



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

**The Sheikh Zayed Academy for
Boys**

Academic Year 2015 – 2016

إقرأ



The Sheikh Zayed Academy for Boys

Inspection Date	April 25, 2016	to	April 28, 2016
Lead Inspector	Bruce Berry		
Date of previous inspection	N/A	to	N/A

General Information	
School ID	264
Opening year of school	2015
Principal	John Conway
Chair of Governors	Khadim Aldarei
School telephone	+971 (0)2 203 3333
School Address	Khalidiya, Abu Dhabi
Official email (ADEC)	zayedpa.boys@adec.ac.ae
School website	www.zayedacademy.ae/boys
Fee ranges (per annum)	High – Very High: AED 47,900 – AED 58,200

Students	
Total number of students	564
Number of children in KG	KG: 177
Number of students in other phases	Primary: 305
	Middle: 82
	High: N/A
Age range	4 to 13 years
Grades or Year Groups	KG – Grade 7
Gender	Mixed: KG – Grade 3 Boys : Grades 4 - 7
% of Emirati Students	90%
Largest nationality groups (%)	1. Jordan: 3.55%
	2. USA: 1.24%
	3. Eygpt: 1.24%

Licensed Curriculum	
Main Curriculum	American
Other Curriculum	-----
External Exams/ Standardised tests	Measurement of Academic Pogress (MAP), International Schools' Assessment (ISA)
Accreditation	-----

Staff		
Number of teachers	43	
Number of teaching assistants (TAs)	26	
Teacher-student ratio	KG/ FS	1:20
	Primary	1:16
	Middle	1:7
Teacher turnover	-----	



Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	96
Number of joint lesson observations	4
Number of parents' questionnaires	N/A
Details of other inspection activities	The team conducted several meetings with senior leaders, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, and considered many of the school's policies and other documents. The leadership team was involved throughout the process and leaders conducted joint lesson observations with inspectors.

School	
School Aims	-----
School vision and mission	<p>'The vision is: 'A vibrant, active community school, that honours the past, educates for the future and prepares our leaders of tomorrow, today.'</p> <p>The mission is: 'Sheikh Zayed Private Academy will honour the past and educate for the future by developing confident, committed, creative and caring young people of integrity who achieve to their highest academic potential and are armed with an internationally competitive education and are well-positioned to succeed in the world of tomorrow.'</p>



Admission Policy	Admission to the school from Grade 1 to Grade 7 is determined by an entrance assessment, observation and/or interview.
Leadership structure (ownership, governance and management)	The leadership team consists of the principal, vice-principal (VP), head of elementary (primary) (HOE) and head of kindergarten (HOKG). A governing body is in place.



SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	0	0
Specific Learning Disability	5	46
Emotional and Behaviour Disorders (ED/ BD)	1	8
Autism Spectrum Disorder (ASD)	1	0
Speech and Language Disorders	2	2
Physical and health related disabilities	2	0
Visually impaired	2	0
Hearing impaired	2	0
Multiple disabilities	2	3

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	6
Social maturity and leadership	4
Mechanical/ technical/ technological ingenuity	1
Visual and performing arts (e.g. art, theatre, recitation)	11
Psychomotor ability (e.g. dance or sport)	4



The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND	(A)	Good
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Performance Standards	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						
Summary Evaluation: The school's overall performance						



The Performance of the School

Evaluation of the school's overall performance

The Sheikh Zayed Academy for Boys provides a good quality of education. The principal, senior leaders, teachers and other staff are united in driving the continuous improvement agenda. They have quickly established a warm, caring and safe environment, where most students are enthusiastic and happy learners. Most students entered the school at least 2 years behind their age expected curriculum levels. The well-structured strategies to accelerate progress have successfully raised attainment levels for most students in the two terms since the school opened. As a result of effective modification of the curriculum and a more careful match of work to students' needs, attainment is now acceptable or better in most lessons and progress is good or better in a large majority. The good quality provision in kindergarten (KG) enables children to successfully develop their social, emotional and academic skills in a warm and nurturing environment. The well-structured, inclusive and supportive special educational needs (SEN) programme enables students to fully access learning, and as a result, they make good progress.

