



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

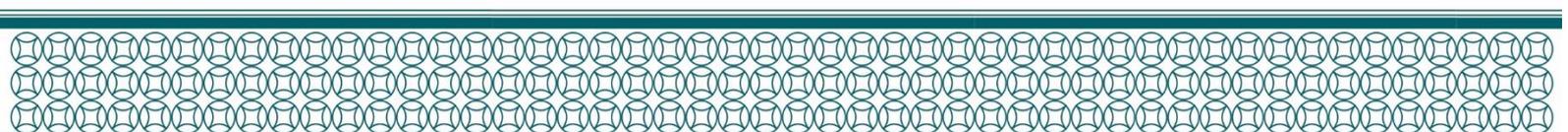
Inspection  
Report of

Summit International School

Overall  
Effectiveness

Good

Academic year: 2018-2019





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## School Information

School Profile			
School Name:	Summit International School		
School ID:	226	School phases:	KG-middle
School Council: **	NA		
School curriculum: *	American	Fee range and category*	AED18,700 to AED23,100; low to medium
Address:	Street 19, Sector 4, Madinat Zayed, Abu Dhabi	Email:	summit.int@adec.ac.ae
		Telephone:	+971 (0)2 622 2504
		Website:	www.summitinternational school.ae

Staff Information			
Total number of teachers	57	Turnover rate	21%
Number of teaching assistants	20	Teacher- student ratio	1:25

Students' Information				
Total number of students	913	Gender	Boys and Girls	
% of Emirati students	6%	% of SEN students	2%	
% of largest nationality groups	Jordanian 24%	Egyptian 14%	Syrian 10%	
% of students per phase	KG	Primary	Middle	N/A
	22%	58%	20%	

Inspection Details				
Inspection date:	from	<u>11/02/1440</u>	to:	<u>14/02/1440</u>
		21/10/2018		24/10/2018
Number of lessons observed:	101	Number of joint lessons observed:	25	

\*Relevant for Private schools only

\*\* Relevant for Government schools only



## The overall performance of the school:

- The new principal took up post in January 2018 and the vice-principal in September 2018. There has been a 21% turnover of teachers in the last school year. Almost all students are learners of English as an Additional Language (EAL). The school has approval to begin the construction of high school facilities in 2019.
- The overall performance of the school is good. Leaders' vision and strategic planning have driven improvements in teaching. Students' progress is now good overall. Attainment has also improved but remains acceptable overall. Achievement in kindergarten (KG) is very good overall. Improvements in Arabic have not been as swift or secure. The school's safe, secure and caring learning environment continues to promote students' good personal development.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"><li>• The majority of students make good progress overall, including students with special educational needs (SEN) and most other groups. In KG, progress is very good. Progress in the Arabic language is acceptable overall.</li><li>• Attainment is acceptable overall. It is good in KG, acceptable in primary and good in middle. It is weak in Arabic as a second language (ASL) for the few students in the middle phase.</li><li>• Learning skills are good overall and very good in KG.</li></ul>		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"><li>• The majority of students demonstrate good attitudes, behaviour and relationships. These are very good in KG. Attendance is acceptable, and punctuality is very good. Students do not have a student council to voice their opinions.</li><li>• Students have a strong appreciation of the values of Islam, the heritage and culture of the UAE and their own culture and, to a lesser extent, other world cultures.</li><li>• Students regularly participate in community events and have good environmental awareness. They do not yet show strong innovation and enterprise skills.</li></ul>		



<b>Performance Standard 3</b>	<b>Teaching and Assessment</b>		
<b>Judgment</b>	Good	<b>Change from previous inspection</b>	Improved
<b>Justifications</b>	<ul style="list-style-type: none"> <li>Teachers' strong subject knowledge, detailed planning of lessons and positive interactions with students promote good progress in lessons overall and very good progress in KG.</li> <li>The recent introduction of external benchmarking has resulted in teachers' raised expectations of student attainment.</li> <li>Teachers increasingly provide constructive written feedback but have yet to develop students' critical thinking and innovation in all phases. Work is not always individualised, particularly for gifted and talented (G&amp;T) students.</li> </ul>		

