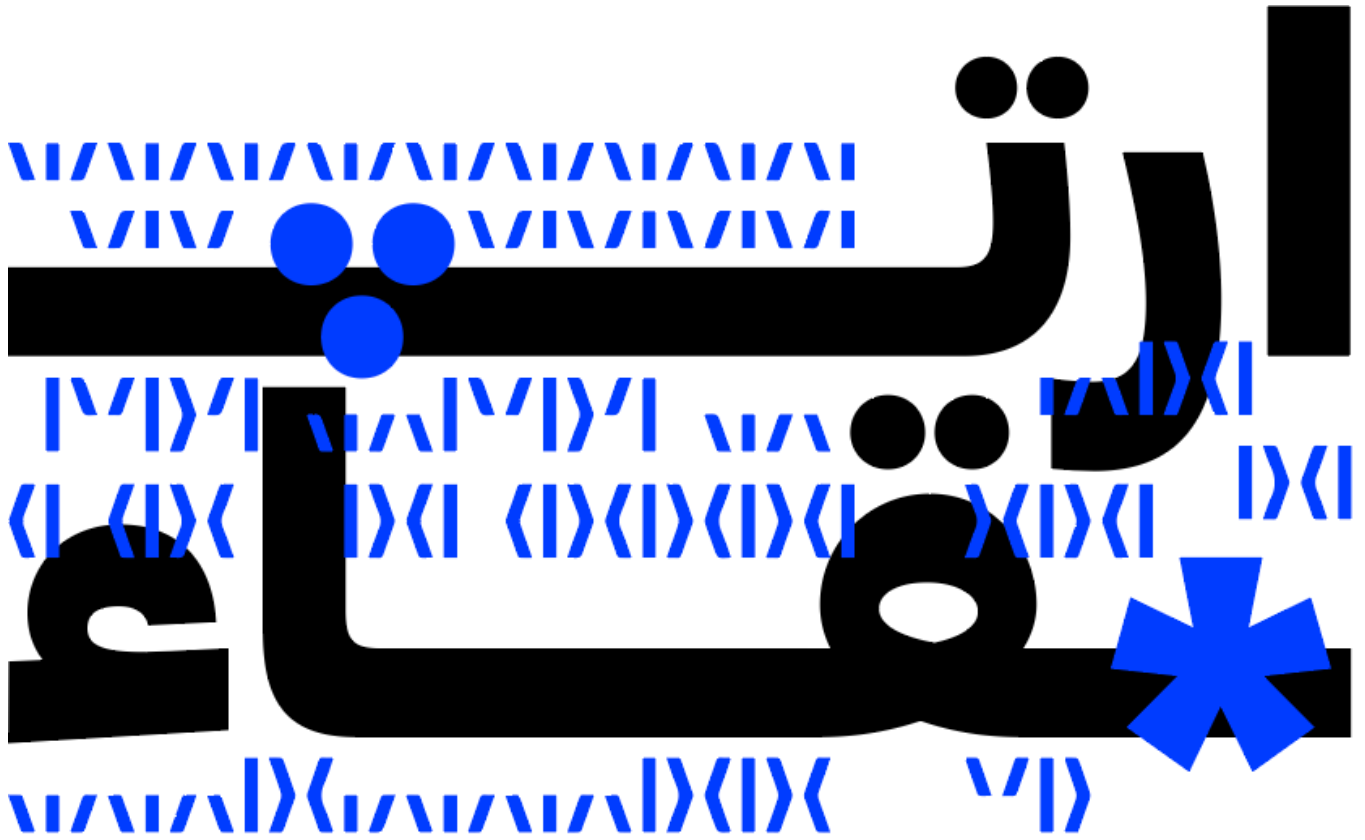




Irtiqa'a School Inspection

AY 2023/24

Ain Al Khaleej Private School

Rating: Good

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School Information

General Information		
	Name	Ain Al Khaleej Private School
	Esis Number	9129
	Location	175, Mohammad Bin Taj Al Din Al Hashemi St, Falaj Hazza', Al Ain, 30065
	Website	http://www.ainalkhaleejschool.com/contacts.html
	Telephone	037811232
	Principal	RAED AWAD YOUSEF HUSEIN
	Inspection Dates	16 to 18 Jan 2024
	Curriculum	MoE (UAE)

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	287
Number of Emirati students	18
Number of students of determination	7
Largest nationality group of students	Syria - Jordan - Egypt

Information On Teachers

Number of teachers	50
Nationalities	Egypt - Syrian Arab Republic - Jordan
Number of teaching assistants	5

Changes since the previous inspection

Since the last inspection, the school's overall performance has improved from acceptable to good.

Attainment and progress in Islamic education and social studies have been sustained at a good level in all phases. Students' achievements in Arabic as a first language have improved from an acceptable level to a good level across the school. Attainment and progress in English, mathematics, and science have improved from an acceptable level to a good level in KG and cycles 1 and 2. Students' progress has also improved and is good in Cycle 3. Attainment in English, mathematics and science remain the same in Cycle 3. The overall improvement in children's and students' achievement is due to improved teaching across the school and clear guidance from leaders at all levels to support the teachers through training and feedback.

Students' personal and social development and their innovation skills were not inspected during the last inspection. Students' personal development and understanding of Islamic values and their awareness of Emirati culture are good. Students' social responsibility and innovation skills are acceptable across the school.

Teaching across the school has improved from acceptable to good. This is a result of the recruitment of new teaching staff and the intensive program of training provided for them, which has resulted in a consistent

approach to teaching across the school. Assessment remains acceptable.

The curriculum was not inspected at the time of the last inspection. Curriculum implementation is good, but curriculum adaptations are acceptable.

At the time of the last inspection, the provision for the protection, care, guidance, and support of the students' health and safety was judged to be good, and care and support of the students were judged to be acceptable. These judgments have been sustained at the same level for this inspection. However, within this provision, there has been an increased focus by the school on supporting children and students with additional learning needs through the recent employment of a special educational needs coordinator and a specialist member of staff to oversee the identification and support for children or students identified as being gifted and talented.

The school's overall leadership and management have improved from being acceptable in the last inspection to a good level in the current inspection. At the center of this improvement is the way in which the governors and senior leaders have worked closely together to launch initiatives to drive up the quality of teaching and standards of achievement. At the time of the last inspection, the leadership was rated as having a good capacity to improve, and this has proved to be the case with the wide range of improvements that are now evident.