Attainment is in line with curriculum expectations in all subjects across the school and good in KG Arabic and middle school science. Progress is good in all grades in subjects taught in English, in KG and primary Arabic and in primary social studies. It is acceptable in other phases for Arabic and social studies and in all phases for Islamic education.

Progress made since last inspection and capacity to improve

The school has not previously been inspected because this is its first year of operation.

The school has rapidly created a caring, respectful and well-structured learning centred environment. Good progress has quickly closed the attainment gap for most students. The school has very good capacity to continue on its improvement journey.

Development and promotion of innovation skills

The school leadership team (SLT) promote and encourage innovation at many levels of school life. The many initiatives are shared across the school community and, through the students, emanate beyond to the wider community. An on-line community was established prior to staff arriving at the school. This created an awareness of school issues and opened communication between all staff ahead of travelling to the UAE. Student notices are relayed around the school every day through interactive boards (IBs). Included are challenge questions based on the 13 Abu Dhabi Education Council (ADEC) Student Competencies Framework (SCF),



general knowledge quizzes, subject based spellings and positive messages to encourage and challenge students. The behaviour policy embraces the 13 competencies outlined in the ADEC SCF, when merits are awarded for positive behaviour and creates a deeper understanding of the language of learning. For example, students gain merits for independent learning, citizenship, critical thinking and even entrepreneurship.

A photography club, linked to the UAE National Identity Project, is using Quick Response (QR) coding to exhibit and share images of UAE life through photographs that can be accessed from their bar codes using iPads. This is being used well to create a collection of 'Big Ideas' writing to place in a time capsule. The robotics club is planning a robotics week this semester. The Lego room is used well by students to create and design. For example, a library class created Lego designs to demonstrate their story predictions. The school is involved in training with a multi-national technology company and plans are in place to become a 'Distinguished School' within this programme.



The inspection identified the following as key areas of strength:

- high quality leadership with the vision, drive and capacity to build on the successful start the school has made since its opening
- staff commitment and dedication in promoting a supportive, respectful and caring learning environment for students
- students' behaviour and respect for adults and each other
- parents praise for the excellent communication, the regular updates about their child's progress and the caring ethos in the school
- well-structured care and guidance procedures, which provide a safe and nurturing environment for learning
- the school's very effective procedures and inclusive support strategies that enable students with special educational needs to fulfil their potential
- the success with which the school has embraced and embedded innovation as a platform for developing the skills and ideas for students to make a positive contribution to society.

The inspection identified the following as key areas for improvement:

- the level of challenge all students in lessons, in particular the more able
- the development of teaching further to check understanding of all students
- expanding the range of student-centred learning strategies
- improving students' understanding of their next steps of learning.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Arabic (as a First Language)	Attainment	Good	Acceptable	Acceptable	
	Progress	Good	Good	Acceptable	
Arabic (as a Second Language)	Attainment	N/A	Acceptable	Acceptable	
	Progress	N/A	Acceptable	Acceptable	
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Good	Acceptable	
English	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Good	Good	Good	
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Good	Good	Good	
Science	Attainment	Acceptable	Acceptable	Good	
	Progress	Good	Good	Good	
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	
	Progress	N/A	N/A	N/A	
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Good	Good	Good	
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Good	Good	Good	



Achievement is good in all phases of the school and in most subjects. Attainment is acceptable or better in most lessons. Progress is good or better in a large majority of lessons. The development of students' learning skills is good in most grades and subjects. Most students, across all age groups, who entered the school in September 2015, had attainment levels at least two years behind age-expected curriculum standards. This was evidenced by baseline Measurement of Academic Progress (MAP) data and Fountas and Pinnell (F&P) reading assessments. As a result of effective targeted and differentiated learning strategies, attainment has improved significantly in the two terms since the school opened. It is now acceptable or better in most lessons. A second round of MAP standardised test data also confirms good gains in students' attainment over two terms.

