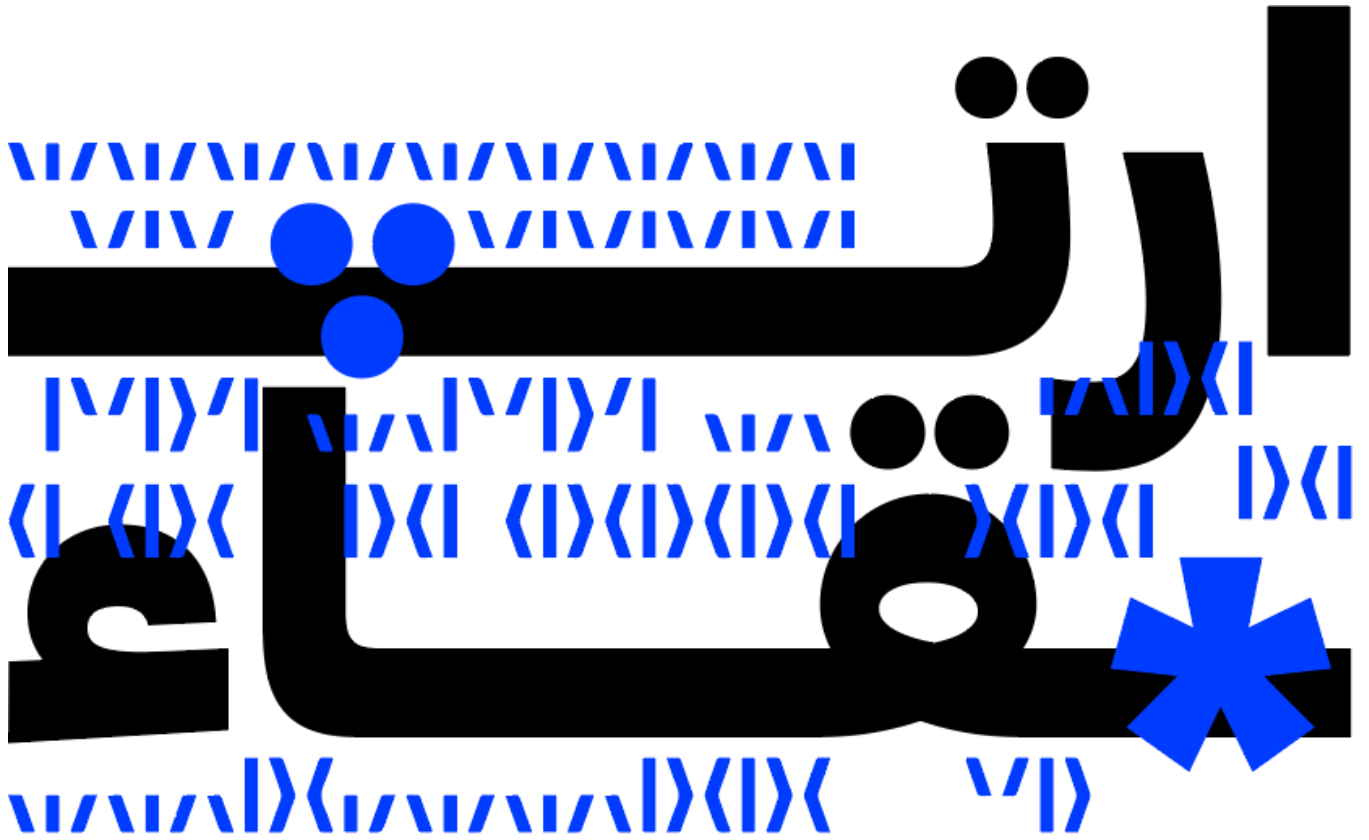




Irtiqa'a School Inspection

AY 2023/24

Abdulla Bin Zubair Private School

Rating: Acceptable

Contents

- **School information**
- **Changes since the previous inspection**
- **The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS**
- **Performance in standardized and international assessments**
- **Reading**
- **Strengths of the school**
- **Key recommendations**
- **Summary of inspection findings 2023/24**
- **Inspection findings**

School Information

General Information		
	Name	Abdulla Bin Zubair Private School
	Esis Number	9223
	Location	5, Al Hikmah St, Al Maqam, Al Ain, 33008
	Website	http://abzpvt.school.com/
	Telephone	037680551
	Principal	AMAL MOHAMED ABDALLA MOHAMED ALMANSOOR
	Inspection Dates	16 to 18 Jan 2024
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - KG
Number of students on roll	229
Number of Emirati students	47
Number of students of determination	8
Largest nationality group of students	UAE - Jordan - Sudan

Information On Teachers

Number of teachers	27
Nationalities	Philippines - Syrian Arab Republic - India
Number of teaching assistants	3

Changes since the previous inspection

The overall performance of the school has remained acceptable.

Since the previous inspection, students' attainment and progress have remained acceptable in almost all subjects across all phases. Achievement in Arabic as a first language and mathematics in the foundational stage has regressed from good to acceptable. Children are insufficiently and inconsistently engaged in active learning to promote their progress.

The quality of teaching has remained acceptable across all phases. However, assessment has regressed from acceptable to weak. Internal assessment procedures are ineffective in providing reliable and accurate achievement data. Teachers do not effectively use assessment information to support their planning for students' needs.

Standards in health and safety have regressed from good to acceptable because the school does not ensure that it promotes safe and healthy living for all students, including healthy eating. The protection, care, guidance, and support of students have regressed from good to weak because the school provides limited support for students with additional learning needs, including students of determination.

Leadership and management have remained acceptable overall. Partnerships with parents have regressed from very good to acceptable because the school is not engaging parents in its work, and reports do not adequately inform parents about their child's progress. Governance has regressed from acceptable to weak because the Board of Trustees has not ensured that staffing is stable, and the recommendations from the previous inspection have been addressed.

Since the previous inspection, a new principal has been appointed, and there have been many staffing changes in all phases. The principal understands the improvements required, and they have started to address several areas. However, this work is not yet impacting the required improvements.

The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS

The school has participated in international assessments to benchmark students. The school has taken part in the most recent assessment, Trends in International Mathematics and Science Study (TIMSS 2022), and is awaiting the publication of the results. TIMSS 2019 benchmarked student's attainment in mathematics and science in the low international range.

The school has no eligible students and, consequently, has not participated in PISA. The school has an understanding of international benchmarks and regularly promotes the importance of doing well in these assessments, although the response from students requires further commitment. As a result, a few teachers apply the concepts of deductive reasoning to their questions in lessons.

The principal has shared with the parents the importance of international benchmarks that support both the students and the UAE's international standing. Leaders have provided resources to teachers regarding the content domains. Still, they do not ensure that there are weekly problem-solving questions in all subjects using the language of the benchmark assessments.