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

- The school has participated in PISA 2022 and TIMSS 2023.
- The school has a comprehensive understanding of international assessments and regularly promotes the importance of doing well in these assessments, although the response from students requires further commitment.
- The school has participated in PISA and is aware of its targets. As a result, teachers are applying the concept of deductive reasoning to their questions in lessons. In addition, a number of class assessments have been moved to the computer laboratory to better simulate the online benchmark assessments and thus allow students to become more familiar with the tests.
- The principal has spoken with the parents and reinforced the importance of international benchmarks. Leaders have provided in-house training for teachers regarding the content domains and ensured 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 in the American Curriculum section taking the MAP assessment in grades 3 – 9 for English, mathematics, and science attained weak standards.
- Students in the MoE curriculum section have taken the ACER IBT assessment in grades 3–9 for Arabic, mathematics, and science. Their results were very good in Arabic and weak in mathematics and science.
- In both MAP and IBT assessments, the number of students achieving the expected standard is increasing each year.

International Assessments: TIMSS, PISA, PIRLS

- The school's PISA 2022 results in reading literacy at 374 are below the target set of 457 and suggest attainment is well below international standards. For mathematical literacy, the results of 388 are below the targets set at 453 and well below international standards. In scientific literacy, the result of 377 was below the target set of 456 and well below the international average. The results are lower than in the previous round of PISA.

Reading

- The school has a reasonable-sized library 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. There is a stock of around 6,000 books, with an appropriate range of books to support learning in both the English and Arabic medium subjects. Readers are organized for easy student access, and there are many different categories of both fiction and non-fiction books from which students can choose. There is a suitable schedule for all classes in the school to visit the library, including chances for groups of children and students with additional learning needs to visit. In addition to the main library, children in the KG have their own library area. Access is scheduled for students to use the library during school break times.
- The school runs the A-Z reading tests once a term, and other diagnostic reading tests are carried out for classes on a regular basis. There are generally five reading tests per term for students.
- Extra lessons are provided outside the school day to boost children's and students' literacy skills. Two days after school for Arabic and English literacy groups. The work done encompasses reinforcement of students' reading skills. Phonics work is emphasized in KG and Grade 1, but extends up to and including Grade 4 classes. Students are encouraged to read in class. Reading topics are linked to different themes such as news reporting and topical themes like earthquakes. From Cycle 1 upwards, throughout the school, students learn to read for comprehension in both English and Arabic lessons. Weekly guided reading lessons are held in both English and Arabic in the school library. Reading skills are assessed in the KG and children's and students' progress in reading is tracked and monitored carefully across the school. In the American stream, students' progress in reading is also assessed in Grades 3-8 using the NWEA MAP standardized assessments each term. The school librarian links up with all classes where needed to support work with reading comprehension. Since the last inspection, the school has introduced e-learning so that a wide range of reading material is available for children and students to access through the school's educational portal.

- The school has participated in national reading initiatives such as 'Reading Passports', with winners from the school in Arabic reading in Grade 11 and Grade 6 achieving first place. Parents were encouraged to help the students prepare for the competition, and the mothers involved also received awards for their contributions. Parents are regularly encouraged to help their children read at home through messages sent out in the school's online app, and through this means, they are also given advice on how to help their children with reading.
- At holiday times, students across the school are provided with reading information such as book lists and journaling projects to encourage them to continue reading. At these times, 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

- Children and students achieve well in all grades in Arabic medium subjects. Children and students achieve well in KG and cycles 1 and 2 in both the American and MoE sections in English mathematics and science. They have a very secure understanding of the concepts they are taught in all subjects. Students in Cycle 3 also make at least good progress in English, mathematics and science.
- Students' personal development and positive attitudes have a positive effect on their learning and progress. Students' understanding of Islamic values and Emirati culture are well developed.
- Teaching is consistent and effective across the school. Teaching is underpinned by very positive classroom atmospheres for learning in which all children and students feel motivated to work hard and do their best.
- There are rigorous protocols and stringent arrangements for health and safety across all phases. The school has implemented comprehensive systems that prioritize the well-being of individuals in every phase.
- Attendance is at a very high level.
- Parents are very much partners in their children's education and work closely with teachers and senior leaders in the school to help promote effective support for all students. This promotes a sense of shared responsibility and fully supports the school's 'students first' vision.
- The leadership of the principal, vice principal and other members of the senior team fully supported by the governors, as well as the relationships among staff and staff morale, are powerful drivers for supporting ongoing school improvement.

Key Recommendations

1. Improve children's and students' achievement, teaching, and assessment to become at least very good by:

- raising attainment in Cycle 3 in English, mathematics and science to at least a good level.
- ensuring that teachers address key areas within all of the subject areas to move the current good achievement in subjects to a very good level across the school in both the American and MoE sections.
- ensuring that teachers consistently plan well-differentiated work to meet the needs of the higher-attaining and gifted and talented children and students across the school.
- ensuring that teachers work to increase the accuracy of all internal assessment judgments, particularly the overall summative judgments.
- engaging students in well-planned group work to develop their innovation, creative and enterprise skills.
- providing more opportunities for students to practice extended writing with accurate grammar and spelling in both English and Arabic medium subjects.
- improving students' results in international assessments.

2. Improve aspects of the leadership to raise the effectiveness to at least very good level by:

- ensuring middle leaders are fully trained to support teachers in making internal assessments as accurate as possible.
- ensuring full integration of the school development plan with the school self-evaluation and that fully accurate internal assessment information is used to inform school self-evaluation.
- reinforcing current processes for identifying and supporting children and students with additional learning needs, ensuring that no students of determination and gifted and talented individuals remain undetected.
- adapting the curriculum to effectively meet the needs of all groups of students in and out of classrooms and develop their enterprise, innovation and entrepreneurship skills
- moving ahead with the plans made by the governing body to improve school facilities and resources.

Overall School Performance: **Good**

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

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good ↑	Good ↑	Good ↑	Good ↑
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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	Good	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

PS6: Leadership and Management

The effectiveness of leadership	Good ↑
School self-evaluation and improvement planning	Good ↑
Parents and the community	Good ↑
Governance	Very Good ↑
Management, staffing, facilities and resources	Good ↑

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	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good

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 and students in all phases across the two sections are attaining 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 grades KG–11. The results of the MoE national examination for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment.
- In lessons and their recent work, the majority of students in all cycles demonstrate knowledge of Islamic rules, the Qur'an, and Hadeeth above curriculum standards. In Cycle 1, students do not gain a sufficiently deep understanding of the benefits of fasting on the human body. In Cycle 3, only a few students know the different methods of reporting Sunna. In Cycle 2, students do not sufficiently develop their recitation skills of verses of the Holy Qur'an following Tajweed rules.
- Over three years, the school's internal attainment data suggests that most students have consistently attained above the MoE curriculum standards in all grades.
- The school's analysis of assessment data indicates that most students in all grades make better than expected progress over time and from their starting point at the beginning of the academic year.
- In lessons, in all cycles, the majority of students make better than expected progress in developing their knowledge of Islamic rules, the Qur'an, and Hadeeth. However, in Cycle 1, students do not make rapid progress in developing their knowledge of worship rules. In cycle 2, students do not make rapid progress in

developing their recitation skills of verses of the Holy Qur'an following Tajweed rules.