Children start KG with little or no English. They quickly develop confidence and make good progress in the development of their social, personal and learning skills. Attainment and progress are good in Arabic. In English, mathematics and science, attainment is acceptable and progress is good. They are acceptable in Islamic education and social studies. Attainment in Arabic is good because the majority of children have reading and writing skills above curriculum expectations. Most students understand and respond well to instructions and comprehend stories read in standard Arabic. The majority of students in KG 1 and 2 can copy letters and words and form letters correctly. They can recognise the sound of the first letter of a word in KG 1 and read short vowel sounds of a letter in KG2. In English, children show confidence when they practise their English skills, especially when they talk and ask questions. In mathematics, children develop their number skills well; they can recognise numbers and count with confidence. A few KG2 children can add one digit numbers and write addition sentences. In science, children in KG2 experiment to determine which of a variety of model toys will travel furthest down an inclined plane. Students acquire knowledge of Islamic education concepts through repetition; they are not sufficiently guided to develop an understanding in KG and Grades 1 to 3.

In Grades 1 to 5 attainment is acceptable and progress is good in English, mathematics, science, Arabic, and social studies. Attainment and progress are acceptable in Islamic education. Students in Grade 1 science successfully learn how the earth's rotation causes day and night. Grade 5 students collaborate well to measure the growth of seedlings and predict what changes will take place over a week. In Grade 4 English, a few students who read higher level texts are able to explain strategies to use when meeting new vocabulary. In Arabic, Grade 1 students develop reading and writing skills well through group activities, including building words from random letters in a game. In social studies, Grade 5 students effectively develop ideas through questioning and gathering information from a map. Grade 5 mathematics students



worked well in group activities to design a village with Lego and establish the perimeter and areas of different buildings.

In Grades 6 and 7 attainment and progress are good in science. In mathematics and English, attainment is acceptable and progress is good. They are acceptable in Arabic, Islamic education and social studies. Students in Grade 6 science are able to explain the differences between series and parallel electrical circuits. In Grade 6 mathematics, students can illustrate well the difference between increasing and decreasing rates of change from graphs. In Arabic, students have insufficient opportunities to use and develop extended writing skills.

The support and educational provision for students with SEN is very good and results in them making good progress in their academic, social and emotional development. Higher achieving students are insufficiently challenged in a majority of lessons, and a few students sometimes do work they have already mastered.

Students in most lessons are well-behaved and interested in their learning. They show positive attitudes and most demonstrate self-discipline in taking ownership of their activities. They work well together in collaborative groups and show growing confidence in communicating their own thoughts and ideas. In a majority of lessons, students demonstrate good ability to connect their learning to real life. The development of students' high order critical thinking and problem-solving skills is good in a majority of lessons; it is inconsistent in others.



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

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
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Personal development	Very Good	Very Good	Very Good	
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	
Social responsibility and innovation skills	Very Good	Very Good	Very Good	

Students' personal and social development is very good. Students have positive attitudes to learning. In lessons where clear expectations and routines are well established, students take responsibility for their own learning and enjoy working collaboratively with others. They are eager to learn independently, in pairs or in small groups and respond well to teacher guidance on how to improve their work. Students' behaviour throughout the school setting is positive. Most are self-disciplined and respond well to the merit system programme that is embedded and used consistently by teachers to promote learning. Students are sensitive to the needs and differences of others. They are considerate of those with particular needs. Relationships amongst students, teachers and other adults are very respectful. Students' move around the school in a quiet and orderly manner. They have a good knowledge of how to lead safe and healthy lives and only healthy food choices are available in the canteen. Students are conscious of environmental issues and ensure that the campus is litter-free. Attendance levels are good at 94%.

Students' appreciation of the role and values of Islam in the UAE society is enhanced well through curriculum implementation in Islamic education and social studies. Two dedicated rooms provide good opportunities for daily prayer. The early morning meetings of the Holy Qur'an recitation club provide very good opportunities for students to learn about Islamic values. The daily singing of the national anthem is observed in all classrooms. National Day is celebrated by all members of the community. Students' learning is reinforced well through storytelling about camels, falcons and many other aspects of the heritage of the UAE. The excellent hallway display of UAE history through the ages is a permanent reminder and celebration of the values and culture of the nation. The 'My Identity' programme additionally



supports students’ knowledge of their past and their future role in society. The monthly theme values, such as ‘Family’ in the culture are portrayed well in hallway displays.

