement targets are set for leaders and regular monitoring takes place.</p>
Governance meets with senior leaders but these meetings are not regularly held or systematically conducted.	<p>The expectations of leaders held by governance may be unrealistic or over-optimistic. Governance is therefore unlikely to be well informed about students' outcomes.</p> <p>Improvement targets are insufficiently rigorous, and governance does not systematically hold leaders to account for the outcomes for all groups of students.</p>

b. Accurate self-evaluation	<p>Governance has comprehensive knowledge of the school's outcomes, and has full involvement in the self-evaluation processes.</p> <p>Governance has formal, critical and diagnostic meetings with leaders to ensure that internal data and self-evaluation judgements are accurate.</p> <p>Governance has an excellent understanding of the school's strengths and areas for development.</p>	<p>Governance has accurate knowledge about the school's outcomes, and regularly involved in the self-evaluation processes.</p> <p>Governance has regular focussed meetings with senior leaders and holds them to account for ensuring the accuracy of internal data against external benchmarks.</p> <p>Governance has thorough understanding of the school's strengths and areas for development.</p>	<p>Governance is knowledgeable about the school's self-evaluation, and contributes to the self-evaluation processes.</p> <p>Governance expects senior leaders to ensure the accuracy of internal data against external benchmarks.</p> <p>Governance has a correct understanding of the school's strengths and areas for development.</p>	<p>Governance is aware of the general outcomes of the school's self-evaluation, but is not sufficiently knowledgeable about the processes involved.</p>	<p>Governance might be aware of the school's self-evaluation judgements, but are not involved in or knowledgeable about the processes.</p> <p>Governance does not understand the basis for the judgements and does not hold leaders to account for the accuracy of the assessment data.</p> <p>Governance has a limited understanding of how to hold leaders accountable for the accuracy of assessment data and the self-evaluation judgements.</p> <p>Governance does not understand the school's strengths and areas for development well enough to make accurate decisions.</p>
c. Effective improvement planning and implementation	Governance is fully involved in the development of improvement plans, and	Governance is fully involved in the development, and oversees the	Governance oversees, and is involved in, the strategic planning process.	Governance is aware of the strategic planning process and improvement plans.	Governance is not sufficiently aware of the strategic planning process or about the school's

<p>is knowledgeable of the progress made in implementation.</p> <p>Governance takes significant responsibility for, and carefully monitors the implementation of the strategic planning process.</p>	<p>implementation, of the strategic planning process.</p> <p>Governance carefully monitors the progress of the implementation of the plans.</p> <p>d. External evaluation visits and recommendations</p>	<p>Governance helps develop improvement plans, and monitors the implementation of these.</p>	<p>Governance might be aware of a few of the targets, but does not monitor the progress toward these.</p>

e. Compliance *	Governance has secure knowledge of statutory and regulatory requirements.	Governance has secure knowledge of statutory and regulatory requirements.	Governance has appropriate knowledge of statutory and regulatory requirements.	Governance has incomplete knowledge of statutory and regulatory requirements.
	Governance ensures these schools meet these requirements in full.	Governance is proactive in supporting the school to meet these requirements.	Governance supports the school to meet these requirements.	Governance does not support the school to meet these requirements.
*As per the requirements of the local authority				
3.3.2 Ensuring sufficiency and quality of resources				
a. Human resources	Outstanding	Very Good	Good	Requires Development
	Governance ensures that the school is very well led at all levels and very well staffed with qualified academic and support staff. Governance ensures the high standards of safety and well-being of all members of the school community, and that students' achieve high standards in all key subjects.	Governance ensures that there are sufficient qualified leaders, academic and support staff, to support and enhance the students' academic achievements in all key subjects, and to keep the school community safe and enhance their well-being.	Governance ensures there is an adequate number of qualified academic and support staff, including some academic leaders, to keep students safe and help improve their academic achievements and well-being.	Governance does not ensure that there is a consistently adequate number of qualified academic and support staff to keep students safe at all times. Governance does not help improve students' academic achievements and well-being.