- The school does not analyze assessment data to track the progress of groups of students. In lessons, boys and girls in Cycle 1 make the same progress. In cycles 2 and 3, girls make better progress than boys. Students with additional learning needs, including students of determination, make the expected progress toward their targets. Lower- and higher-attaining students do not always make the progress they are capable of making.

Next Steps:

1. Improve students' recitation skills of verses from the Holy Qur'an.
2. In Cycle 3, extend students' knowledge of the importance of Sunnah and its place in Islamic legislation, with a particular focus on the various methods used in reporting Sunnah.

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	Good ↑	Good ↑	Good ↑
	Progress	Acceptable	Good ↑	Good ↑	Good ↑

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 all cycles and the large majority of children in KG attain levels above curriculum standards. This high level of attainment does not align with the levels of children's and students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for KG. However, the school administered the International Benchmark Test (IBT) during the first term of this academic year to benchmark students' attainment in grades 3–9. Students' IBT results indicate very good attainment in all cycles. The results of the MoE national exam for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment.
- In lessons and their recent work in KG, most children recognize all the letters and sight words. The majority of students in all cycles demonstrate listening, writing, reading, speaking, and comprehension skills above curriculum standards. However, students in cycles 2 and 3 rarely write at length or read with expression. Most students across the school are less secure regarding their presentation skills in standard Arabic. A few students in cycles 2 and 3 consistently make spelling mistakes in their writing, particularly in the boys' section.
- The school's analysis of internal assessment data indicates that most students make better than expected progress over time and from their starting point at the beginning of the academic year across all cycles.
- In lessons, most children in KG make the expected progress in forming short sentences using the words they have learned. The majority of students in all cycles make better-than-expected progress in developing their listening and understanding skills. Students across all phases do not make rapid progress in developing their speaking and presentation skills in standard Arabic.
- In lessons, girls are making better progress than boys across cycles 2 and 3. The school's analysis of the progress of UAE nationals and other nationalities shows that both groups make similar progress. 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 receive strong support and make better-than-

expected progress. Higher attaining students do not always make the progress of which they are capable.

Next Steps:

1. Accelerate students' progress in developing their speaking and presentation skills in standard Arabic across all cycles.
2. Improve boys' writing skills in cycles 2 and 3.
3. Improve students' reading skills across all cycles.

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	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good

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 all cycles attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons. KG children do not study social studies in the American system.
- The MoE national exam results for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment. There are no external assessments for other grades.
- In lessons and students' work, the majority of students in all cycles demonstrate knowledge, skills, and understanding that are above MoE curriculum standards. In Cycle 1, students have good knowledge about history and heritage sites in the United Arab Emirates. In Cycle 3, a majority of students demonstrate a secure knowledge and understanding of the importance of prominent figures within the development of UAE society.
- Over the last three years, the school's internal assessment data indicates consistently outstanding attainment across all cycles.
- The school's analysis of internal assessment data indicates that most students make better than expected progress over time and from their starting point at the beginning of the academic year across all cycles.
- In lessons, the majority of students in all cycles make better than expected progress in their learning about UAE history and heritage.
- In lessons, girls are making better progress than boys in cycles 2 and 3. The school's analysis of the progress of UAE nationals and other nationalities shows that both groups make similar progress. 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 receive strong support and make better-than-expected progress. Higher attaining students do not always make the progress of which they are capable.

Next Steps:

1. Improve students' knowledge of the UAE's economic activities in Cycle 2 through research, projects, and presentations.
2. Deepen students' understanding in Cycle 3 of the impact of Sheikh Zayed on UAE society.

English

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	Good ↑	Good ↑	Good ↑	Acceptable
	Progress	Good ↑	Good ↑	Good ↑	Good ↑

Findings:

- The school provides two different curricula to its students. Students in the American curriculum section, from KG to Grade 9, are evaluated based on the California Common Core State curriculum standards. Meanwhile, students in the MoE section are assessed according to the MoE curriculum standards from cycle 1 to 3. The school has analyzed internal assessment data and suggests attainment for most students in KG to Grade 9 and Cycles 1-3 is above the curriculum standard for both curricula. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school does not have any external national or international assessments for KG students. However, students from grades 3 to 9 take NWEA MAP tests, which have shown weak results, although there has been an improvement in these results over the past three years. On a positive note, Grade 12 students who took the MoE exam at the end of the academic year 2023 achieved outstanding results. The school also participated in PISA 2022 international assessments, but the results in reading literacy were disappointing, with a score of 374, which is well below the school's target and international standards.
- In lessons and their recent work, the majority of students in phases KG and cycles 1 and 3 demonstrate listening, understanding, reading, speaking, and comprehension skills above curriculum standards. In cycle 3, most students attain in line with curriculum standards. However, children and students across the school sometimes struggle with handwriting and presentation skills. In cycles 2 and 3, they do not always produce writing of sufficient length to express their ideas fully. Difficulties with grammar and spelling sometimes hamper children's and students' written work across the school.
- For the past three years, the school's internal assessment data indicates consistently outstanding attainment across KG and all cycles.
- The school's analysis of internal assessment data indicates that most children and students across the school make better-than-expected progress over time and from their starting points at the beginning of the academic year across all cycles.
- In lessons, the majority of children and students across all cycles make better-than-expected progress in

developing their listening, reading, speaking, and comprehension skills. Children and students in all cycles do not make rapid progress in developing their handwriting, presentation, grammar and spelling skills. In cycles 2 and 3 students do not progress rapidly enough in learning to write more extensively in their projects and their creative and factual written tasks.

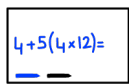
- The school's analysis of progress data indicates that girls and boys make similar progress in KG and all cycles. The school analyzes assessment data to track the progress of other groups of students across the school, but not in sufficient detail to track the progress of higher attaining and gifted and talented individuals. In lessons, students with additional learning needs, including students of determination, make better-than-expected progress toward their targets. Lower-attaining students receive strong support and make better-than-expected progress. Higher-attaining and gifted and talented students do not always make the progress of which they are capable.

Next Steps:

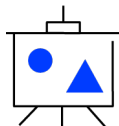
1. Raise attainment in Cycle 3 so that it is at least good.
2. Ensure that students develop the skills in reading literacy so that they achieve well in international assessments.
3. Improve students' skills in producing accurately written extended pieces of writing, particularly in Cycles 2 and 3, to enable them to more extensively set out their ideas and arguments in all creative and factual writing tasks and within collaborative project work.
4. Improve the accuracy of students' grammar, both within written and spoken words and their spelling across the school to help them develop full confidence in expressing their ideas at length, especially for older students in preparation for their IELTS tests.