Performance in standardized and international assessments

The following section focuses on the school's performance in standardized and international assessments.

Standardized Assessments

Students undertook the GL assessment (June 2023) in years 3 – 8 for English, mathematics and science. In all years, they achieved very good standards, except in year 4 mathematics and year 8 English, where students attained weak standards.

International Assessments: TIMSS, PISA, PIRLS

Results for the TIMSS 2019 show students in year 4 reached the low international benchmark in mathematics (472) and science (442).

Reading

The school has a large library, overseen by a librarian, with books serving both the English and Arabic curricula. It is adequately stocked with age-appropriate fiction and non-fiction reading materials in both languages. Readers

are graded for easy access by students, and there is a dedicated section for the foundation stage and lower years. Students in years 4 to 8 have library access through weekly time-tabled lessons.

Diagnostic and baseline tests are carried out at the beginning of each academic year in all phases, and mid- and end-of-term reading comprehension tests identify students who are below the expected reading standard. Following parental approval, students attend an after-school intervention initiative called 'success makers.' These extra lessons focus on basic literacy skills, including phonic skills, such as decoding and recognizing words by sight.

There is an allocated reading time every morning before lessons start in Arabic and English. In the foundation stage and primary phase, the teaching of phonics is included in the curriculum with weekly guided reading sessions. Students, from year three onwards, learn to read for comprehension in both English and Arabic lessons and use subject-based textbooks as the main reading source. Weekly guided reading lessons are held in English and Arabic in the school library. Reading skills are assessed in the foundation stage phase through phonic screening tests, and the progress of the children is tracked and monitored. Reading comprehension assessments are conducted in primary and secondary phases, but reading levels are not recorded or monitored. The school has participated in national reading initiatives and reading challenge competitions, as well as participating in the Al Ain reading festival.

Parents are encouraged to help their children read at home, and some guidance on how to promote and support their children's reading development has been given. Students and parents have also been encouraged to create accounts on a free reading scheme website where they can access graded reading materials as an extra resource. During vacation time, students are asked to read and write book reviews and to record the books they have read in a reading log.

Strengths of the school

- Students demonstrate a well-developed understanding and pride in their culture and traditions, as well as an appreciation of the role of the founding fathers.
- Teachers follow a consistent approach to lesson planning across all phases.
- The school has implemented successful approaches to ensure that there are very good levels of attendance.

Key Recommendations

1. Improve the quality of teaching and students' achievements to a consistently good level in all subjects and phases by:

- engaging children in creativity and team-building skills in the foundation stage by developing play-based learning and being active learners
- raising expectations of what students can achieve and do in all subjects, especially in the primary phase
- providing students with regular opportunities to develop their scientific investigation and practical skills following the scientific method in science in the primary and secondary phases
- consistently applying agreed approaches and opportunities for children and students to read, write, and speak in English across the school in all English medium subjects
- improving students' mental mathematics and word problem-solving skills through regular practice across the foundation stage and primary phase
- providing consistent opportunities in all lessons for children and students to develop their collaboration and communication skills

- planning regular opportunities for students to develop their critical thinking, problem-solving, inquiry, and independent learning skills in lessons across subjects and phases
- providing children in the foundation stage with regular opportunities to explore and learn through play
- ensuring that teachers consistently plan well-differentiated work to effectively support students with additional learning needs, including students of determination and the lower-attaining students, and challenge the higher-attaining students in lessons across all subjects and phases.

2. Improve the quality of assessment to reach at least a good level by:

- ensuring teachers effectively analyze all types of assessment data, including internal and external, and use the information to modify lesson plans and match activities to students' needs
- ensuring that assessment data is accurate and robust and used effectively to monitor and track students' progress both individually and as groups
- ensuring that all students have opportunities in lessons to engage in reflecting on their work and identifying what they need to do to improve
- sharing specific success criteria/rubrics with students for self and peer assessment to help them identify their strengths and areas for improvement.

3. Improve the educational provision for students with additional learning needs, including students of determination and those who are gifted and talented to reach at least a good level by:

- providing appropriate training for teachers and shadowing teachers supporting students with additional learning needs, including students of determination.
- strengthening the identification process for students with additional learning needs, including students of determination and those who are gifted and talented.
- developing more effective and detailed Individual Educational Plans (IEPs) to ensure appropriate and effective intervention is in place for students of determination
- providing effective support for students with additional learning needs, including students of determination, both in lessons and during additional outside support sessions according to their IEPs
- planning regular opportunities for G&T students to develop their skills and nurture their talents in lessons and through appropriate curricular and extracurricular activities.

4. Improve the school leadership to raise effectiveness to at least a good level by:

- engaging all stakeholders in the school's self-evaluation (SEF) process, using reliable sources of evidence, including benchmarked internal and external assessment data and lesson observations, to inform judgments
- developing an up-to-date school improvement plan informed by the SEF improvement priorities, ensuring targets are SMART, and success criteria are linked to students' achievement
- ensuring the Board of Trustees is actively engaged in monitoring the school's actions and holding senior leaders accountable for the quality of the school's performance
- ensuring the continuous professional development delivery focuses on best practices in teaching and analyses of assessment data to inform teaching
- providing more subject-specific resources, including the use of technology, for hands-on learning across the school, particularly in the foundation stage and the primary phase
- ensuring that middle leaders have the capacity to monitor lessons and lead the improvements required in their subjects
- ensuring that there is continuity in staffing and the high staff turnover has been reduced.

Overall School Performance: **Acceptable**

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
Arabic as a first language	Attainment	Acceptable ↓	Acceptable	Acceptable	Not Applicable
	Progress	Acceptable ↓	Acceptable	Acceptable	Not Applicable
Arabic as a second language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
UAE Social Studies	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
English	Attainment	Acceptable	Acceptable	Acceptable	Not Applicable
	Progress	Acceptable	Acceptable	Acceptable	Not Applicable
Mathematics	Attainment	Acceptable ↓	Acceptable	Acceptable	Not Applicable
	Progress	Acceptable ↓	Acceptable	Acceptable	Not Applicable
Science	Attainment	Acceptable	Acceptable	Acceptable	Not Applicable
	Progress	Acceptable	Acceptable	Acceptable	Not Applicable
Learning Skills		Acceptable	Acceptable	Acceptable	Not Applicable

PS2: Students' personal and social development, and their innovation skills

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Acceptable	Acceptable	Acceptable	Not Applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Not Applicable
Social responsibility and innovation skills	Weak	Weak	Weak	Not Applicable

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Not Applicable
Assessment	Weak ↓	Weak ↓	Weak ↓	Not Applicable

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Not Applicable
Curriculum adaptation	Weak	Weak	Weak	Not Applicable