<b>Performance Standard 4</b>	<b>Curriculum</b>		
<b>Judgment</b>	Good	<b>Change from previous inspection</b>	Improved
<b>Justifications</b>	<ul style="list-style-type: none"> <li>Leaders have undertaken a comprehensive review and development of the curriculum and accurately aligned it with American standards. They have yet to bring the same rigour to the Arabic curriculum.</li> <li>Links between areas of learning, and particularly with UAE society, are meaningful and extend across all the key subjects. The curriculum is not always modified to meet the needs of individual students. Modification for EAL learners is particularly effective in KG.</li> <li>Opportunities for enterprise and innovation are not sufficiently well planned.</li> </ul>		

<b>Performance Standard 5</b>	<b>The protection, care, guidance and support of students</b>		
<b>Judgment</b>	Good	<b>Change from previous inspection</b>	No Change
<b>Justifications</b>	<ul style="list-style-type: none"> <li>The school's protection and care of students are good and contribute to their strong personal development, including students with SEN.</li> <li>New leaders have successfully improved attendance and punctuality after they had fallen in the last school year.</li> <li>The school has yet to develop consistent support in lessons for students with additional learning needs.</li> </ul>		

<b>Performance Standard 6</b>	<b>Leadership and management</b>		
<b>Judgment</b>	Good	<b>Change from previous inspection</b>	Improved
<b>Justifications</b>	<ul style="list-style-type: none"> <li>New senior leaders have driven recent improvements in teaching and students' progress, laying strong foundations in KG. School self-evaluation and data analysis is not yet sharply focused on identifying gaps in provision.</li> </ul>		

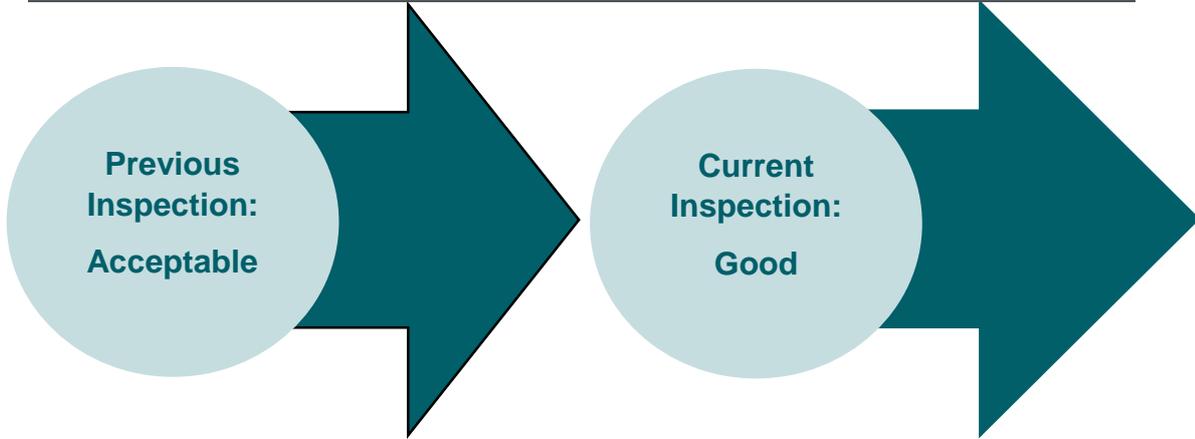


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	<ul style="list-style-type: none"><li>• Leaders have adopted international benchmarks in an effort to raise standards. This has yet to result in improved attainment in external examinations.</li><li>• Students, staff, parents and governors share the school's ambitious vision and mission.</li></ul>
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## Progress made since last inspection and capacity to improve