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:



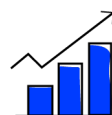
Number and quantity and their use



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	Good ↑	Good ↑	Good ↑	Acceptable
	Progress	Good ↑	Good ↑	Good ↑	Good ↑

Findings:

- The school provides two different curricula to its students. Students in the American curriculum section, from KG to Grade 9, are evaluated based on the California Common Core State curriculum standards. Meanwhile, students in the MoE section are assessed according to the MoE curriculum standards from cycle 1 to 3. Internal assessment data has been analyzed by the school and suggests attainment for most students in KG to Grade 9 and cycles 1-3 is above the curriculum standard for both curricula. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has conducted both MAP and IBT-standardized assessments to benchmark students' attainment in mathematics for each curriculum. Results for the 2022/23 academic year indicate that students' attainment is weak in each assessment, although it is recognized that scores are improving over time. The school participated in the PISA 2022 international assessments. Results in mathematical literacy, at 388, are well below the target set for the school and well below the international standards.
- In lessons and their recent work, the majority of students in KG and cycles 1 and 2 demonstrate mathematical knowledge, skills, and understanding that are above US and MoE curriculum standards. In Cycle 3, most students attain in line with curriculum standards. Children and students demonstrate a strong understanding of fundamental mathematical concepts, including the four operations. In cycles 2 and 3, students in both curricula further develop their understanding of geometry, expressions, and equations. However, in Cycle 3, across the school, the student's knowledge and application of statistics and probability are less well developed.
- Over three years, the school's internal attainment data suggests that most students have consistently attained above the MOE and US Common Core curriculum standards in all grades.
- At the start of each academic year, teachers assess students' individual starting points using diagnostic and baseline tests in all grades, including KG. Analysis of the progress tracking data indicates that the majority of students make better-than-expected progress from their starting points.
- In lessons in KG, the majority of children make better-than-expected progress in gaining new mathematical knowledge that helps them to better interact with and interpret the world around them. In both curricula,

Cycle 1 students make better than expected progress in gaining a secure understanding of more abstract concepts and mathematical skills. However, in the MoE curriculum, their progress in applying mathematical reasoning to solve problems requires further development. In the US curriculum, Cycle 2 students are developing strong data interpretation and interrogation skills. In the MoE curriculum, Cycle 2 and 3 students make better than expected progress in their understanding of advanced geometry. However, their progress in statistical modeling and complex number systems is less clear across both curricula. Across the school, children's and students' mathematical problem-solving skills are inconsistent.

- The school's assessment data highlights that boys and girls in lower grades make similar levels of progress. The school's assessment data indicates that girls in higher grades make more rapid progress than boys, especially in mathematics. Although the Emirati cohort is small in the school, there are no noticeable differences in the amount of progress Emirati students make compared with other students. In lessons, students with additional learning needs make the expected progress. Higher-attaining students do not always make the progress of which they are capable.

Next Steps:

1. Raise attainment in Cycle 3 so that it is at least good.
2. Ensure that students develop skills in critical thinking and problem-solving so that they achieve well in international assessments.
3. Improve students' application of mathematical theories and concepts to solving complex word problems across the school.
4. Improve students' ability to use statistical models to predict and interpret more complex information in Cycles 2 and 3.

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	Good ↑	Good ↑	Good ↑	Acceptable
	Progress	Good ↑	Good ↑	Good ↑	Good ↑

Findings:

- The school provides two different curricula to its students. Students in the American section, from KG to Grade 9, are assessed based on the Next Generation Science (NGS) curriculum standards. Meanwhile, students in the MoE section are assessed according to the MoE curriculum standards from cycle 1 to 3. The school has analyzed internal assessment data and suggests attainment for most students in KG and cycles 1-3 is above the curriculum standard for both MOE and the US curricula. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has conducted both MAP and IBT-standardized assessments to benchmark students' attainment in science for each curriculum. Results for the 2022/23 academic year indicate that students' attainment is weak in each assessment. The school participated in PISA 2022 international assessments. Results in scientific literacy at 377 are well below the target set for the school and well below the international standards.
- In lessons and their recent work, the majority of students in KG and cycles 1 and 2 across both curricula demonstrate scientific knowledge, understanding, and skills that are above each of the respective curriculum standards. In Cycle 3, most students attain in line with curriculum standards. In KG, children are beginning to explore their environment and gain new knowledge of the world around them. In cycles 1 and 2, students are building their scientific knowledge and understanding and expanding their scientific vocabulary. In the MoE curriculum, Cycle 1 students' understanding of physical and life sciences is less well-developed. In Cycle 3, MoE stream curriculum students are regularly in the laboratories conducting experiments to examine complex phenomena, although this is less evident in the US curriculum stream.
- Over three years, the school's internal attainment data suggests that most students have consistently attained above the MOE and US NGS curriculum standards in all grades.
- In all grades, including KG, teachers assess students' individual starting points in diagnostic tests at the start of each academic year. End-of-unit tests aligned to both curriculum standards are conducted. Results are compared with baselines to measure the amount of progress. Analysis of the progress tracking data

indicates that most science students make better than expected progress over time or from their starting points.

- In lessons in KG, the majority of children make better-than-expected progress in gaining new scientific knowledge through observations and asking questions about the natural world. However, their use of practical apparatus is less well developed. Across the school in Cycles 1 and 2, the majority of students make better than expected progress in life, earth, and physical sciences. However, the progress of students within life and physical science work in the MoE curriculum in Cycle 1 is slower. In Cycle 3, the majority of students make better than expected progress across all three scientific disciplines. Across the school, children's and student's application of the scientific method is inconsistent, and their ability to conduct experiments independently is less well-developed.
- In KG, Cycles 1 and 2, boys and girls in all grades make similar progress. The school's assessment data indicates that girls in higher grades make more rapid progress than boys. Across both curricula, there are no noticeable differences in the amount of progress Emirati students make compared with other students. In lessons, students with additional learning needs make the expected progress. Higher-attaining students do not always make the progress they are capable of making.

Next Steps:

1. Raise attainment in Cycle 3 so that it is at least good.
2. Ensure that students develop skills in critical thinking and problem-solving so that they achieve well in international assessments.
3. Improve children's and students' scientific investigation and laboratory skills across the school so they have a full range of opportunities to conduct experiments.
4. Promote children's and students' ability to apply the scientific method and ensure they are able to make predictions and justify conclusions.

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	Good ↑	Good ↑	Good ↑	Good ↑

Findings:

- Students across all grade levels are generally enthusiastic and enjoy learning. They work closely with their teachers to identify their strengths and weaknesses and find ways to improve. Students across the cycles are generally enthusiastic and enjoy learning.
- Children and students interact very positively with each other and their teachers. They are completely used to collaboration as a natural part of their work each day. Children and students usually communicate their learning clearly. However, occasionally, students in cycles 2 and 3 lack confidence in communicating their ideas at length.
- Children and students regularly make meaningful connections between their work and real-life events.
- Throughout their learning, students are taught to think critically and solve problems. However, they are not given enough opportunities to develop their creative, innovative, and entrepreneurial skills during lessons. Although they occasionally use learning technology to support their work, there is still room for students to make much more extensive use of these tools, such as carrying out regular research.