<p>b. Professional development of school leaders and other staff</p>	<p>Governance ensures that leaders and staff have access to, and participate in, a wide range of professional development opportunities that respond to school needs and individuals' areas for development.</p>	<p>Governance fully supports continued professional development of school leaders and staff based on secure knowledge of school needs and individuals' areas for development.</p>	<p>Governance supports continued professional development of school leaders and staff based on analyses of school needs and individuals' areas for development.</p>	<p>Governance is aware of the need for continued professional development and provides some appropriate support.</p>	<p>Governance does not consistently support continued professional development of staff and school leaders.</p>
		<p>Governance ensures that career development paths provide staff with opportunities to broaden their skills and knowledge.</p>	<p>Governance provides some staff with opportunities for career development for some roles.</p>		
	<p>Governance provides clear career development paths for all staff.</p> <p>Governance encourages staff to enhance their skills and knowledge and to develop their careers.</p> <p>There are opportunities to reach individual career goals while fulfilling the school's mission.</p>	<p>Governance ensures that career development paths provide staff with regular opportunities to enhance their skills and knowledge to help them achieve realistic career goals.</p>			

c. Premises, facilities and educational resources	<p>Governance ensures the school is very well resourced, including specialist facilities, laboratories and sports equipment, to optimise individual students' achievements.</p> <p>The premises and facilities are accessible for all, fit for purpose, and consistently maintained in high quality condition.</p>	<p>Governance ensures the school is well resourced, including specialist facilities, laboratories and sports equipment, to optimise achievements for all groups of students.</p> <p>The premises and facilities are accessible for all, fit for purpose and regularly maintained.</p>	<p>Governance ensures there are adequate educational resources, including learning technologies and laboratories, to enhance students' academic achievements.</p> <p>The premises and facilities are accessible, fit for purpose and regularly maintained.</p>	<p>Governance does not ensure the school has sufficient educational resources, including learning technologies and laboratories.</p> <p>Only some parts of the premises and facilities are accessible to all students, fit for purpose and well maintained.</p>
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Key Evidence 3.3 (Responsibilities of governance)

Evidence Type	Evidence Source	Schools should make available
Documentation	Governance policy	Governance policy documents outlining the structure of governance, any cycles of meetings and where appropriate, their identified roles and/or responsibilities
	Minutes of meetings	Minutes of governance meetings as available, over a whole academic year
	Principal records	Documentation relating to the performance management of the principal; key performance indicators set and how these are then monitored and reviewed.
Information	Records of student outcomes	All analysed achievement data and information that is shared with governance with an explanation of how these inform representatives of governance and how they respond
	Long- and short-term school improvement plans	School improvement plans with appropriate supporting evidence of impact, monitoring and review by governance
Discussion	External school evaluations	Current external reports, audits and evaluations overseen by and/or shared with governance – and how governance then respond to these
	Governance	Representatives of governance, to discuss all aspects of this indicator

Inspection Activities 3.3 – Illustrative examples

3.3.2 Ensuring sufficiency and quality of resources

- Evaluators/inspectors seek evidence that Governance systematically ensures that the school has sufficient, appropriately qualified personnel, and the ways in which governance recruits and retains the best staff in the school.
- Evaluators/inspectors hold discussions with leaders and teachers to verify that planned professional development activities, supported by the investment of governance, have taken place and have impact.
- Evaluators/inspectors examine the school action plan and the professional development plans provided to ensure that these are aligned with identified areas for development and meeting the individual needs of teachers.
- Evaluators/inspectors examine a range of evidence from senior and middle leaders, including school counsellors, to demonstrate the ways in which they support the career development of their staff, helping them to set individual career goals.
- Evaluators/inspectors discuss with members of the governance, or their representatives, the quality, range and use of learning facilities in the school, and the ways in which governance holds leaders accountable for the use of these resources in maximising students' outcomes.

3.3.1 Accountability

- Evaluators/inspectors review
 - minutes of meetings of governance to evaluate the functional quality of the meetings and the active participation of members of the governance
 - documents relating to the constitution of the governance and, where appropriate, its representation of all stakeholder groups
- Evaluators/inspectors meet with members of the governance to discuss
 - their knowledge of the school's strengths and areas for improvement
 - their understanding of the outcomes of students in relation to international assessments
 - the measures they take to ensure that all information about the school's provision and outcomes is valid and that the school's self-evaluation is an accurate reflection of the school's performance
- their knowledge of the use of any external evaluations
 - how they ensure that all statutory requirements and regulations are met and that national priorities are being addressed
 - how they hold the school to account for the quality of inclusive educational provision
 - the effectiveness of the resources and other spending on outcomes
 - the ways in which they contribute to the school development plans and the ways in which actions taken by the governance have an impact on students' outcomes