- New leadership has ensured rapid and widespread improvement in the last ten months. Improvement in the preceding year, following the last inspection, was narrowly focused and not sustained. As a result, recent improvements are only beginning to show an impact on school performance. Leaders and teachers in KG, however, have transformed provision and achievement from acceptable to very good.
- Leaders have improved overall achievement from acceptable to good by using meaningful international benchmarks effectively to raise expectations. This provides teachers with clear information about students' achievement over time. The school has yet to analyse the achievement of all groups of students to target appropriate support. Attendance and punctuality dipped after the last inspection, but attendance has now risen to acceptable levels and punctuality is very good.
- Leaders at all levels have improved teaching and assessment by ensuring teachers plan imaginative lessons, using technology to stimulate learning. The school has successfully provided generally consistent and constructive 'next steps' feedback to students and promoted effective self- and peer-assessment. The school has yet to meet fully the needs of higher attaining students, including G&T students. A minority of teachers use questioning techniques that require students to think deeply.
- Leaders have ensured the curriculum is now compliant with statutory requirements for all groups of students, including non-Arab and ASL students. The curriculum generally links students' work to real-life situations. Students' participation in competitions, voluntary activities and environmental awareness in the local and wider community is now good.
- Leaders' capacity to improve the school further is good.



## Provision for Reading



- The school library has been restocked since the last inspection with a wide range of English fiction and non-fiction books and a smaller selection of Arabic, particularly ASL, texts. The librarian promotes reading in the school effectively through poetry month, character days and non-fiction days. Students access multiple online reading resources. Student librarians help to run the library.
- The school has no annual Arabic and English reading plan. Students' reading for comprehension in both languages is regularly tested in primary. Highly effective daily English phonics sessions take place in KG. Library periods once a week have storytelling for KG to G4 and quiet reading for older students.
- Staff have yet to receive specific training in the teaching of English reading to EAL learners or Arabic reading skills. Effective additional assessment systems are in place to track students' reading in both subjects.
- Reading skills have yet to be fully integrated into the planning and delivery of all subjects across the school. Arabic and English reading is well promoted through school, local, national and regional competitions. Students' use of school laptops promotes research skills.
- There are no comfortable areas to encourage reading for pleasure in the library or around the school. Students use the library for independent reading at break times.
- The school makes good use of web-based English and, more recently, Arabic reading schemes that engage students and foster reading at home with parental involvement. These systems allow detailed tracking of students' progress but have yet to be fully analysed.



## Key areas of strength and areas for improvements:

### Key areas of strength

- The success of the school's new leadership in sharing their vision with students, staff and parents.
- The improvement in teaching and students' overall progress and learning skills in most subjects since the last inspection.
- The rapid development of children's learning and social skills in KG.
- The school's work in promoting students' positive attitudes, respectful relationships and considerate behaviour.
- The school's arrangements to ensure the care, health, safety and welfare of students.

### Key areas for improvement

- Improve the teaching of Arabic in the primary and middle phases to accelerate students' progress and so raise their attainment in subjects taught in Arabic by:
  - immediately implementing frequent and evaluative peer appraisals with high performing English medium teachers
  - providing additional support, as a matter of urgency, for ASL students in the middle phase, particularly in developing writing and grammar skills
  - ensuring subject leaders receive sustained external support and guidance.
- Increase the impact of school leaders in raising students' overall attainment by:
  - prioritising the primary phase for interventions and remedial work
  - more accurate self-evaluation by subject and senior leaders so as to sharply focus on closing gaps in provision and outcomes
  - well-considered timetabling and planning of resources to minimise the impact of limited space and forthcoming construction activity.
- Develop the teaching of innovation and critical-thinking skills in the primary and middle phases and their promotion through the curriculum by:
  - ensuring teachers meet the needs of individual students, particularly higher attainers
  - providing further opportunities for independent learning and project work that deepens understanding
  - developing teachers' questioning skills towards challenge, evaluation and synthesis.



## Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	N/A
Islamic Education	Attainment	N/A	Good	Acceptable	
	Progress	N/A	Good	Acceptable	
Arabic (as a First Language)	Attainment	Good	Acceptable	Acceptable	
	Progress	Good	Acceptable	Acceptable	
Arabic (as additional Language) *	Attainment	N/A	Acceptable	Weak	
	Progress	N/A	Acceptable	Acceptable	
Social Studies	Attainment	N/A	Good	Good	
	Progress	N/A	Good	Good	
English	Attainment	Good	Good	Good	
	Progress	Very Good	Good	Good	
Mathematics	Attainment	Very Good	Good	Good	
	Progress	Very Good	Good	Good	
Science	Attainment	Good	Acceptable	Good	
	Progress	Good	Good	Good	
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	
	Progress	Very Good	Good	Good	
Learning Skills		Very Good	Good	Good	

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<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is good acceptable overall, although it is acceptable in middle.</li><li>• Most students attain in line with curriculum standards in middle, which is acceptable. Attainment is good in primary, where the majority of students attain above curriculum standards. Internal assessment indicates at least very good attainment throughout the school. This does not match lesson observations and current work.</li><li>• In primary, the majority of students are able to read the Holy Qur'an and apply recitation rules. They demonstrate good levels of understanding of the beginnings of Islam. In middle, most students can apply the condition of the second pillar of Islam and recognize the benefits of prayer.</li><li>• Students make good progress in primary, supported by strong learning skills but this slows in middle. Their critical-thinking skills are not extended in project work.</li></ul>
<b>Arabic</b>	<ul style="list-style-type: none"><li>• Achievement in Arabic as a first language (AFL) and in ASL is acceptable overall. Achievement in Arabic is good in KG.</li><li>• Attainment in AFL is acceptable overall and good in KG. Attainment in ASL is acceptable overall and weak in middle. Internal assessment indicates very good AFL and weak ASL attainment throughout the school. This does not match lesson observations and current work.</li><li>• In AFL, most students' listening, speaking and reading skills are in line with curriculum standards. They can explain what they have learned in Standard Arabic with an appropriate range of vocabulary. They use key words well in speaking and reading. Writing in AFL is not as strong. ASL skills are in line with curriculum standards in primary. In middle, ASL students cannot hold a conversation and writing is copied from the board. This is because of a legacy of weak teaching in previous years.</li><li>• Most AFL and ASL students make acceptable progress. Children make good progress in KG. Children and students listen carefully and respond to teacher instructions. They use the new vocabulary they have learned and link it to prior knowledge.</li></ul>
<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is good overall.</li><li>• Students' attainment is good in primary and middle. Internal assessment indicates attainment in the last school year was acceptable in primary and weak in middle. Lesson observations and current work show a strong improvement.</li><li>• The majority of students demonstrate levels of knowledge, skills and understanding that are above the curriculum standards. They can give their opinions on issues such as population in the UAE.</li><li>• The majority make good progress in lessons. However, a few higher attaining students do not extend their understanding through exploring historical themes and concepts.</li></ul>



<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement in English is good.</li><li>• Students' attainment in English is good overall. Weak results from the recent externally validated Measures of Academic Progress (MAP) tests do not reflect the skills and understanding of EAL learners. Internal assessments show good attainment overall and this is supported by scrutiny of work.</li><li>• In lessons and current work, students' attainment is good in listening, speaking, reading and writing. Attainment builds on the systematic and effective phonics and language foundations in KG. Creative writing skills are underdeveloped.</li><li>• A majority make good progress throughout the school and very good progress in KG. Students' engagement and strong collaboration skills support their learning. Students' critical-thinking and higher-level skills are not as strong.</li></ul>
<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is good.</li><li>• A majority of students make good progress and attain above curriculum standards. Weak results from the recent externally validated MAP tests do not reflect the skills and understanding of EAL learners.</li><li>• As students become more proficient in English language, their numeracy skills improve. KG children learn to count and write numbers above 20, and recognise two-dimensional shapes. Students' number work is well developed, and most can solve number problems above curriculum standards. Students in Grade 4 use 'Question a Day' (QAD) inquiries well to enhance their mathematical problem-solving skills.</li><li>• Mathematical calculations and operations are not always related to real life or extend students' reasoning. Not all students are confident in mental mathematics or know their multiplication tables by the time they move into middle school.</li></ul>
<b>Science</b>	<ul style="list-style-type: none"><li>• Overall achievement in science is good.</li><li>• Students' attainment is good overall. In KG and middle, it is good, and it is acceptable in primary. Weak results from the recent externally validated MAP tests do not reflect the skills and understanding of EAL learners tackling science questions in an additional language. Internal assessments show good attainment overall and this is supported by scrutiny of work.</li><li>• Children and students gain good scientific, enquiry and investigative skills. Students apply their learning skills in science well, using key scientific methods for experiments and accurately measuring and recording. Across all phases, students' opportunity to reflect critically on their learning or create their own experiments is limited.</li><li>• Students' make good progress in all phases and learn well when lessons are linked to other subjects. Students readily make meaningful connections between their academic study and real-life situations to deepen their understanding of the world.</li></ul>