Next Steps:

1. Ensure all students develop innovation, creativity, and entrepreneurial skills across all subjects and grade levels.

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

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Good	Good	Good	Good

Findings:

- Students have positive and responsible attitudes; they enjoy coming to school and are interested in learning. Students throughout the school are becoming more self-assured in their learning. In cycles 1 and 2, students do not always learn to work independently, while in cycle 3, students increasingly become more self-reliant and require less directions from teachers. Children and students across the school value the critical feedback from teachers and their peers, but they do not always learn to take the initiative.
- Students have a very clear understanding of class routines. As a result, they move between classes in a very organized way, and there is a positive atmosphere in all classes, with children and students enjoying working with each other and their teachers. Children and students across the school are usually self-disciplined and polite. They frequently support each other during tasks on which they collaborate. The harmonious atmosphere in the classrooms is conducive to ensuring that children always work in a safe and productive environment. Children and students behave very well across the school. Bullying is very rare.
- Children display respect and kindness towards each other and the adults with whom they work. They greet each other happily as they arrive at school every morning. Students across the school are sensitive to the needs of others and consistently help each other. The school's students' council works effectively with children and students across the school, with older students working closely with teachers and taking on initiatives to help younger children and students.
- Overall, children and students gain a general understanding about safe and healthy living. However, many children and students across the school bring unhealthy snacks to eat at break times and do not make the most of break times to participate in any physical activity. Children and students participate in the school's physical education lessons, but many of those spoken to did not express much enthusiasm for joining in any other exercise beyond that.
- Attendance of 98% is outstanding. Students are punctual to school and lessons, with a very low percentage of lateness, less than 0.9% for this academic year.

Next Steps:

1. Improve the ability and confidence of students in cycles 1 and 2 to take responsibility for their learning and to become fully independent learners.
2. Strengthen students' understanding of the reasons for making healthy eating choices and raise their awareness of the importance of this aspect of their health through workshops.

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	Good	Good	Good	Good

Findings:

- Students across the school have a clear understanding of how Islamic values influence contemporary UAE society.
- Students across the school are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. They expand this knowledge and appreciation through their participation in a range of cultural activities, such as National Day events. However, students across the school are less knowledgeable about the history and arts of the UAE.
- Students have a secure understanding and appreciation of their own cultures and various other cultures, including that of the UAE. However, overall, across the school, children’s and students’ appreciation and understanding of other world cultures is limited.

Next Steps:

1. Extend students' understanding and knowledge of all aspects of the history of the UAE and their ability to discuss these areas.
2. Deepen the knowledge of students about all aspects of the arts within the UAE and their ability to discuss these areas.

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- Children and students actively contribute to the school's vibrant atmosphere through assigned responsibilities, voluntary initiatives, and social contributions, such as the Zayed Squad. The impact of their perspectives on the school's development was evident during the meeting with the Student Council. They grasp their roles as responsible citizens and readily engage in the opportunities presented within the school, like participating in the UAE Red Crescent Committee. While they participate in volunteer activities, they do not do so consistently. The Student Council, in particular, demonstrates respect and consideration for the needs of others, especially those with special educational needs whom they take care of.
- Children and students find joy in their tasks and willingly participate in various volunteer activities. They offer valuable and constructive contributions to projects or other endeavors, although they may sometimes take on a more passive role. Their economic decision-making and entrepreneurship skills are rational but not fully developed.
- Children and students at all levels exhibit a fundamental grasp of the significance of environmental sustainability. They actively contribute to maintaining their school environment, with a few engaging in conservation initiatives through involvement in the Environment Committee. Participation in environmental school activities, such as planting the school garden, is observed, although it is not consistent.

Next Steps:

1. Improve the ability of all children and students to take a proactive role in engaging in voluntary activities.
2. Improve and fully cultivate children's and students' entrepreneurial, innovative, and creative skills.
3. Improve children's and students' engagement across the school in environmental sustainability projects in an ongoing and consistent way.

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good 	Good 	Good 	Good 

Findings:

- The teachers in kindergarten and all cycles exhibit confident subject knowledge. They create a conducive learning environment well-suited for the age range of the students they teach. However, in kindergarten, the learning environment provided by the teachers, while positive and active, falls short of being oriented towards a purposeful play-based learning style. On the other hand, in the rest of the school, the teaching methods used by the teachers effectively engage the students in active learning in most of their lessons.
- Teachers across the school plan a variety of purposeful, child- and student-centered learning experiences that mostly cater to the range of abilities. However, activities do not sufficiently cater to the needs of higher attaining and gifted, and talented individuals. Resources are generally used effectively in most lessons to support progress. However, there is insufficient use of learning technology. Teachers across all cycles manage the lesson time well and start promptly with a good pace that supports progress. They make learning objectives clear at the start of each lesson and carefully review progress with these at the end of the lesson.
- Teachers interact with children and students positively and encouragingly, which promotes full engagement. Across the school, they question children and students well and are effective at targeting their questions in a way to match the ability levels of different students. In this way, they effectively support the development of children's and students' communication skills and their ability to engage in dialogue.
- Teachers generally provide effective support and challenges for different groups of learners. Lessons are set up carefully, with students working in table groups. Tasks are effectively differentiated to match the needs of children and students of differing abilities. Teaching assistants in the younger age group classes provide strong support for children and students and work in effective partnership with the teachers. As a result, children and students with additional learning needs, including students of determination and low-attaining students, continue to make progress. Tasks set do not always sufficiently challenge higher-attaining and gifted, and talented children and students.
- Through consistent lesson planning across the school, teachers have a systematic approach towards ensuring children and students develop their critical thinking and problem-solving skills. However, students' innovation, enterprise and creativity skills are not consistently developed during lessons across the school. Children and students are given insufficient opportunities to use learning technology to support the work that they do.