Appendix 1: Overview of all standards, indicators, elements and aspects

(Aspects marked with ** may not be applicable in all school contexts)

Standard 1: Vision achievement – outcomes for all groups of students

1.1 Moral development and well-being

- 1.1.1 Character, morality and happiness
 - a. Demonstrating positive moral values
 - b. Maintaining a healthy lifestyle
 - c. Demonstrating a positive outlook to self and school
 - d. Responsibility for personal development and well-being
- 1.1.2 Citizenship
 - a. Attendance and punctuality
 - b. Behaviour and self-management
 - c. Leadership and involvement in school and wider community projects
 - d. Taking action to protect the environment
 - e. Awareness of global social issues
- 1.1.3 Cultural awareness
 - a. Knowledge and appreciation of Sheikh Zayed - the Founder, UAE culture, values and heritage
 - b. Knowledge and understanding of own culture
 - c. Knowledge and understanding of other world cultures and appreciation of diversity

1.2 Lifelong learning skills

- 1.2.1 Approaches to learning and communicating
 - a. Students' participation in, and ownership of, their own learning
 - b. Learning with others
 - c. Communicating in different contexts
 - d. Accessing, processing and presenting information
- 1.2.2 Reading for learning
 - a. Attitudes and motivation toward reading
 - b. Reading skills across the curriculum
- 1.2.3 Applying learning and innovation skills
 - a. Thinking critically and innovatively
 - b. Independent inquiry and research
 - c. Making connections and applying learning
 - d. Using learning technologies

1.3 UAE national priorities and academic achievement

- 1.3.1 School's progression in national and international assessments
 - a. Progression in PISA/PBTS, TIMSS and/or PIRLS towards the school's individual National Agenda targets
 - b. Performance in recent PISA, TIMSS, PBTS, and/or PIRLS
 - c. School's progression in National Agenda benchmark assessments
- 1.3.2 Students' progress
 - a. Progress in curriculum linked assessments
 - b. Progress in skills, knowledge and understanding in learning experiences

1.3.3 Students' attainment

- a. Attainment in National Agenda benchmark assessments
- b. Attainment in external curriculum-based examinations
- c. Attainment in internal curriculum-based assessments
- d. Attainment in skills, knowledge and understanding in learning experiences

1.3.4 Exit qualifications

- a. Exit qualifications and accessing higher education

Standard 2: Enablers – provision for learners

2.1 Curriculum

- 2.1.1 Design and implementation
 - a. Integration of national priorities
 - b. Breadth and balance
 - c. Continuity, progression and transition
 - d. Promotion of students' learning skills and moral development
 - e. Cross-curricular links
- 2.1.2 Enrichment
 - a. The UAE culture and community
 - b. Extra-curricular activities
 - c. Creativity, innovation and enterprise
- 2.1.3 Adaptation for all groups of students
 - a. Provision of curricular choices
 - b. Provision of pathways toward nationally and internationally recognised qualifications
 - c. Modification to meet the needs of all groups of students

2.2 Teaching and assessment

- 2.2.1 Preparation
 - a. Intended learning outcomes
 - b. Collaboration with colleagues
 - c. Creation of an environment conducive to effective learning
- 2.2.2 Teaching
 - a. Teachers' expectations of all groups of students
 - b. Teachers' professional relationships with students
 - c. Use of effective teaching methods to meet students' diverse needs and developmental stages
 - d. Effective use of questioning
 - e. Use of resources, including technologies
- 2.2.3 Assessment
 - a. Rigour of internal assessment methods
 - b. Validity of internal summative assessments
 - c. Use of continuous assessment
 - d. Opportunities for students to self- and peer-assess
 - e. Learning-focused feedback