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<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Overall, achievement in other subjects is good. It is very good in KG.</li><li>• In ICT and art, students apply their knowledge and skills well. For example, they design and build a web page using coding skills and children produce textured camel prints using different tearing techniques. In music, students are able to use different musical instruments to, for example, sing and perform for National Day. In English social studies (ESS), students can compare and contrast physical, human and environmental geography using Venn diagrams. In physical education (PE), students enjoy team games, but their skills are less well developed.</li><li>• Progress of different groups of students in other subjects is good across all phases and very good in KG. However, higher attainers are not always sufficiently challenged in lessons.</li></ul>
<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students' learning skills are good overall and have improved since the last inspection. They have positive attitudes and take increasing responsibility for their work.</li><li>• Students' interactions and collaboration are strong in all phases. In KG, children learn how to relate to others and help each other. Students are confident oral communicators in higher grades. They make clear connections between different subjects and relate these to their understanding of the world and the UAE.</li><li>• Most students demonstrate acceptable innovation skills, for example in work on the environment and recycling. Students have many opportunities to use technology well to aid research, particularly in upper grades. Students' innovative, enterprise projects and higher order thinking skills are not fully developed through all phases.</li></ul>



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<b>Subjects</b>	<b>Relative Strengths</b>	<b>Areas of Improvements</b>
<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' reading of the Holy Qu'ran and recitation skills.</li></ul>	<ul style="list-style-type: none"><li>• The practical application of students' knowledge and understanding of Islamic principles in middle.</li></ul>
<b>Arabic</b>	<ul style="list-style-type: none"><li>• Children's strong start to learning Arabic in KG.</li></ul>	<ul style="list-style-type: none"><li>• Writing skills throughout the school.</li><li>• The foundational communication skills for ASL students in middle.</li></ul>
<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' knowledge and understanding of the UAE's nature, culture and lifestyle.</li></ul>	<ul style="list-style-type: none"><li>• Deeper understanding of themes and concepts by higher attaining students.</li></ul>
<b>English</b>	<ul style="list-style-type: none"><li>• The rapid progress that children make in adopting English as an additional language in KG.</li></ul>	<ul style="list-style-type: none"><li>• Students' expressive and creative writing skills.</li></ul>
<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Children's achievement in number acquisition in KG.</li><li>• Problem-solving skills to illustrate mathematical concepts and calculations.</li></ul>	<ul style="list-style-type: none"><li>• Mental mathematics skills in primary and middle school.</li></ul>
<b>Science</b>	<ul style="list-style-type: none"><li>• Students' ability to accurately measure, collect and use information.</li></ul>	<ul style="list-style-type: none"><li>• Students' skills in designing their own experiments.</li></ul>
<b>Other subjects:</b>	<ul style="list-style-type: none"><li>• Students' achievement in developing drawing skills in visual art and in using ICT coding.</li></ul>	<ul style="list-style-type: none"><li>• Students' development of specific PE movement and ball skills.</li></ul>
<b>Learning skills</b>	<ul style="list-style-type: none"><li>• Students' skills in the use of learning technologies in lessons to research and reinforce learning.</li></ul>	<ul style="list-style-type: none"><li>• Students' innovation and critical-thinking skills.</li></ul>



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

Indicators:	KG	Primary	Middle	N/A
Personal development	Very Good	Good	Good	
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	
Social responsibility and innovation skills	Good	Good	Good	