Next Steps:

1. Ensure teachers consistently provide work that challenges higher attaining individuals across the school.
2. Ensure teachers consistently provide opportunities in lessons for children and students to develop their innovation, creative and enterprise skills and make full use of learning technology to support their learning.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- The school has comprehensive and detailed assessment processes across KG and all cycles, securely linked to the American Core Curriculum and the MoE Curriculum standards. While the assessment data is carefully collated it does not provide accurate summative judgments.
- In the MoE stream, students in Grades 3-9 sit the standardized IBT tests. The school benchmarks students' attainment against international standards in both PISA and TIMSS. In addition, the school regularly assesses students in the American curriculum section from grades 3-9 in NWEA MAP tests for English, mathematics, and science. The school administers the IBT to benchmark students' attainment in mathematics and Arabic in the MoE section.
- The school has an in-depth data analysis system that highlights the strengths and weaknesses of children's and students' achievement and tracks cohorts over time to identify trends. Data is analyzed at individual and group level. However, because overall summative judgments do not align with progress seen in the classrooms, the data does not provide a completely accurate measure of the progress for the different groups within the school, including boys and girls, Emirati and non-Emirati students. The school does not track the progress of higher-attaining students with sufficient precision.
- Teachers are effective in the use of a range of assessment information in line with curriculum expectations to inform their lessons and future planning so that the needs of individuals and groups are met. In most cases, teachers make effective use of assessment data to group students. They also use the data effectively to check how well children and students with additional learning needs, including students of determination, are progressing against the targets set in their individual education plans and intervention plans. However, there remains scope for ensuring that assessment information is used more efficiently to target activities for higher-attaining and gifted and talented students.
- Teachers are well aware of the strengths and weaknesses of the children and students in their classes. They provide clear verbal feedback to students in lessons and use formative assessment well to offer personalized support and guidance where needed. Teachers provide constructive developmental comments that support further improvement when marking work. Children and students are encouraged to reflect on and improve their work. However, while some opportunities are provided for peer and self-assessment, this practice is infrequent.

Next Steps:

1. Improve the accuracy of teachers in providing reliable and valid summative assessments within the school's internal assessment data.
2. Ensure teachers make full use of assessment information to track the progress of higher attaining and gifted and talented children and students and to inform their teaching for these individuals.
3. Increase the frequency and consistency of opportunities for children and students to assess the quality of their own work and that of their peers.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Good

Findings:

- The school offers two distinct curricula. In the American section, students study the US Common Core and the Next Generation Science California State Standards. In the MoE section, students study the MoE curriculum. Across both sections, Arabic medium subjects follow the MoE curriculum. Although KG is part of the American curriculum, children can transfer after KG to the MoE curriculum section. The two curricula have a clear rationale; they balance knowledge, skills, and attitudes and provide opportunities for practical and physical learning experiences. The curriculum in KG lacks consistency in promoting play-based activities.
- The continuity and progression of learning are organized around cycles in most subjects. The learning plan is to take into account children's and students' existing knowledge and meet the needs of almost all groups of children and students. As a result, most students are well prepared for the next stage of education. However, children moving from KG or home into Phase 2 in both curricula are less prepared in Arabic. Students completing Phase 4 are well prepared to continue their studies, with formal relationships with two local universities and career workshops for those leaving the school.
- The school offers a reasonable number of curricular choices for students within the American and MoE curricula. In Grade 11 in the MoE curriculum, students have a choice of ICT or Health Science and the chance to opt for either the Advanced or General stream classes. Examples of additional subjects offered are PE, art, and music. The school is extending the Cycle 3 offering in the American curriculum through the Advanced Placement (AP) program.
- Cross-curricular links are central to both curricula. Hence, collaborative planning ensures essential links are evident in lessons, with connections between subjects systematically integrated between most disciplines throughout the school.
- The curriculum is regularly reviewed by reflecting on all subjects taught using a gap analysis approach. The school has already used the review to change some diagnostic assessments, alter the sequencing of mathematics, and provide different resource access.

Next Steps:

1. Improve the range of play-based activities within the KG curriculum.
2. Improve the transitioning of children from KG into Cycle 1 in terms of their preparedness for joining in with all Arabic subjects.

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- Overall, the school makes strong efforts to adapt the taught curriculum to meet the needs of most groups of children and students in both the American and MoE curricula. However, both taught curricula are insufficiently adapted to enable higher attaining and gifted and talented children and students to consistently make the progress of which they are capable during lessons. Very occasionally, the curricula that are taught do not fully support the needs of lower-attaining children and students, especially those in the early stages of English language acquisition.
- Both the MoE and the American curricula provide interesting, challenging, and engaging activities designed to motivate most students. While there are projects and activities within extra-curricular activities allowing students to develop their innovation, creative, and entrepreneurship skills, these are not embedded into the taught curricula and, therefore, rarely evident within lessons.
- The school provides suitable opportunities to cater to the needs and interests of all children and students, including those who are gifted and talented, within its programs for extracurricular activities. Students can choose from a wide range of activities each term such as baking, robotics and the newly introduced activity for football.
- The curriculum includes a range of regular activities that establish links with Emirati and UAE culture in most lessons. Students have many opportunities to appreciate the UAE's heritage and culture and Islamic values, such as presentations in assemblies, celebrations of national events, and field trips to local heritage sites.

Next Steps:

1. Revise the US and MoE curricula to better meet the needs of high- and low-achieving students.
2. Enhance the US and MoE curricula to incorporate more projects and activities that develop innovation, creativity, and entrepreneurship skills among students, particularly during lessons.

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	Good	Good	Good	Good

Findings:

- The school has rigorous procedures for the safeguarding of children and students, including child protection. Child protection and safeguarding arrangements are clearly defined in a written policy shared with all stakeholders. All staff at the school sign a copy to confirm they have read and understood the policy. The school provides training for all staff in child protection and safeguarding on a regular basis. Additionally, the school provides first aid training for all staff. The school ensures that all students are protected from all forms of bullying, including those that might occur online. The school helps and informs students about how to stay safe using the internet and social media. Staff ensure all students know who to talk to if they experience a problem.
- Through meetings with parents and regular briefing sessions with students, the school ensures that all members of the school community understand the importance of following the health and safety policies to ensure that all individuals are safe and well cared for. The health and safety team meets on a regular basis to review policies and check schedules for all areas of health and safety checks. Rapid communication around the school between the health and safety team and all members of staff helps to ensure that any issues are rapidly addressed. All members of the health and safety team are in regular daily contact with each other and with senior leaders where necessary. Children and students are very well supervised. Bus and arrival and dismissal routines are very well organized, and the youngest children and students at the school are safe and well cared for as they travel backward and forward to school. Risk assessments are regular, and mitigating action is taken to ensure that the highest expectations for health and safety are met. The school meets all legal requirements and conducts regular emergency fire evacuation drills, ensuring full compliance with civil defense regulatory requirements.
- The school contracts external organizations to manage various health and safety functions, including the CCTV and alarm system, 24-hour site security, regular pest control, routine water quality testing, canteen contractors and the daily cleaning of the school. All the necessary regulatory checks for these essential functions are up-to-date, and all contracts are made with approved providers. The school has a well-equipped medical clinic staffed by the school nurse. Essential medicines are locked in a secure cupboard within the clinic, and the nurses supervise and administer essential medication to students. The nurse is diligent in maintaining accurate records.
- The school premises provide a safe learning environment for all members of the school community. The school does not have a lift to assist children or students with physical disabilities gain access to the first floor of the building. The premises appropriately meet the needs of children in KG.
- The school canteen provides food and drinks to all members of the school. While the school health and safety team briefed children and students extensively about the need to eat a healthy diet and keep

themselves fit, not all children and students eat healthy snacks during break times. The health and safety team promotes the importance of exercise and fitness through a wide range of regular workshops given to children and students across the school. All children and students take part in the school's physical education lessons. However, discussions with students indicate that these workshops and programs are not impacting sufficiently, with a minority of students, including some with high BMI levels, not showing any interest in involving themselves in extra exercise programs. Effective measures are taken to protect children and students from the sun, including appropriate shading in all outdoor spaces. There is readily available access to fresh drinking water.