PS5: The protection, care, guidance and support of students

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Acceptable ↓	Acceptable ↓	Acceptable ↓	Not Applicable
Care and support	Weak ↓	Weak ↓	Weak ↓	Not Applicable

PS6: Leadership and Management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Acceptable ↓
Governance	Weak ↓
Management, staffing, facilities and resources	Acceptable

Inspection findings

PS1: Students' achievements

Islamic Education

A number of areas are evaluated by inspectors when evaluating students' attainment and progress in Islamic Education. These include the following:



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students in the primary phase and the majority of students in the secondary phase attain above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons. The school has no external national or international assessments for Islamic.
- In lessons and their recent work, most students in all grades demonstrate knowledge of Islamic teachings, etiquette, and Hadeeth in line with the curriculum standards. In both primary and secondary phases, students can identify the social and humanitarian fields that have distinguished and emerged with prominent Islamic figures. They demonstrate love, compassion, and appreciation to the prophet Mohammad (PBUH). However, they cannot yet apply Quran recitation rules to unfamiliar "Suras," and only a few students demonstrate grade-level understanding of contemporary issues and challenges and have the capacity to analyze them and suggest solutions based on Islamic principles and rules.
- Over the last three years, the school's internal assessment data indicates consistently outstanding attainment in the primary phase and acceptable in the secondary phase.
- In both primary and secondary phases, the school's analysis of internal assessment data indicates that the majority of students make better than expected progress over time and from their starting point at the beginning of the academic year. In lessons in the primary and secondary phases, most students make the expected progress in developing their knowledge of Seerah and characters, etiquette, and Hadeeth. They make limited progress in applying recitation rules, recalling and interpreting verses, and Surahs and Hadeeth. They also make inconsistent progress in applying Islamic principles and rules on contemporary issues.

- The school does not analyze assessment data to track the progress of all groups of students. In lessons, boys and girls make similar progress. Students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Lower- and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Accelerate students' progress in recitation skills including their ability to apply the rules on unfamiliar Suras through regular practice, competitions, and presentations in assemblies.
2. Enhance students' comprehension of current issues and complexities, and enhance their ability to analyze them and propose solutions based on Islamic principles and regulations.

Arabic as a first language

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in Arabic language. These include the following:



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Acceptable ↓	Acceptable	Acceptable	Not Applicable
	Progress	Acceptable ↓	Acceptable	Acceptable	Not Applicable

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most children in the foundation stage and students in all phases attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons. The school has no external national or international assessments for foundation-stage children. The school has administered the Arabic International Benchmark Assessment (ABT) during the first term of this academic year to benchmark students' attainment in Arabic in years 3 - 8. Students' ABT results indicate acceptable attainment in all phases.
- In lessons and their recent work, most students in all years attain in line with curriculum standards. They attain slightly better in listening and speaking than in reading and writing. In the foundation stage, children can read CVC words and rhyming words. Most students in primary and secondary phases can comprehend documentaries and short informative texts and speak about their main ideas in short sentences. Still, they cannot yet infer, interpret, and integrate textual details when reading short stories. Students can write a short text but are inconsistent in writing at length with adherence to proper grammar, spelling, and punctuation rules.
- Over the last three years, the school's internal assessment data consistently shows that most students attain above curriculum standards across all phases.
- The school's analysis of internal assessment data indicates that a large majority of children in the foundation stage and the majority of students in the primary phase make better than expected progress, while in the secondary phase, most students make expected progress over time and from their starting point at the beginning of the academic year in all phases.
- In lessons, most children and students across all phases make the expected progress in developing their listening and speaking skills. They make minimal progress in developing higher-order reading skills and writing a variety of texts with adherence to correct punctuation and grammar rules.

- The school's analysis of progress data indicates that both boys and girls make similar progress in all phases. However, the school does not analyze assessment data to track the progress of other groups of students across the school. In lessons, students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Lower- and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve higher-order reading skills, including inference and interpretation.
2. Improve extended writing skills with correct grammar, spelling, and punctuation in the primary and secondary phases.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against expectations per year group indicates that most students in all phases learning Arabic as a second language (ASL) attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons. The school has no external national or international assessments for ASL.
- In lessons and their recent work, most students in the primary and secondary phases demonstrate listening, speaking, and reading skills in line with expectations. However, most students who have been learning ASL for more than two years can respond to basic questions about their daily routines but cannot yet read short paragraphs or write short sentences. Students learning ASL for more than four years in the secondary phase can understand simple short text and write simple short sentences but cannot express their thoughts in writing.
- The school does not measure trends in attainment over time for the foundation stage and secondary phase. However, in the primary phase, the school's internal assessment data consistently shows that most students attain above curriculum standards over the past three years.
- The school's analysis of internal assessment data indicates that the majority of students in both the primary and secondary phases make better-than-expected progress over time and from their starting points. Most students in the primary and secondary phases make the expected progress in lessons in developing their listening, understanding, and speaking skills and vocabulary. However, they make limited progress in developing their writing and reading comprehension skills across the grades.
- The school's analysis of progress data indicates that both boys and girls make similar progress in all phases. The school does not analyze assessment data to track the progress of other groups of students across the school. In lessons, students with additional learning needs, including students of determination, make the expected progress toward their targets. Lower-attaining students do not always receive sufficient support to make the expected progress. Higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Accelerate the progress of all students in developing their language skills, with a particular focus on improving their writing and reading comprehension skills.

UAE Social Studies

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in social studies. These include the following:



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable

Findings:

- In primary and secondary phases, social studies attainment is measured against the Ministry of Education (MoE) curriculum standards. The school has analyzed internal assessment data and suggests that attainment for almost all students across both phases is above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons or in external assessments.
- The school has no external national or international assessments for social studies. In lessons and their recent work, most students in all grades in both phases demonstrate knowledge and skills in line with MoE curriculum standards.
- Over the past three years, the school's internal data suggests that most students have consistently attained above the MoE curriculum standards in all phases. The school's analysis of internal assessment data indicates that the majority of students in both phases make better than expected progress over time and from their starting points.
- In lessons in both the primary and secondary phases, most students make the expected progress in developing their understanding of the history of UAE before and after the union, sources of energy, and the neighboring countries and water bodies. However, they make less progress in their understanding of national and global environmental issues and the impact of the UAE in resolving the global economic crisis.
- The school's analysis of progress data indicates that both boys and girls make similar progress in all phases. The school does not analyze assessment data to track the progress of other groups of students across the school. In lessons, there are no noticeable differences in the amount of progress Emirati students make compared with others and students with additional learning needs, including students of determination and higher-attaining students not making the progress they are capable of.