- The overall quality of students' personal and social development and their social responsibility is good. Their innovation skills are acceptable. Children's personal development in KG is very good.
- Students enjoy and have positive attitudes to learning. They are polite and courteous to staff and their peers. Children in KG quickly learn how to share and take turns. Students behave well in all parts of the school. They understand how to have safe and healthy lifestyles, reinforced in their PE lessons. Students' attendance has improved from very weak last academic year to acceptable, at 93%, this year. Students have a very good understanding of the importance of punctuality.
- Students' appreciation and understanding of UAE culture, heritage and Islamic values are good. In assemblies they show respect for the UAE flag and all sing the National Anthem. A Grade 1 student confidently led the recitation of the Holy Qu'ran to the whole school. They are proud of their identity.
- A student team raises funds for the Red Crescent. A few students are on committees for assemblies and school safety. Students participate in a range of activities to support their local community. There is no school council to represent the views of students or initiate activities.
- Students are aware of environmental issues and prepare projects on how to reduce, reuse and recycle. Students have a strong work ethic; however, their innovation and entrepreneurial skills are less well developed.

### Areas of Relative Strength:

- Students' attitudes to learning, behaviour and relationships with each other and staff.
- Students' appreciation of the role and values of Islam and their respect for the heritage and culture of the UAE.

### Areas for Improvement:

- Students' opportunities to formally voice their opinions, through forums such as a school council.
- Students' involvement in enterprise activities and opportunities for innovation.



## Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	N/A
Teaching for effective learning	Very Good	Good	Good	
Assessment	Good	Good	Good	

- The overall quality of teaching is good. It has improved since the last inspection from acceptable to good in primary and middle, and to very good in KG.
- Teachers have good subject knowledge. They plan engaging lessons with clear learning objectives. These are shared with students so almost all know what to do. Teachers provide a range of activities that encourage collaborative, active learning and dialogue, particularly in KG. Students' English-speaking skills are advanced for their age and support their learning in English-medium subjects. In most subjects, teachers focus on subject specific vocabulary and key words.
- Teachers' questioning skills are variable. In strong lessons, teachers challenge students' knowledge and understanding with probing questions. Access to laptops in classrooms enhances students' research and problem-solving skills. However, there is limited opportunity for critical, analytical and reflective thinking.
- Most teachers adapt lessons to meet the needs of three ability bands of students, but activities and tasks are not sufficiently individualised, particularly for higher attaining and G&T students.
- Teachers effectively assess students' progress. External benchmarking has raised expectations of students' attainment. A majority of teachers are using 'next steps' marking to inform students how to improve their work, but this is not yet consistent practice. The majority of teachers provide verbal feedback to students.

### Areas of Relative Strength:

- Highly effective teaching and strong children's learning in almost all subjects in KG.
- Teachers' subject knowledge and understanding of how students learn, evident in comprehensive lesson plans.

### Areas for Improvement:

- Teachers' questioning skills to deepen learning and promote innovation.
- More rigorous use of assessment information to provide work that is suited to individual students.



## Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	N/A
Curriculum design and implementation	Good	Good	Good	
Curriculum adaptation	Very Good	Good	Good	

- The overall quality of the curriculum is good. Its adaptation in KG is very good.
- The school's curriculum was underdeveloped and unaligned in the year following the previous inspection. Since the arrival of new leaders, the American curriculum has gained a clear rationale and has been aligned to the California State Common Core State Standards. It is under continuous and comprehensive review and provides students in all phases with a balance of knowledge, skills and understanding. Review of Arabic medium subjects has been less thorough.
- The curriculum is generally modified well for SEN students and is very well adapted to integrate learning, play and socialisation for early English learners in KG. Modification is less well developed for G&T and ASL students.
- The KG curriculum provides a good foundation for preparing children for the primary phase and transitions are well-handled between all phases. The school provides students with well-informed support and advice when moving on to high school.
- The school offers a range of extra-curricular choices such as Arabic calligraphy, football and French clubs. Activities and events support innovation but have yet to be fully embedded in lessons. Cross-curricular links with UAE culture and traditions are strong.
- The moral education programme is implemented in discrete lessons throughout the school with an assigned teacher throughout the phases, providing progression and continuity. Lessons are often based around lively debate. The school has yet to formalise a system of assessment for the subject.