Next Steps:

1. Improve the provision for ensuring that students always bring healthy snacks to school.
2. Explore the possibilities of providing a lift to make it easier for children or students with physical disabilities to access the first floor of the school building.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- All staff in the school interact in a friendly, positive, and supportive way with children and students. Positive relationships flourish across the school. There is a climate of trust and respect between students and adults. Expectations for all children's and students' good conduct and behavior are clear and understood by all, and expectations are shared with parents and families. The extensive use of the school's online app to communicate with parents means that parents know immediately about all positive aspects of children's and students' behavior and also if there are any difficulties.
- The school has highly effective protocols to record and track children's and students' attendance and punctuality. Systems are routine and well-embedded and result in a high level of attendance at 98%. The follow-up of unauthorized absences and lateness is highly efficient and effective.
- The school has appropriate processes to identify students with additional learning needs, including students of determination, and to identify individuals who may be gifted and talented. 2.44% of the school's population is currently identified as being children or students of determination. The school rightly recognizes the need to make its systems more rigorous to ensure that no students or children with additional learning needs remain unidentified. For students of determination already identified by the school, suitable records that include medical assessments with specific diagnostic assessments are maintained. Teachers provide detailed individual education plans (IEPs) for students of determination. They are written with the special educational needs coordinator (SENCO) and regularly reviewed and updated. In addition, teachers very usefully maintain intervention plans for any students who they consider to be of concern.
- The school has appointed a special educational needs coordinator (SENCO) to oversee support for those with additional learning needs, including students of determination. Personalized targets in IEPs are carefully established and regularly reviewed. Teachers provide inclusive support for students with additional learning needs through adaptations of learning tasks during lessons. The SENCO, along with the newly appointed gifted and talented support coordinator, leads 1:1 and small group interventions. Consequently, most learning needs are met, and students with additional learning needs make effective progress toward their individual goals. The SENCO, along with school leaders, is aware of the need to upgrade support arrangements for any children and students who may have arrived recently at the school and are in the early stages of English language acquisition. There is also a need to improve the current support in lessons for higher attaining and gifted and talented individuals across the school.
- Senior leaders in the school and teachers ensure parents are well-informed about the academic achievements of students. The care and guidance provided by all staff to support the well-being and personal development of children and students at the school is of high quality. The 'open-door' policy of the school and the highly personalized support, including the guidance for those Grade 12 students who are planning their next phase of education, are highly valued by students and families.

Next Steps:

1. Fully develop systems to identify and support students with additional learning needs, including those in the early stages of learning English.

2. Improve provisions in classrooms to challenge higher-attaining and gifted students.`
3. Establish comprehensive systems to ensure full support for students in the early stages of acquiring the English language.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good 

Findings:

- The senior leadership team, comprising the principal, vice principal, and heads of department, set a clear direction. They fully promote the school's 'Students First' vision statement, which is shared by the whole school community. Leaders working closely with the governors are ambitious about what they want students to learn and experience. Along with all school staff, they establish a strongly positive culture for learning across the school. The school's vision and mission statement are displayed prominently and in a very attractive way at the entrance of the school as well as around the school. This is also shared with parents, students, and staff through various communication platforms. There is a clear commitment to the UAE's priorities and the National Agenda. Comprehensive plans are in place to support students in succeeding in international examinations such as TIMSS and PISA. The principal, along with other senior leaders, demonstrates a strong commitment to ensuring that staff and students alike feel included and valued, treated fairly and respectfully, and have a sense of belonging. The school maintains an inclusive admission policy and has suitable systems to support children and students with additional learning needs. However, there remains a need to reinforce systems for identifying children and students with additional learning needs, including children and students of determination, and to ensure that any identification is followed through strongly, where necessary, with parents.
- Senior leaders demonstrate a clear understanding of the curriculum and best practices in teaching, learning, and assessment. Through the four times-a-week training sessions after school, leaders are innovative in supporting all teachers in constantly improving their skills. However, senior leaders rightly recognize the need to upgrade the skills of middle leaders further in order to support all teachers in making internal assessments more accurate. Also, there remains a need for all middle leaders to further support teaching staff in ensuring that higher attaining and gifted, and talented children and students always make the progress of which they are capable.
- Relationships across the school are very positive. Leaders delegate effectively, ensuring middle leaders are aware of their roles and responsibilities and will be held accountable for raising students' achievement. Middle leaders observe lessons and support teachers within their departments to help them improve. Communication within the school is professional, at both a formal and informal level. There are regular departmental and interdepartmental meetings. Communication around the school is rapid, and in this way, all staff feel fully informed and supported. Morale within the school is high.
- Leaders at all levels have a clear understanding of what they need to do to improve the school and have placed a very strong focus on addressing the main issues in teaching to ensure children's and students' standards of achievement improve. They have focused incisively on ensuring that all teachers new to the school have the skills they need to teach effectively. Since the last inspection, the senior leadership team has been strengthened, with full clarity established within the roles of all leaders. Senior leaders demonstrate a strong capacity to continue improving the school, with a 'never give up' mentality applied to all obstacles that occur.
- Leaders hold staff to account through regular analyses of students' performance data, lesson observations

and reviewing the effectiveness of planning and teaching strategies. The school has successfully raised standards in nearly all subjects since the previous inspection, particularly Arabic as a first language, English, mathematics, and science. The school has also improved the quality of teaching, along with the overall leadership and management. Senior leaders ensure that the school is fully compliant with statutory requirements.

Next Steps:

1. Improve the skills of middle leaders in fully supporting all teachers with improving the progress of higher attaining and gifted and talented children and students in lessons.
2. Reinforce the school's inclusive approach through increasing the rigor of systems for identifying children and students with additional learning needs, including children and students of determination.
3. Prioritize improving results in international assessments in English, mathematics and science.

School self-evaluation and improvement planning

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

Findings:

- All staff actively participate in the self-evaluation process. Senior leaders engage parents by asking them for their views about areas that need improvement. In constructing the SEF, senior leaders and staff consider a blend of valid sources of evidence, including lesson observations and both internal and external assessment information. Judgments are generally realistic and align with the inspection framework and the current inspection findings. Senior and middle leaders display a secure understanding of the school's strengths and areas requiring improvement. The school is rightly aware that the increased accuracy of summative internal assessment judgments would greatly enhance the work of self-evaluation.
- The monitoring of teaching and learning is systematic and conducted by senior and middle leaders. They make very regular classroom visits each term and provide teachers with clear and constructive feedback. The observation forms include relevant criteria but do not place sufficient emphasis on judging children's and students' attainment and progress. Effective monitoring has aided the school in improving the quality of teaching and children's and students' standards of achievement.
- The school development plan is clear and effectively highlights the crucial areas for improvement. It contains suitable targets, strategies, success criteria, responsible parties, and dates by which actions should be achieved. Actions and success criteria are fully focused on improving students' outcomes. The improvement priorities are closely aligned with the recommendations from the previous inspection, but there is not yet a full integration with the school's self-evaluation.
- The school has demonstrated significant improvement over time, particularly in key areas such as raising children's and students' achievements and learning skills in all subjects, as well as improving teaching and the quality of leadership.