Students’ social responsibility and innovation skills are very well developed through the many programmes initiated by the school. It has participated in and sponsored a number of community events. Students enthusiastically took part in ‘Fill the Pack’ drives to benefit low income workers. They bagged personal hygiene products, gathered clothing for refugees and forwarded them to the Red Crescent. A Grade 6 science class initiated a successful men’s health activity programme. Students collected books and prepared them for shipping to Africa as part of ‘Project Read Africa’. The school sponsored and hosted a successful internet safety event to which the local community was invited.

Students engage very well in studies for protecting a number of endangered animals and habitats. They have successfully grown plants from a seed and observed the growth. They have gained a very good understanding of environmental issues that affect flora and fauna throughout the world. Dioramas of local landscapes have heightened their awareness of factors that affect the environment. The school has collaborated with a multinational oil corporation to sponsor an ‘Environspellathon’ event to raise awareness of environmental issues.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
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Teaching for effective learning	Good	Good	Good	
Assessment	Very Good	Very Good	Very Good	

Teaching for effective learning is good across the school. It is good or better in a large majority of lessons. Most teachers have good subject knowledge and they demonstrate their understanding of how students learn best when planning purposeful lessons.

KG teaching and learning is well planned to ensure it addresses children’s social, emotional and academic skills development. Well-structured learning centres provide good opportunities for children to learn basic skills through integrated activities. For example, children demonstrate good knowledge of number when they create an art



poster to show how many objects are needed to illustrate a given number. In science, KG1 children use flash cards related to their study of physical forces to place on a Venn diagram. Children's learning is further enhanced by an extensive range of well-planned resources to stimulate interest and curiosity as they undertake directed activities, experiment and play or make free choices.

In the most successful lessons, students are very actively involved in their own learning and the pace is high. Teachers demonstrate good skills in linking prior knowledge to create starter activities and tasks to support and challenge all learners. They make good use of summary sessions at the end of lessons to review and reinforce what has been learned. Teaching strategies are effective in supporting and challenging all students. Effective and probing questions are used well to challenge students' critical thinking. They have good opportunities to work independently, in pairs and in well-structured groups to solve problems. Assessment in most lessons is used well to redirect and support students and enable them to fully understand the intended learning. In the few less successful lessons, students spend long periods of time as passive learners. Learning activities do not always match the lesson objective. Many students have insufficient challenge and the poor pace of the lesson slows learning.

A variety of strategies are used well by most teachers to provide interesting and stimulating learning opportunities. Most students in all core subjects are aware of the learning outcomes and are keen to learn. Most learning environments are bright, colourful and stimulating; they have many visual prompts to support learning. The success with which teachers match learning activities to students' needs is inconsistent across the school. Work is often well-structured to meet the needs of students who need more support. In a majority of lessons, learning does not sufficiently challenge more able students. In a minority of primary and middle school grade lessons, students are often reliant on the teacher and the opportunities for them to work independently and make decisions for themselves are limited.

The use of assessment at all levels is very good. Students' progress is monitored through rigorous internal assessment procedures. MAP, reading and school baseline tests show that students on entry have very low attainment. All leaders and teachers effectively use the data to identify key learning gaps, modify the curriculum and set targets to accelerate progress. As a result of the measures taken, attainment has risen sufficiently for most teachers to be targeting learning at expected curriculum levels. Internal data is collected and analysed on a regular and consistent basis. All teachers keep detailed records of class and individual assessments and these are updated regularly. This provides teachers with clear and accurate information on progress over time. There is inconsistent use of assessment during lessons to check the understanding of all students. Most teachers have a secure knowledge of their



students' strengths and weaknesses. The use of systematic dialogue and goal setting is inconsistent across subjects.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	
Curriculum adaptation	Good	Good	Good	