Next Steps:

1. Raise awareness of UAE's local and global efforts to promote sustainability in the secondary phase.

A number of areas are evaluated in the inspection framework when judging student’s attainment and progress in English language. These include the following:



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Acceptable	Acceptable	Acceptable	Not Applicable
	Progress	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- The school’s analysis of the internal assessment data indicates that the large majority of children in the foundation stage and students in the primary phase attain levels above curriculum standards. However, in the secondary phase, the school’s analysis of internal assessment data indicates that the majority of students attain levels that are above curriculum standards.
- The school has conducted GL standardized assessments for years 3-8 (June 2023). The results across years 3-7 indicate that a large majority of students attain levels that are above curriculum standards, except in year 8, where most students attain levels that are in line with curriculum standards. There are no external curriculum-linked assessments.
- In lessons and their recent work, most children in the foundation stage and students in other phases demonstrate knowledge, skills, and understanding that are at least in line with curriculum standards. The listening, speaking, and reading skills of most children and students are generally in line with curriculum standards. Still, their writing falls below the expectations of curriculum standards across all phases. In the foundation stage, children's skills in using phonics for decoding and reading are less well-developed. In the primary and secondary phases, students rarely demonstrate higher-order reading and speaking skills. The reading comprehension skills of a few students are limited.
- There is no trend data for the attainment of foundation-stage children. However, over the past three years, the attainment of the majority of students in the primary and secondary phases, based on the school’s analysis of their internal data, has been consistently above curriculum standards.
- The school’s internal assessment data analysis indicates that only a majority of children in the foundation stage and students in the primary and secondary phases make the expected progress with their starting points and curriculum standards, except in year 8, when the analysis indicates that most students make better than expected progress.
- Most students in the foundation stage, primary and secondary phases, make expected progress aligned with curriculum standards.

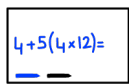
- The school's analysis of progress data indicates that both boys and girls make similar progress in all phases. The school does not analyze assessment data to track the progress of other groups of students across the school. In lessons, students of determination make little to no progress, low-attaining students are insufficiently supported, and high-attaining students are insufficiently challenged to make the progress they may be capable of.

Next Steps:

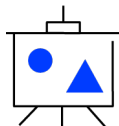
1. Improve the proficiency of foundation stage children in phonics to enable them to decode and read simple words with ease.
2. Enhance higher-order reading and speaking skills of students across the school.

Mathematics

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in the language. These include the following:



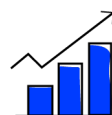
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Acceptable ↓	Acceptable	Acceptable	Not Applicable
	Progress	Acceptable ↓	Acceptable	Acceptable	Not Applicable

Findings:

- The school measures the attainment of children and students from the foundation stage to year 8 against the Early Years Foundation Stage learning goals and the National Curriculum for England. Based on their internal assessment data analysis, the school suggests that a large majority of children and students in the foundation stage and primary phase have achieved attainment levels that are above the curriculum standards. Similarly, in the secondary phase, the majority of students have achieved attainment levels above the curriculum standards. However, despite this high level of attainment, the observed levels of knowledge and skills of children and students in lessons do not align with the expected levels.
- The school has conducted GL assessments for years 3-8. The results for all years indicate attainment is very good, except for year 4, where attainment is judged to be weak. In the international assessment Trends in Mathematics and Science Studies (TIMSS 2019), students' attainment in year 4 was at the low international benchmark level.
- In lessons and their most recent work, most children and students in the foundation stage and primary phase demonstrate basic mathematics knowledge, skills, and understanding of describing shapes, number placement, and numbers. In the primary phase, a few students are not secure with basic math skills and cannot apply key mathematical concepts. In the secondary phase, most students demonstrate adequate knowledge, skills, and understanding of using common factors to simplify fractions and using algebraic expressions.
- Over the past three years, the school's internal data suggest that the majority of students have consistently attained above National Curriculum for England standards in all phases.
- In the foundation stage, teachers use observations and marking of work to capture and record children's mathematical skill development. Teachers have recently started to carry out analyses to track the progress that children make, suggesting that they make good progress. Across all phases, teachers carry out baseline testing at the start of the academic year, with additional tests being done during and at the end of the term. These tests are aligned with the National Curriculum of England program of study, and the results are compared with the baseline to measure progress from the start of the year. Analysis of progress tracking data suggests that most students in the secondary phase make expected progress, and only a majority make expected progress in the primary phase.

- In lessons in the foundation stage, most children make the expected progress in seeing patterns and connections and number counting and placement. In the primary phase, most students make expected progress. They make limited progress in solving problems involving fractions and applying mathematical reasoning. In the secondary phase, most students make the expected progress in algebraic functions and expressions.
- The school's analysis of progress data indicates that both boys and girls make similar progress in all phases. The school does not analyze assessment data to track the progress of other groups of students across the school. In lessons, students with additional learning needs, including students of determination and higher and lower-ability students, do not make the progress they are capable of.

Next Steps:

1. Improve children's early mathematical understanding of numbers and number sequences in the foundation stage, ensuring they gain fundamental mathematical knowledge to help them progress into the primary phase.
2. Improve students' basic knowledge and fluency in number skills, especially their ability to solve problems with fractions; improve their mathematical reasoning in the primary phase.
3. Promote students' practical application of mathematical skills in the secondary phase, particularly in solving simple and complex equations, to deepen their understanding and competence in these areas.

Science

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in science. These include the following:



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Acceptable	Acceptable	Acceptable	Not Applicable
	Progress	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- The school's analysis of the internal assessment data indicates that the large majority of children in the foundation stage and students in the primary phase attain levels above curriculum standards. However, in the secondary phase, the school's analysis of internal assessment data indicates that the majority of students attain levels that are above curriculum standards.
- The school has conducted GL standardized assessments for years 3-8. The results across years 3-7 indicate that the large majority of students attain levels that are above international curriculum standards. In the international assessment Trends in Mathematics and Science Studies (TIMSS 2019), students' attainment in Grade 4 was at the low international benchmark level. There are no external curriculum-linked assessments.
- In lessons and in children's work, most children in the foundation stage and students in other phases demonstrate knowledge, skills, and understanding that are at least in line with curriculum standards. Children in the foundation stage demonstrate basic scientific knowledge in line with the curriculum standards, but they rarely develop their inquiry, exploration, and investigation skills. In the primary and secondary phases, most students demonstrate adequate knowledge of life and physical science in line with the curriculum standards. However, students' scientific thinking, inquiry, and investigative skills are underdeveloped. Secondary students' scientific investigation skills and critical analysis of scientific concepts independently are less well developed.
- There is no trend data for the attainment of foundation-stage children. However, over the past three years, based on the school's analysis of internal data, the attainment of the large majority of students in the primary phase and the majority in the secondary phase has been consistently above curriculum standards.
- The school's internal assessment data analysis indicates that less than three-quarters of children in the foundation stage and students in other phases make the expected progress in relation to their starting points and curriculum standards, except in year 8, where the analysis indicates that most students make better than expected progress.
- In lessons and students' work, most children in the foundation stage and students in other phases make the

expected progress in relation to learning objectives that are somewhat aligned with curriculum standards.