- 2.3 Care, guidance and support**
- 2.3.1 Students' emotional and mental well-being**
 - a. Students' emotional protection, including anti-bullying and cyber-safety
 - b. Promotion of character, morality and happiness
 - 2.3.2 Students' physical well-being**
 - a. Ensuring students' physical safety and security, including safeguarding and child protection
 - b. Promotion of healthy lifestyles
 - 2.3.3 Promotion of citizenship and cultural awareness**
 - a. Behaviour management systems and procedures
 - b. Systems to promote attendance and punctuality
 - c. Process to promote social responsibility and cultural awareness
 - 2.3.4 Guidance**
 - a. Guidance on entry and during phase transitions
 - b. Academic, career and learning pathway guidance for all students
- 2.4 Inclusive education for students of determination**
- 2.4.1 Commitment and ethos**
 - a. Vision and resourcing
 - b. Admission policy and procedures
 - c. Capacity to improve
 - 2.4.2 Identification and intervention**
 - a. Procedures and practices
 - b. Planning, teaching and monitoring
 - 2.4.3 Partnerships and engagement with students and their parents**
 - a. Feedback and review
 - b. Communication, guidance and reporting
 - 2.4.4 Learning pathways (within and beyond school)**
 - a. Participation and progress
 - b. Progression and transition
- Standard 3: Impact of leadership - innovation management**
- 3.1 Leading a learning community**
- 3.1.1 Impact of leadership on student outcomes**
 - a. Impact on students' academic achievement
 - b. Impact on the development of students' lifelong learning skills and well-being
 - 3.1.2 Strategic leadership aligned to national priorities**
 - a. Promotion of the vision of the UAE and national priorities
 - b. Developing a vision and setting a strategic direction for the development of the school
 - c. Empowerment of school leaders and staff
 - 3.1.3 Educational leadership**
 - a. Leaders' knowledge and understanding of learning and teaching
 - b. Leaders' understanding of assessment in relation to the school's curriculum
 - c. Improving the quality of teaching through monitoring and continuous professional growth
 - 3.1.4 Innovation**
 - a. Developing and embedding a culture of innovation
- 3.1.5 Professional partnerships with stakeholders**
- a. With students and teachers
 - b. With parents
 - c. With the wider community
- 3.1.6 Operational leadership to enable learning**
- a. Efficient day-to-day operations
 - b. Effective deployment of human resources
 - c. Provision of facilities and resources to enable effective learning
 - d. Sustainable use of resources
 - e. Compliance with organisational, statutory and regulatory requirements
- 3.2 School improvement**
- 3.2.1 Analysis and use of valid and reliable data**
 - a. Analysis of assessment and other data
 - b. Use of analysis to improve student outcomes
 - 3.2.2 Evaluating school performance**
 - a. Involvement of relevant stakeholders and rigour of processes
 - b. Alignment with the UAE School Evaluation and Inspection Framework
 - 3.2.3 Effectiveness of improvement planning**
 - a. Rigour of improvement planning
 - b. Measuring the impact of planned actions on student outcomes
 - 3.2.4 Capacity to improve the school and lead change**
 - a. Capacity of senior leaders to lead change and build capacity in others
 - b. Capacity of middle leaders to manage change
- 3.3 Responsibilities of governance**
- 3.3.1 Accountability**
 - a. Improvement in students' outcomes
 - b. Accurate self-evaluation
 - c. Effective improvement planning and implementation
 - d. External evaluation visits and recommendations
 - e. Compliance
 - 3.3.2 Ensuring sufficiency and quality of resources**
 - a. Human resources
 - b. Professional development of school leaders and other staff
 - c. Premises, facilities and educational resources

Appendix 2: Glossary

Access (to curriculum)	What is taught through curriculum modifications to meet the needs of all students.
Accountability	The responsibility of an individual or organization to account for its activities, products, decisions and policies.
Achievement	The success students gain in any area of learning or life, for example, academic, sporting, artistic and creative.
Age-appropriate	Curricula or outcomes that match the developmental stages of the children and students concerned.
Assessment tools	Methods used to evaluate, measure, and document the academic attainment, learning progress, skill acquisition, or educational needs of students..
Assessment - Formative	Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark given for a module; instead it contributes to learning by providing oral or written guidance and information to students and teachers.
Assessment - Summative	Summative assessment demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme. Summative assessment is used to quantify achievement and to provide data for selection. For all these reasons, the validity and reliability of summative assessment are of the greatest importance.
Attainment	Attainment is a point-in-time measure that evaluates how well students perform against a given standard.
Authorised/licensed curriculum	The curriculum that the school has decided, or been given the authority, to deliver as a condition for it to operate within the UAE.
Barriers to learning	A barrier that stands in the way of a student being able to learn effectively.
Baseline Assessment	An assessment of a child's skills and abilities to establish a point from which future measurements and predictions can be calculated within the first seven weeks of starting school.
Basic skills	Skills a student needs to access the curriculum – includes literacy, numeracy, and learning technologies.
Benchmarking	Comparing students' skills and knowledge to those of other students in similar circumstances or following the same curriculum.
Best practice	Current and commonly accepted ways of doing things most effectively.
Compliance	Action in accordance with a recommendation, regulation or law.
Continuous assessment	The system in which the quality of a student's work is judged by various pieces of work during a course and not by one final exam.
Cognitive abilities	Are brain-based skills we need to carry out any task from the simplest to the most complex. These have more to do with the mechanisms of how we learn, remember, problem-solve, and pay attention, rather than with any actual knowledge.
Critical thinking	The ability to examine information and question its validity – reasoned thinking involving critique, analysis, evaluation, judgement and improvement strategies
Cross-curricular	A topic covered in a number of curriculum areas.
Cultural development	Understanding and appreciation of the wide range of cultural influences that have shaped own heritage.
Curriculum	The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes

Curriculum adaptation/modification	A process that modifies and adapts prescribed programmes of studies to meet the learning requirements of students.
Curriculum standards	The expected levels of attainment according to students' age and the number of years of study, in terms of knowledge, skills and understanding.
Differentiate	To plan, teach and assess, taking account of differences amongst students, e.g. cognitive, linguistic, cultural, learning styles
Enrichment	Additional provision offered in schools to students.
Enterprise	A readiness to undertake new ventures, especially those involving initiative, complexity. For example, a new business.
Entrepreneurial skills	Entrepreneurial skills are developed in students when they are given opportunities to use their imagination and initiative, and to undertake new projects.
Ethos	The character or atmosphere of a school - e.g. is it welcoming, or supportive or does it set high expectations for students (or all three)
Evaluation	The process of finding out whether a particular development has had the planned effect.
Foundation stage	This applies to the English system to education for children before Key Stage 1, usually below the age of 5 years
Further education	The phase of education following phase four in schools leading to vocational qualifications which are at a similar standard to school leaving qualifications.
Governance	The authority and responsibility for the operation and quality of a school, usually comprising a group of designated people other than those employed for their professional expertise.
Graduate	To complete a planned curriculum, usually at the end of secondary schooling. (noun) A student who has graduated
Higher education	The phase of education following phase four in schools leading to degree level qualifications or similar.
Higher order thinking skills	Taking acquired knowledge and understanding and using this actively to help make decisions, draw conclusions, see connections and form judgements – includes the ability to analyse information, apply knowledge to solve problems and to synthesise and evaluate findings.
Inclusion	The process of providing opportunities for students of determination to learn alongside their peers.
Innovation	The generation of new and creative ideas and the use of new or improved approaches.
Interactive (learning)	Where there is active connection, communication and contact between two or more people or things – interactive learning is the opposite of passive learning and students are actively involved in their learning through investigation, problem solving, role play, collaborative tasks.
Learning	Gaining knowledge and understanding and development of skills and attributes that lead to the attainment of learning goals, including qualifications
Learning skills	A set of skills that enable students to gain knowledge, skills and understanding – may include a preference for learning in an auditory, visual or kinaesthetic way and include a spirit of enquiry, research, working independent of the teacher, alone or with others.
Leadership	Leadership at any level (principals/head teachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management
Learning technologies	Electronic devices and resources which are accessible and used by students and teachers to support day-to-day teaching, learning and development
Lifelong learning skills	A set of skills that enable students to gain knowledge, skills and understanding now and in the future – may include learning in an auditory, visual or kinaesthetic way and include a spirit of enquiry, research, working independent of the teacher, alone or with others
Literacy	The skills required to read and write and to become literate
Local requirements	The requirements of the local emirate.