The broad and balanced curriculum provides good support for learning as students move through the school. Subjects taught in English are based on Massachusetts State curriculum standards and subjects taught in Arabic follow the Ministry of Education (MOE) curriculum. The curriculum is planned to build on students' prior knowledge and prepares students well for the next progressive stage. Department heads maintain open communication and meet regularly to ensure smooth transitions across the grades and between phases. The core subjects are further enriched in Grades 1 to 5 by physical education (PE), art, information and communication technology (ICT) and music. In addition, Grades 4 to 7 study drama and Grades 6 to 7 study French. The 'My Identity Programme' is delivered through a cross-curricular approach. Students also have good opportunities to further enrich their learning experiences through a wide variety of extracurricular activities (ECA) offered after school. Curriculum implementation supports consistent cross-curricular links. For example, science classes often use the English writing convention rubric when writing reports.

The curriculum is reviewed regularly and adjusted to meet the rapidly changing needs of students due to their good progress. Regular professional development provides good opportunities for teachers to increase their knowledge and skills. The focus on effective differentiated activities to meet the needs of all students has resulted in successful implementation by most teachers. The common lesson plan template provides clarity on how activities will address the needs of students at all ability levels. The Star Slider system in Grades 6 and 7 enables students to select increasing levels of difficulty and challenge in assigned tasks. In some lessons, students lack teacher direction and choose activities that are too difficult for them to access. Students' learning is appropriately enriched by integrated references linked to Emirati culture



and UAE society. For example, a drumming exercise in music allows students to use either English or Arabic words to create a mono-rhythmic drumming pattern. Hallway displays further reinforce their learning about the UAE history and culture.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Very Good	Very Good	Very Good	
Care and support	Very Good	Very Good	Very Good	

The school has very good procedures for the protection, care, guidance and support of students. School leaders and teachers have quickly established effective systems, routines and behaviour expectations. This has resulted in a calm, caring and warm environment in which students are enthusiastic and happy learners. In most classrooms, students follow instructions well and demonstrate good self-discipline when working on their assigned activities. The school has developed a child protection policy. All teachers and other staff are aware of who to refer to in cases of suspected abuse. The school handles cases sensitively and in an appropriate manner. Procedures to ensure effective supervision of students on buses are robust, with records kept by supervisors. The school ensures that students are in a secure and safe environment. This is achieved through security guards, who monitor all people entering and leaving school during and after school hours. Entry into the students' sections is only possible by use of electronic cards. The buildings are very well-maintained and monitored by the operations manager; the school is in the process of developing a recording system for all maintenance and safety checks. The two school clinics are well-equipped and two qualified nurses provide very good medical care. The school premises and facilities provide an outstanding learning environment. These include indoor and outdoor play areas, gym, swimming pool, library, science laboratories, information and communication technology (ICT) laboratories and an interactive whiteboard in every classroom. Classrooms are spacious and provide a vibrant learning environment. Younger grades including KG and Grade 1 have an outdoor balcony area with sand and water learning areas. There is a lift to allow the physically challenged to have full access to all levels of the building. Promotion of safe



and healthy living is reflected in the healthy lunches provided for students and through curriculum links in subjects, such as in Arabic.

All staff generate a highly caring ethos in classrooms and around the school. The pastoral system thrives on the very warm and positive student-teacher relationships. Examples of this can be seen during lunch breaks when students and teachers sit together and engage in discussions. Behaviour management is very effectively and consistently implemented through a system of points and merits, which are based on the reinforcement of ADEC SCF competencies and values. Assigned staff follow up to reward students or take actions, such as detention or assigning a report card. The school follows the ADEC sanctions system when behaviours are repetitive and do not improve. The counsellor provides very good support for students' emotional, behavioural and social issues. Effective workshops for all students from Grades 4 to 7 help raise awareness on issues such as bullying, the importance of family, respect and a concept of self-worth. The school has highly inclusive and effective procedures to support students with SEN. This enables them to fulfil and in some cases exceed their identified goals.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Very Good
Partnerships with parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Very Good

Leadership and management are very good. There is a clear vision for the opening and future development of the new school and for creating a vibrant, supportive and caring learning environment. The principal provides very clear strategic direction and high quality leadership. Senior and middle leaders, teachers and all support staff demonstrate a strong team spirit in creating and maintaining a very caring and supportive environment for learning. Leadership at all levels operates as a coherent team with a common purpose to provide high quality education. Relationships are very positive. The very caring ethos generated by all staff provides a very positive, safe and nurturing environment.