Next Steps:

1. Improve self-evaluation processes by improving the accuracy of the school's internal assessment summative judgements.
2. Ensure that the monitoring and evaluation of lessons across the school includes judgments about children's and students' attainment and progress.
3. Ensure the full integration of the school development plan with the school's self-evaluation.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good 

Findings:

- Discussions with the parents show clearly that they feel they are partners in the education of their children. Through the online communication app, parents are very aware of what their children are learning, what is planned for their learning, and how well they are progressing. Their support of their children's learning has underpinned the school's recent success in improving standards. Parents frequently contribute to surveys issued by governors and meet with senior leaders and governors on regular occasions. This gives them many opportunities for their views to be considered. The school has an active parents' council that is fully involved in helping with the organization of events throughout the year. Additionally, the school encourages parents to participate in reading sessions for students, supporting them with competitions, field trips, celebrations, and helping out with extra-curricular activities. Parents' involvement makes a very positive contribution towards enhancing the education of children and students in the school. Discussions with parents on the school's Parents' Council and with senior leaders in the school indicate that there remains a small minority of 'hard to reach' parents who do not involve themselves in the life of the school and participate as full partners in the children's education.
- The school's communication with parents is strong. Regular updates are communicated in both English and Arabic via numerous platforms. Parent-teacher meetings are scheduled every term where teachers share feedback to encourage parents with suggestions as to how they can help their child improve. Advice is also relayed to parents via the online app in terms of how they can support their children with homework assignments or reading. Parents who have children or students of determination continue to be involved in the monitoring and target setting of their child's individual education plan. Discussion with parents shows they are fully satisfied with the extent of communication from the school.
- Parents' access to the online app means that they can review their child's academic progress at any time. The reporting system is rigorous, informing parents of their child's academic progress, effort made, and personal and social development. Written reports clearly communicate all aspects of their children's achievements and how they can improve in the future.
- The school has strong partnerships with the local community. It partners with the Red Crescent and participates in various initiatives, such as the recent initiative to raise funds for people in needy situations. Students regularly take part in activities as volunteers. However, the parents rightly recognize that children and students should be more involved in projects connected with environmental sustainability in the local community.
- The school has established connections with other schools and numerous local and international universities to enhance students' academic and personal development and to support their further education. However, expanding links with international entities has not yet been sufficiently developed.

Next Steps:

1. Provide a good range of links with international organizations to expand children's and students' understanding of the world around them and their role as global citizens.

2. Reinforce efforts to engage with the small minority of parents who remain reluctant to be fully involved as partners in their children's education at school.

Performance Indicator	Quality judgement
Governance	Very Good 

Findings:

- Governance includes representation from almost all stakeholders, including chances for students to attend meetings to present their views. The governors regularly meet with parents and ensure that surveys are regularly conducted to canvass their views. Through this means and their on-site visits, the governors have an in-depth view of the school. Parents can also directly contact the board if they have any concerns.
- The governing board regularly monitors the school's actions. It holds senior leaders fully accountable for both the performance and quality of services, including the academic and personal development of all students. The governing board meets every term to discuss all initiatives and new developments and to discuss any required areas for improvement. A high priority and focus is placed on ensuring the accountability of school leaders in moving forward with planned actions. There is constant scrutiny and investigation of key decision-making and performance actions. The school owner, in particular, stays in very close contact with the principal and vice principal and has a very clear overview of the daily running of the school. Governors are vigilant about ensuring the school runs efficiently on a day-to-day basis and that all statutory requirements are met.
- The governing board acts as a very effective constructive critic for the school. The governing board has a very direct impact and a very positive influence on the school's overall performance. It has ensured that the school is adequately equipped to offer a diverse range of learning experiences for students. The owner and other members of the board now rightly identify the need to move forward with plans to add a swimming pool to the premises to enhance children and students' physical education, to improve further the provision of learning technology in the classroom, and to move ahead with the programs to upgrade the provision for fully supporting children and students with additional learning needs.

Next Steps:

1. Fully support the senior leadership team in upgrading the school's systems and provision for identifying and supporting children and students with additional learning needs.

Management, staffing, facilities and resources

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

Findings:

- The school is very well organized and runs very efficiently on a day-to-day basis. This has a positive impact on enhancing students' outcomes and personal development and ensures that no time is wasted in the school day. Very clear procedures and routines ensure that the school has a calm, welcoming, and happy learning environment where staff, children, and students work respectfully and harmoniously together.
- The school is staffed appropriately. A turnover of 71% of the staff in 2022/23 enabled the school to revitalize its body of teachers, and this has been a central, crucial, and successful factor within the school's focus on driving up standards. All currently employed teachers possess full qualifications to effectively teach their respective subjects. The school has provided incentives for teachers to help reduce the prospects of any future turbulence. All staff, including support staff, benefit from regular professional development closely matched to the school's priorities, with teachers currently participating in training for four days of the week after school. This training has been successful in helping the school establish consistency in the quality of teaching across the school. However, there remains a need to develop more training for teachers in terms of helping them improve the accuracy of internal assessment processes. Training is also required to help teachers develop their approach to ensuring that higher-attaining students are always successfully challenged by the work provided in lessons.
- The school premises are very effectively maintained and designed to meet the learning needs of students across all grades and cycles. Classrooms are of adequate size for students. There are a range of specialist facilities. There are suitable outdoor areas, but the school currently lacks a swimming pool and gymnasium. There is no lift to ease access to the first floor of the building.
- The school is suitably resourced to support the basic requirements of teaching and learning in most subjects, and the recent addition of smartboards in each classroom has been a significant enhancement. However, not all students have access to learning technology equipment in classroom lessons, and there is a shortage of manipulatives and practical equipment in mathematics and science. KG currently lacks a fully equipped outdoor play area to help develop children's gross motor skills.

Next Steps:

1. Develop full training for teachers to enable them to assess children's and students' achievement more accurately.
2. Develop training for teachers to enable them to provide work in lessons that consistently challenge higher attaining and gifted and talented individuals.
3. Improve the school's learning resources, including more learning technology resources in the classrooms, the provision of a fully resourced outdoor play area for the KG, and a full range of resources to support practical work in mathematics and science lessons.

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