- The school's analysis of progress data indicates that both boys and girls make similar progress in all phases. The school does not analyze assessment data to track the progress of other groups of students across the school. In lessons, students of determination make little to no progress, low-attaining students are insufficiently supported, and high-attaining students are insufficiently challenged to make the progress they may be capable of.

Next Steps:

1. Introduce interactive activities to enhance children's hands-on exploration during the foundation stage and to introduce basic scientific concepts, which will foster curiosity through play-based learning.
2. Encourage investigations, formulation of hypotheses, and conduct of experiments among primary and secondary students to promote their scientific skills, hands-on exploration of scientific concepts, and development of essential skills such as observation, data collection, and analytical thinking.
3. Apply advanced scientific concepts to real-world problems to improve secondary school students' proficiency in experimental design and scientific reasoning. This will help them acquire advanced laboratory techniques, data analysis, and critical evaluation.

Learning Skills

Students learning skills and the impact on academic achievements are evaluated across all phases. Points taken into consideration when evaluating expected learning skills in all phases are as follows:

- Engagement and the responsibility students take, for leading their own learning.
- Interactions and collaboration with others to achieve shared learning goals.
- Successfully connect learning to other subjects and real life as global citizens.

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- Throughout the foundation stage and all other phases, students generally exhibit a positive attitude toward learning and are able to work independently for short periods without requiring teacher intervention. However, in some lessons, particularly those taught in English, students can be easily distracted and may require teacher intervention in order to stay on task. At times, they may also be passive learners and not given the opportunity to take responsibility for their own learning. While students are able to express their understanding of the subjects they are learning, they are often uncertain about how to improve their work and lack the ability for self-reflection. In contrast, Arabic medium subjects are taught with a focus on values and ethics, which students are able to apply to their learning.
- Students generally communicate their learning effectively, especially in the higher grades. However, some students in the foundation stage and primary phase, who have English as a second language or who have lower attainment levels, may face difficulties in explaining what they are learning. In all lessons, students collaborate in small groups, sharing resources and materials in mathematics, working on worksheets in pairs in English, and working together in science to answer questions provided by the teacher. However, it has been observed that in group work, higher-ability students tend to dominate the group and the outcomes of the work.
- Students make few connections between areas of learning. In the best lessons, particularly in Arabic-medium subjects, students practice reading in Islamic education and social studies and give examples from their real-life experiences to demonstrate their learning. In English-medium subjects, students generally make appropriate links with real-life situations, but making connections between areas of learning is less evident.
- Critical thinking and other higher-order skills are not commonly developed in students except in a few Arabic medium lessons in higher grades. In these lessons, students have demonstrated the ability to work independently and solve problems. However, there is a lack of evidence indicating that students are able to use learning technologies to support their independent learning or research across all subjects in the foundation stage and all phases.

Next Steps:

1. Foster student engagement and self-reflection to help them identify their strengths and areas of improvement by using appropriate strategies and providing specific constructive feedback.

2. Develop students' skills in making connections between different areas of learning, especially in English Medium Subjects.
3. Promote student innovation, enterprise, research, and independent inquiry, and encourage the use of technology to apply key learning skills in all subjects.

PS2: Students’ personal and social development, and their innovation skills

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- Students demonstrate responsible attitudes that enable them to accept critical feedback and respond positively. In the foundation stage, children respond adequately to staff instructions and feedback. However, students in the primary and secondary phases do not yet take responsibility for their learning due to a lack of opportunities and are generally hesitant to take risks. Few students seek teachers’ support, but they do realize that teacher feedback helps improve their learning. Students across all phases are respectful to each other and to their teachers and visitors. Most students are aware of the behavior code of conduct and school values, resulting in minimal bullying incidents. However, in the foundation stage, children occasionally need reassurance from teachers.
- In the foundation stage and all phases, relationships between children and students with each other and their teachers are respectful and courteous. In lessons, they accept the needs of others, including those students with additional learning needs, and voluntarily offer help when a request is made. Children’s and students’ understanding of the importance of staying fit and eating healthy is limited. Although they occasionally participate in daily exercises in assemblies and during break times, they still make inappropriate choices about their health and safety as evident in the quality of food they bring from home or buy from the school canteen.
- At 96%, attendance levels are very good, with students generally arriving punctually for school and lessons throughout the day.

Next Steps:

1. Provide more open channels of communication to promote students' self-confidence and encourage them to seek teachers’ feedback. This will help them improve the quality of their academic and personal development.
2. Improve students’ capacity to take responsibility for their learning and enhance their risk-taking skills, offering more opportunities for independent learning, particularly in the primary and secondary phases.
3. Improve students’ ability to make wise choices about their health and safety through school-wide activities that promote healthy lifestyles and reward good practices.

Understanding of Islamic values and awareness of Emirati and world cultures

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- Students have an adequate understanding and appreciation of Islamic values and apply them in their lessons and around the school. As a result, they show respect and remain respectfully silent when hearing Quran recitations or calls for prayers.
- Most students in all phases greet strangers with smiles and Islamic greetings. However, they show relatively less understanding of how those values influence contemporary UAE society. They voluntarily take an active role in celebrating national occasions such as; National and Flag Days and always participate in preparing for celebrations by decorating the school with displays that include pictures and quotes for UAE leaders, flags, and drawings from UAE traditions, but they demonstrate minimal understanding of the influence of the heritage and culture on contemporary life in the UAE. They appreciate their own cultures but demonstrate only a basic understanding of other world cultures.

Next Steps:

1. Enhance students' knowledge of other world cultures through various school initiatives and activities.
2. Enhance students' knowledge and understanding of the influence of heritage and culture on contemporary life in the UAE.
3. Enhance students' understanding of how Islamic values influence contemporary UAE society through consistent links to UAE heritage and cultures in all subjects across all phases.

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Weak	Weak	Weak	Not Applicable

Findings:

- Students are aware of their responsibilities in the school community but are not regularly involved as volunteers in community services. However, some students in the primary and secondary phases actively participate in limited initiatives such as beach and park cleaning and red crescent donation campaigns that are held at school. During lessons, students exhibit a drive to learn but lack initiative when generating creative ideas or making suggestions. This is particularly true for children in the foundation stage. While students enjoy group activities, they remain passive and do not often take the lead. Across all phases of education, students' entrepreneurial and innovative skills are underdeveloped.
- Children and students in the primary and secondary phases demonstrate a limited understanding of conservation. A modest level of care for the immediate environment is observed. Some children from the foundation stage engage in activities like watering greenhouse plants; however, they lack the opportunity to participate in sustainability-promoting activities and rarely contribute to the environment beyond planting in the school.