Mindfulness	The quality or state of being conscious or aware of something; a mental state achieved by focusing one's awareness of the present moment.
Moral development	The program to develop students' ability to recognize the difference between right and wrong and their readiness to apply this understanding in their own lives, to understand the consequences of their actions, and their interest in investigating, and offering reasoned views about, moral and ethical issues
Morality	Principles concerning the distinction between right and wrong or good and bad behaviour
Moral values	A set of principles that guide an individual on how to evaluate right from wrong. People generally apply moral values to justify decisions, intentions and actions, and also define the personal character of a person.
National Agenda Targets	The targets set for each school in the UAE for TIMSS, PIRLS and PISA assessments
National priorities	UAE priorities for school's – Achievement on TIMSS and PISA, Inclusion, Moral Education, UAE Social Studies, Innovation, Reading Literacy
Outcomes	The results of students' experiences in schools, relating both to academic and personal development
Personalised (learning)	Learning that is tailored for an individual, allowing students to follow individualised pathways through the curriculum with differentiation that seeks to identify and use each student's learning styles and preferences
Problem solving	Involves discovering, analysing and solving problems – to overcome obstacles and find a solution that best resolves the issue – requires enquiry skills, creativity, critical and higher-order thinking and is important in introducing differentiation and challenge into the curriculum.
Professional development	The training and in-school/on-the-job learning and improvement which teachers/non-teaching staff experience - normally has a direct link to the school improvement plan and any personal targets set arising from performance management.
Progress from starting point	Changes in students' knowledge, skills, understanding and ability measured against a starting point. This may be referred to as 'growth' in the US system.
Progress against learning objectives/set standards	Changes in students' knowledge, skills, understanding and ability measured against a learning objective/ set standard, and sustained over a period of time (such as a lesson, unit of work, term, year of phase of schooling)
Expected progress against curriculum standards	It is considered that the students made expected progress if over the given period of time, students at least retain their level of attainment, defined by the given curriculum standard, or improved it.
Qualitative assessment	Assessment that uses methods such as interviews, observation, focus groups, and community meetings that don't always yield results that can be reduced to numbers, or that are used to capture a level of information difficult to get with quantitative methods
Quantitative assessment	Quantitative assessment is distinguished by emphasis on numbers, measurement, and statistical analysis
Reliability	Test reliability refers to the degree to which a test is consistent and stable in measuring what it is intended to measure. Most simply put, a test is reliable if it is consistent within itself and across time.
Safeguarding	Protecting the health, safety, well-being and entitlements of students related to child protection, but a more inclusive term as it focuses on the need for everyone, adults included, to look after themselves and each other as well as protecting children.
Scheme of work	A medium-term curriculum planning document which sets out the learning intentions of a particular topic or teaching unit – usually an interpretation of a programme of study or examination syllabus and can be shared with students to provide an overview of the course.

Self-awareness	The extent to which students know their own strengths and the areas they need to develop and improve.
Self-evaluation	The identification by the staff in a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school's work on the outcomes for students
Self-management	Students' skills in organising their work and managing their time efficiently.
Social development	Students' use of a range of social skills in different contexts, including working and socializing with students from different religious, ethnic and socio-economic backgrounds, and their willingness to participate in a variety of social settings such as volunteering and being able to resolve conflicts
Stakeholders	A collective term for those who are perceived to have a direct interest in the school.
Standardised	In testing, using the same measures to ascertain what students in different times and locations have learned
Standards (against which attainment could measure)	Pre-set expectations that could be defined by: curriculum standards, developmental frameworks (for example, communication and motor skills, verbal reasoning, independence, emotional literacy, or any other vocational or alternative curriculum framework)
Starting point	Evidence of students' knowledge skills and understanding measured at some point of time (for example, results on school's entrance tests, end of previous academic year assessment, baseline assessments, or any other evidence.)
Students of determination	The UAE's definition of persons with disabilities; a reflection of their strength of character, their perseverance and their courage.
Transition	The movement of a student from one phase of schooling to the next; for example, from elementary to middle or out of the school.
Work ethic	Students' attitude to work - the valuing of hard work and diligence to produce something worthwhile
Work sample	The systematic review of student work from a particular subject / grade /year group over a set period so that judgements can be made about attainment and progress.
Underachievement	A student who consistently, over time, fails to perform to their ability or potential is underachieving. There is a mismatch between potential and performance. Not to be confused with under-attainment where a student fails to do as well as they should in a single test/assessment.
Validity	The extent to which a test accurately measures what it is supposed to measure.
Volunteering	Freely offer to do something.
Verbal reasoning	Verbal reasoning involves making meaning based on the information given, going beyond that information to a better understanding and applying verbal skills to new learning. Also, while verbal reasoning sometimes refers to any task involving language, it most specifically refers to more complex thinking tasks, such as analysis, synthesis and evaluation of text.