The principal and senior leadership team SLT promote and encourage innovation at many levels of school life. For example, the innovative school behaviour policy that encourages students to fully understand the language of learning. Accountability procedures are very well structured. An innovative and rigorous performance management system is used to establish challenging goals for teachers and managers. All goals are linked to student outcomes, high quality teaching and learning and teacher-student dialogue. Managers' goals are an accumulation of the goals of the staff in their area of responsibility.

The principal has created a detailed and well-constructed version of the Self-Evaluation Form (SEF) that is aligned to the new performance standards. The formulation of the SEF involved most senior and middle leaders. The SEF has very well documented evidence. Analysis of assessment data is exceptionally detailed and provides a very clear picture of the starting point of students on entry. It has well-structured and detailed evidence of the progress in all grades over the 2 terms since the school opened. It demonstrates that leadership has a very clear picture of performance of the school, its strengths and areas for further development. There is a thorough and consistent system for monitoring the quality of teaching and learning. The focus is on the effectiveness of learning and leads to clear goals for improvement. Well-structured plans for improvement are created where there are major concerns about the quality of classroom provision. The School Development Plan (SDP) is very well structured, with highly appropriate and well-defined improvement initiatives that are aligned to the six performance standards. It has designated committees to drive the initiatives with a named lead. Budgets and resources are identified. It has clearly defined timescales for reviewing and monitoring progress. There is a defined monitoring group for each initiative. Very good progress has been accomplished in many of the development areas in the short time the school has been open.

Parents are represented on the governing body. A parents' committee has recently been formed. The monthly 'coffee and conversation' mornings provide very good opportunities for parents to meet senior leaders and discuss any issues. Parents' workshops are well focussed on issues that give them insight into their child's education, for example, curriculum week, internet safety, 'My Learning', and MAP data outcomes. Parents indicate that they have confidence in approaching the school on any matter because of the open door policy. They receive very good information about their child's progress; this includes three reports a year and a parent and teacher meeting at the end of each term. They receive a well-designed portfolio showing all test and progress data, together with samples of work. This provides parents with very good illustrations of the progress of their child over time. 'My learning' is a parent portal that allows them another effective way to access school activities and information.



Governance is very good. The Board of Governors has representation from the owners, the school's management company and parents. They established very effective plans to facilitate the opening of the school. They responded very well to the reality of the students' low baseline assessed levels. This included increasing budgets and extensive support for meeting the needs of students. They hold monthly formal meetings, with agendas that have a good balance between administrative and educational agenda items. The governors set challenging key performance indicators (KPIs) for the principal that are fully aligned to the SDP priorities. The management company representative has responsibility for monitoring and reviewing the principal's performance on behalf of the governors. The impact of the governors' monitoring, support and responsiveness is clearly seen in how quickly the school has established a very well-functioning and orderly learning environment. The school functions extremely well on a daily basis. It is fully staffed and all teachers are qualified. The school is very well placed to continue to build on the improvements already achieved.

What the school should do to improve further:

1. Continue to develop teaching strategies to increase learning opportunities and further improve achievement by:
 - i. ensuring that all students are appropriately challenged in lessons, in particular the more able
 - ii. checking the understanding of all students through effective assessments within lessons
 - iii. expanding the range of student centred learning strategies in the primary and middle school phases
 - iv. increasing students understanding of their next steps of learning through systematic dialogue and goal setting with their teachers.



Possible breaches of regulations and health & safety concerns

The Sheikh Zayed Academy for Boys

Regulations	
1.	
2.	
3.	
The UAE Flag is raised/ flown every day?	Yes
Is playing of the UAE National Anthem a daily feature at the morning assembly?	Yes

Health and Safety Concerns:	
1.	
2.	
3.	

Lead Inspector	Bruce Berry	Date	April 29, 2016
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