Next Steps:

1. Encourage active participation in the local community and sustainability projects across all grades to improve students' skills in volunteering and social contribution.
2. Develop innovation, enterprise, and entrepreneurship skills among students through both in-class lessons and extracurricular activities.
3. Implement curriculum enhancements in all subjects to raise awareness about current environmental issues and ensure that students understand and appreciate conservation and sustainability.

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- Most teachers across all phases demonstrate secure subject knowledge. However, a few English teachers lack the fluency to model correct language skills.
- The school maintains a consistent approach to lesson planning across all subjects and phases. In most lessons, teachers manage time adequately so that students can complete their work and make the expected progress. In a few English medium-term lessons, lesson plans are not consistently implemented due to the variable effectiveness of teachers' time management. This frequently results in children and students not having sufficient time to practice or consolidate skills and limited opportunities to reflect on their learning. Classroom environments show some displays of students' work. There is limited use of resources across all subjects and all phases, with heavy reliance on textbooks and worksheets and a lack of opportunities to leverage technology to support students' learning.
- Teachers' interactions in most lessons ensure students' engagement and encourage them to complete their tasks. In a few lessons, high teacher talking time results in students losing interest and becoming disengaged. Questioning ensures students are learning and making progress, but it is mostly closed-ended and rarely stimulates students' critical thinking or problem-solving skills.
- Teachers use differentiated strategies to meet the needs of most students. However, they are rarely effective in providing sufficiently challenging work to the higher-attaining students. Teachers across all phases and subjects rarely take account of the needs of students of determination and do not employ strategies to engage or support them in lessons. Teachers rarely encourage or promote students' critical thinking, problem-solving, and innovation skills across all phases and subjects. Students rarely get the opportunity to explore or develop their research and independent learning skills.

Next Steps:

1. Ensure all English medium subject teachers possess adequate language fluency and English skills.
2. Modify teaching strategies across all subjects and phases to accommodate and meet the needs of all groups of students through effective differentiation by planning lessons effectively, managing time, and reducing teacher talking time.
3. Diversify learning resources beyond textbooks and worksheets to create a more engaging and comprehensive approach to student learning across all subjects and phases, while using resources efficiently to facilitate student engagement.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Weak ↓	Weak ↓	Weak ↓	Not Applicable

Findings:

- Internal assessment processes are consistent, and assessments are generally aligned with expectations of the school's curriculum standards across all subjects. The quality of the analysis of internal assessments is not sufficiently robust, providing unreliable measures of students' academic achievement.
- The school benchmarks students' academic outcomes in English-medium subjects using GL standardized assessments for years 3-8. The process for conducting these assessments and analyzing the results needs to be more rigorous and robust. The school also participated in TIMSS 2019 year 4 to benchmark students' attainment against international standards in mathematics and science.
- The school does a basic analysis of data, identifying differences between boys and girls. However, it does not analyze data to track the progress of other groups of students across the school. As a result, data is inaccurate and lacks robustness and rigor to give sufficient, accurate information on individual students' progress and the progress of different groups of students. The principal is introducing a new system to measure the progress of students across all subjects, with a focus on monitoring skill development.
- Teachers rarely use assessment information to inform planning, teaching, or curriculum modification to meet the needs of all students. Analyzed data gives a largely inaccurate measure of students' achievement and is not used to bridge the knowledge and skill gaps for students, support lower attainers and students of determination, or provide challenges for higher attainers or those who may be gifted and talented. Teachers have insufficient knowledge of students' individual strengths and weaknesses and rarely differentiate learning for students, resulting in insufficient levels of challenge and a lack of support for all groups of students, including students of determination.
- Teachers' verbal feedback in lessons is mainly based on praise and is rarely constructive. It insufficiently guides students in understanding their strengths or next steps, including sharing success criteria and rubrics for self-and peer assessment. Marking and feedback on students' work show little evidence of identifying the next steps for students across all subjects and phases.

Next Steps:

1. Ensure that internal and external assessment processes are robust and rigorous to give accurate measures of all groups of students' true levels of attainment and progress.
2. Encourage and train teachers to use assessment information to inform curriculum modification and planning to meet the needs of all groups of students and to capture their progress accurately.
3. Implement a structured approach to providing feedback in lessons and students' work, emphasizing constructive and specific comments that highlight strengths and areas for improvement.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- The curriculum is designed with a clear rationale following the National Curriculum for England and incorporates the Ministry for Education (MoE) curriculum for Arabic medium subjects. It is reasonably broad, with French and geography taught in the primary phase, and subjects such as art, music, and computer technology enriching the core curriculum. In the foundation stage, children do not have enough opportunities to learn through play and work independently, which hinders their creativity and exploration skills. Similarly, in other phases, there is not enough emphasis on developing students' learning skills and investigative science skills. The curriculum progression follows prescribed textbooks, and planning is aligned to deliver course content each term. However, this approach does not consider the existing knowledge or starting points of all groups of students, leading to gaps in student learning that are not addressed sufficiently. As a result, not all students are adequately prepared for the next stage of their education.
- Cross-curricular links are planned in the majority of lessons. In better lessons, mainly in AMS, links are well planned and implemented by teachers to support adequate transfer of knowledge. However, in other lessons, links are superficially applied and not consistently beneficial in developing students' ability to transfer learning between different subjects.
- The school has reviewed the curriculum, incorporating new subjects and extending the school day. However, there is a lack of focus on reviewing and adapting the curriculum based on students' needs and achievements. Most students' needs, including students with additional learning needs, in terms of their academic outcomes and personal development are not fully met.

Next Steps:

1. Conduct a thorough review of the curriculum to identify and address any gaps in the knowledge and skills of students.
2. Provide regular and well-planned opportunities to help students make meaningful connections between core subjects.
3. Review the curriculum to focus more on developing children's and students' learning skills including their creativity and play-based learning in the foundational stage.

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Weak	Weak	Weak	Not Applicable

Findings:

- The school makes few modifications to the curriculum, resulting in few effectively planned modifications for students of determination and different abilities in lessons. Adaptations for meeting the needs of lower-attaining students are inconsistent, and opportunities in lessons to challenge the higher-attaining and gifted students are inconsistent.
- In the foundation stage, children have few opportunities to develop their creativity and innovation skills through play-based learning. The curriculum in both the primary and secondary phases is textbook/worksheet-driven in most subjects. It does not provide sufficient opportunities for students to develop their innovation and enterprise skills. Enrichment experiences such as assemblies, inter-school events, and school trips take place. However, there are few planned initiatives to develop students' links with the community. Extracurricular activities provide a few opportunities for students to develop.
- Links with UAE heritage and culture are included in almost all lesson plans. Key features of Emirati and UAE culture, heritage, and society are promoted well, particularly in the subjects taught in Arabic. These elements include references to proverbs, the life and works of prominent individuals, and current environmental concerns. UAE values are regularly placed at the forefront of school assemblies.