### Areas of Relative Strength:

- The breadth and integration of the KG curriculum and its modification for EAL learners.
- The school's comprehensive ongoing review and development of the American curriculum.

### Areas for Improvement:

- Modification to meet the needs of individual students, particularly G&T and ASL students.
- The development of enterprise and innovation within the curriculum.



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

Indicators:	KG	Primary	Middle	N/A
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	
Care and support	Good	Good	Good	
<ul style="list-style-type: none"><li>The overall quality of the protection, care, guidance and support of students is good.</li><li>Students' health and safety is a priority in the school. Staff understand and implement the school's effective procedures and policies for safeguarding students. The school provides a hygienic and secure environment and staff have relevant training on how to keep students safe. The school regularly documents and reviews its thorough safety checks. The premises and facilities are fit for purpose, although classrooms are generally at maximum capacity.</li><li>The school promotes healthy lifestyles well, providing approved food groups and promoting to students and parents the advantages of healthy eating and regular exercise.</li><li>Strengthened systems and procedures for managing students' behaviour are successful. The school has improved its systems to promote attendance and punctuality. As a result, attendance is now acceptable and almost all students arrive at school on time. Punctuality in class is reinforced through school-wide rewards.</li><li>The school identifies SEN and G&amp;T students through regular analysis of exam and test information. Targeted support does not fully meet the needs of all students, particularly higher attainers.</li><li>The school pays close attention to the well-being of its students and is proactive in raising their aspirations. Going 'to the top' at Summit International School is a consistent key message, communicated to students at every opportunity.</li></ul>				
<b>Areas of Relative Strength:</b>				
<ul style="list-style-type: none"><li>School policies and procedures for students' welfare.</li><li>Improved impact of school systems on attendance, and particularly on punctuality.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>Support for individual students with additional learning needs, particularly higher attaining students.</li></ul>				



## Performance Standard 6: Leadership and management

### Indicators:

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

- The overall quality of educational leadership and management is good. Leaders' actions have improved teaching and students' progress since the last inspection. Leaders share an ambitious vision with all stakeholders and are highly committed to the UAE national priorities.
- Senior leaders show strong knowledge of the American curriculum. Leaders have less expertise in the Arabic medium subjects. Very good relationships and communications have led to a positive learning culture. Leaders have sustained high standards of students' personal development throughout the school.
- Self-evaluation and improvement planning are good overall. The school's self-evaluation form (SEF) is not always accurate because of underdeveloped data analysis. It is linked, however, to the school's strategically effective development plan (SDP). Effective monitoring and evaluation of teaching and learning has improved teachers' performance. Non-core subjects are not rigorously evaluated.
- Partnership with parents is very good and they are included in school decision-making. This has already made a positive contribution to raising standards. Communication with parents and reporting of students' achievement are very good. Partnerships are strong with local and national institutions but there are few international links.
- Governance is good. It includes representation of key stakeholders. Governors and the owner hold leaders to account and have positively supported the recent work of the school. Governors' key influence on school performance has been the recent appointment of a highly effective principal. Governors did not effectively address key recommendations in the year following the last inspection.
- Management, staffing, and facilities are good. Leaders run an orderly, friendly school with well-qualified staff who are supported with appropriate training. The premises provide adequate facilities although not all classrooms comfortably accommodate the largest classes. Resources are relevant and the use of recently purchased learning technology has improved learning in lessons.
- Leaders ensure the school positively promotes the UAE in international assessment. The school has been commended as one of the best performing in Question a Day initiative in the Emirate. tests. Modification of internal assessments includes PISA-style questions.

### Areas of Relative Strength:

- School leaders' drive to improve teaching and students' outcomes since the last inspection, and to share their vision for continued success with students, staff and parents.
- The role of governors and the support of parents in recent improvements to school performance.

### Areas for Improvement:

- The accuracy of the school's use of data to support self-evaluation and improvement planning.
- School leaders' recording and analysis of assessment data to monitor students' progress in non-core subjects.
- Classrooms which are of sufficient size to minimize overcrowding.

\*Relevant for Private schools only