Next Steps:

1. Ensure that the curriculum is effectively modified to meet the needs of all groups of students, particularly the identified students of determination, higher-attaining, and gifted students so that they make sufficient progress and their personal development needs are met.
2. Strengthen opportunities with community partners to enhance students' development of innovation skills and support personal development, especially in the secondary phase.

PS5: The protection, care, guidance and support of students

Health and safety, including arrangements for child protection / safeguarding

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Acceptable ↓	Acceptable ↓	Acceptable ↓	Not Applicable

Findings:

- The school has established adequate procedures for the safeguarding of students, including child protection. These are highlighted in the school's policies for child protection and safeguarding. The school takes the necessary and adequate steps towards students' protection from all types of abuse and bullying through the implementation of anti-bullying policies, including cyber-bullying policies. The school's social worker conducts awareness sessions on anti-bullying and online safety for students.
- The school ensures a safe, hygienic, and secure environment for all members of the school community. The health and safety officer conducts regular safety checks, and any required facility maintenance is recorded and requested. The school adheres to hygiene protocols and has well-monitored, secure spaces. However, there needs to be clearer expectations for teachers to maintain high levels of cleanliness in classrooms by enforcing clear rules for students. The science lab does not currently have chemicals or hazardous materials; however, some cabinets inside the lab require maintenance to ensure that when the school does have these, they are safely locked and secured. Students are supervised at all times on the school campus and when on school transportation.
- The buildings and facilities are generally in sound condition, ensuring an adequate learning environment for students and staff. The health and safety officer conducts risk assessments; however, the school's approach to maintenance is more reactive than preventative. Secure record keeping takes place of all incidents and how they are dealt with. The school nurse supervises and administers medication to students and maintains regular and accurate records of all students' visits.
- The school's premises and facilities offer a safe physical environment that is fit for purpose for all members of the school community. However, some classrooms are overcrowded, necessitating clear routines and expectations to ensure students organize their bags in a way that promotes a conducive environment for student movement and maintaining clear passages between desks. The school does not have a lift; therefore, not all parts of the school are accessible to those with mobility or physical disabilities, specifically the library and science lab, which are located on the top floor.
- The school raises awareness about the importance of healthy food by sending a letter to parents at the start of the year. The nurse and senior administrator also check the food students bring into school and guide students. However, the current food options offered to students by the school canteen include unhealthy choices and do not sufficiently encourage healthy eating.

Next Steps:

1. Enhance the school's efforts to promote healthy lifestyles, with a particular focus on ensuring that the

canteen provides healthy food options.

2. Implement measures to alleviate overcrowding in classes and establish guidelines to prevent obstructions to movement, thereby ensuring a conducive learning environment for all students.
3. Explore options to guarantee that students with mobility challenges have accessible entry to all learning areas and specialist facilities.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Weak ↓	Weak ↓	Weak ↓	Not Applicable

Findings:

- Staff-student relationships at the school are courteous. The school has adequate systems and procedures for managing students' behavior. Students are well-behaved and respectful of the staff and their peers. Classroom rules, the school behavior policy, and teachers' and social workers' support all contribute to students' well-managed behavior.
- The school's approach to promoting attendance and punctuality is highly effective, leading to very good attendance levels. Communication with parents and students about the importance of regular attendance is consistent and clear. The social worker carries out precise interventions and processes for addressing attendance issues.
- The school has identified 10 students with additional needs, including students of determination, who account for 4% of the school's population. The school does not yet have efficient and clear systems and protocols for the identification of students of determination, as the school mainly relies on students arriving with medical reports. The school has a list of 7 talented students and one gifted student; however, they do not yet have systems in place for the proper identification of gifted and talented students.
- The Special Educational Needs Department (SEND) team consists of the social worker, specialist Special Educational Needs Coordinator (SENCO), and SEND teacher. There is a schedule for pull-out sessions during the week for each student of determination. However, the school provides minimal support for students' determination in lessons. Half of the students have shadow teachers, but they do not provide adequate and specialized support for the students as parents employ them and have not received sufficient training. IEPs for students were inherited from the previous Special Educational Needs Coordinator (SENCO) and have yet to be updated and reviewed. The goals and targets set in the Individual Education Plans (IEPs) are not monitored or sufficiently reviewed. Students of determination receive limited to no support in the classroom that is not tailored to their needs. The school has identified some gifted and talented students; however, even the high attainers receive limited differentiated instruction and no enrichment programs to support them.
- The school struggles to monitor the well-being and personal development of all students; therefore, minimal personal and academic guidance and support are provided to students. For year eight students, the school provides minimal career guidance to assist in making decisions about future pathways.
- The social worker generally monitors students' well-being and personal development. She recently administered an aptitude test for students and is available to provide them with personal and academic guidance through counseling sessions. She has also given workshops to students in years 7 and 8 on decision-making skills.

Next Steps:

1. Establish clear and rigorous procedures for the identification of students of determination and gifted and talented students.

2. Establish consistent, specialized, and effective provision for gifted and talented students.
3. Provide training for shadow teachers to equip them with the skills to offer specialized support for students with additional learning needs, including students of determination, and concurrently train classroom teachers on effective methods for supporting these students.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable

Findings:

- The principal and academic coordinator set a direction and vision for the school, which are shared with all staff. The vision incorporates the commitment to providing all students with a British curriculum that provides a unique, creative, and active learning environment, as well as upholding the traditions of the UAE and Islamic values. The vision places emphasis on national priorities of tolerance, sustainability, and promoting UAE identity. Although the school is inclusive and encourages students with additional learning needs, including students of determination, to enroll, leaders have not been successful in delivering effective provision for them.
- School leaders demonstrate a basic knowledge of curriculum requirements and best practices in teaching and assessment. Senior leaders recognize the need for a more comprehensive approach to ensure that assessment data accurately reflect students' outcomes. The school culture is adequately focused on students' learning and personal development. Despite an extensive professional development program being put in place for all staff, including middle leaders, teaching is not yet consistent in promoting higher standards.
- Relationships across the school are professional, and morale is generally positive. Middle leaders have clear roles and responsibilities. However, their effectiveness is limited by their full teaching schedule.
- The principal is newly appointed and understands that many improvements need to be made to the school, including implementing a staff development program to improve the quality of teaching and introducing a new system to analyze data. However, these initiatives have not yet impacted on making the improvements needed. The principal and academic coordinator show sufficient capacity to make the required improvements.
- School leaders at all levels have maintained acceptable standards in most subjects and phases. The school is compliant with statutory and regulatory requirements.

Next Steps:

1. Improve the effectiveness of leadership by ensuring middle leaders take responsibility for their subject areas.
2. Ensure that the UAE inclusion policy is fully adopted and implemented.
3. Ensure that assessment procedures are effective and accurately analyzed.

School self-evaluation and improvement planning

Performance Indicator	Quality judgement
School self-evaluation and improvement planning	Acceptable

Findings:

- The school has a mostly realistic view of its key priorities. However, not all staff were involved in the self-evaluation process. Senior leaders understand key areas that need to be focused on to improve student outcomes. However, using multiple sources of evidence, including internal and external assessment data, to inform self-evaluation is inconsistent.
- Teaching and learning are monitored, and senior leaders have developed a lesson evaluation framework as part of the school’s drive to improve them. The framework is reasonably focused on teaching and learning. Monitoring includes formalized lesson observations and learning walks. However, changes in staffing and subject leaders' full teaching load limit their impact on improving students' learning.
- The school development plan (2022-2024) is based on and aligned with the previous inspection report (2022). It does not include any activities that have been identified through the school's recent self-evaluation process. Targets are reasonable, but they do not always have measurable outputs. The development plan has had little positive impact on students’ achievement.
- The school has maintained acceptable standards overall, although there were regressions in a few areas.

Next Steps:

1. Involve all staff in the self-evaluation process to ensure a unified understanding of improvement areas and student attainment and progress.
2. Revise and update the school development plan to incorporate appropriate and realistic targets. Ensure the plan reflects current needs and is regularly reviewed to effectively guide improvements in key areas, including staffing, assessment, and teaching quality.
3. Ensure that subject coordinators have more capacity to observe teaching in their subjects.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Acceptable ↓

Findings:

- Parents' views about their involvement with the school are positive overall, as they recognize recent improvements that the new principal has made, the leaders' availability to discuss issues, and their feeling of being welcomed in the school. The school welcomes parents' contributions to activities and events, including UAE heritage days and sporting activities. Parents' views about the school are mainly sought by the parent members of the trustee board who have links with parents.
- The school uses various communication methods, such as social media applications and face-to-face meetings, to ensure parents are informed about the progress of their child and the work of the school. Additionally, parents say that they can contact the principal and their child's teachers freely. The Special Educational Needs Coordinator maintains close communication with parents of students of determination and provides regular updates on their children's progress. Parents are generally satisfied with the extent of communication from the school.
- The school shares a progress report with parents at the end of each term. The reports provide information about their child's attainment in subject areas in all phases. Foundation stage reports provide more detailed information about children's levels in key skills. However, the reports do not sufficiently report on students' strengths, areas for improvement, and next steps in learning.
- The school occasionally links with the local and national community, including participating in competitions and environmental activities and engaging with the Red Crescent to support those in need. These activities help students understand the impact of what they do and the needs of others in the community. There are no links with schools and communities beyond the UAE.

Next Steps:

1. Enhance progress reports shared with parents to include detailed information on students' strengths, areas for improvement, and specific next steps in their learning across the school.

Performance Indicator	Quality judgement
Governance	Weak ↓

Findings:

- The board of Trustees has limited representation and consultation from stakeholders. The owner is the head of the Board, supported by school leaders and three parent representatives. Because of the board's representation, members know the school and the areas for improvement. Still, they do not formally seek the views of others, including parents and staff, when making decisions, including changing the school day and introducing new subjects into the curriculum.
- The board meets regularly and receives reports from the principal on school activities. However, many of these reports do not detail the impact of the school's work on students' achievements.
- The board has not yet conducted a formal performance assessment of the school's leadership, which would hold them responsible for the quality of the school's performance. The school owner has a positive impact on the school and supports initiatives such as upgrading facilities and introducing technology in classrooms. However, the board has not been able to maintain stable staffing, resulting in a high turnover rate of 63% in recent years, including two new principals. This has become a significant obstacle that is hindering the school's progress.

Next Steps:

1. Expand the Board of Trustees to include input from a broader range of stakeholders, including parents and staff.
2. Implement formal performance management for the principal, focusing on accountability for student achievements and the overall quality of the school's performance.
3. Ensure that the board is fully engaged in the work of the school and understands what needs to be done to ensure improvements are made.

Management, staffing, facilities and resources

Performance Indicator	Quality judgement
Management, staffing, facilities and resources	Acceptable

Findings:

- Most aspects of the school's operations are well organized and foster an environment conducive to learning. Routines and procedures for arrival and dismissal are in place. Lessons and activities start on time and run smoothly. The lesson timetable has recently been extended to incorporate new subject areas in the primary and secondary phases and is designed to minimize the loss of learning time.
- Since the beginning of the academic year, the school has seen a high turnover of staff. Many of them are new to the school, including new subject coordinators. A significant proportion of these staff members lack experience in working with a British curriculum. The leadership team has been proactive in offering substantial staff development to improve the consistency and quality of teaching across the school. There are also designated times for subject areas to meet after school to develop their respective subjects. Although these sessions permit addressing teachers' specific training needs and sharing best practices, it is not clear how they have impacted students' attainment and progress.
- The school premises are sufficient, with specialized facilities, including an ICT room, a large library, a science laboratory, outdoor play areas, a greenhouse, and a swimming pool. The school has designated staff for students with additional learning needs, including students of determination. However, these staff, many of whom are shadow teachers employed by parents, are not effective in ensuring that children are adequately supported and achieving in lessons. Playgrounds are shaded and suitable for the number of students, but surfaces need repair. Some classrooms are of a suitable size, but a few are cramped, especially in years 2 and 3. Outdoor learning areas in the foundation stage are limited and do not support curriculum outcomes. The school has ramps to provide accessibility and accommodate those with mobility challenges. However, there is no access to the first floor.
- The quality and relevance of the school's resources to support curriculum delivery are limited. While each classroom has a smart board, there is no consistent approach to the use of technology in lessons, and students are encouraged to bring laptops from home. Teachers primarily rely on worksheets and textbooks for lesson delivery, which poses a challenge for subject-specific investigations and hands-on learning, particularly for younger learners. Additionally, appropriate leveled reading resources in English are not available. The resources for students with additional learning needs, including students of determination, do not adequately support their needs.

Next Steps:

1. Strengthen support and resources for students with additional learning needs, including those of determination, by training and integrating shadow teachers more effectively into the classroom and ensuring adequate, appropriate resources are available to support their learning and achievement.
2. Enhance the use of technology in the school by ensuring that appropriate resources are available for all students and that resources are appropriate for the learning needs of all children and students.
3. Enhance outdoor areas in the foundation stage and classrooms across the school, especially in the primary phase, to ensure that they are suitable for all groups of students to learn effectively.
4. Ensure staffing is stable and new staff are fully inducted and supported to deliver effective lessons.

If you have a question or wish to comment on any aspect of this report, please contact irtiqa@adek.gov.ae