



Irtiqa'a School Inspection

AY 2023/24

Ajyal International School - Falah

Rating: Good

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	Ajyal International School - Falah
	Esis Number	9284
	Location	39, Al Rayhanah St, Al Falah, Abu Dhabi, 23850
	Website	http://www.ajyalfalah.sch.ae/
	Principal	ANTOINETTE CHARMAINE BROWN
	Inspection Dates	27 to 30 May 2024
	Curriculum	American

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	2018
Number of Emirati students	1843
Number of students of determination	62
Largest nationality group of students	UAE - Yemen - Jordan

Information On Teachers

Number of teachers	125
Nationalities	Ireland - Syrian Arab Republic - Egypt
Number of teaching assistants	11

Changes since the previous inspection

Since the previous inspection, achievement overall has declined from very good to good.

Attainment has regressed in many subjects, except in the Arabic medium subjects, which have remained good, with attainment in Arabic improving in the high phase from acceptable to good. Attainment in the English medium subjects has regressed across most phases. English remains good in KG and the middle phase but has regressed from very good to good in the elementary and high phases. Mathematics attainment has also regressed from very good to good in the KG, from very good to acceptable in the elementary phase, from good to acceptable in the middle phase, and remains acceptable in the high phase. Science shows a similar pattern of declining attainment, regressing from very good to acceptable in the elementary phase, and from good to acceptable in the middle and high phases. Only in KG has mathematics attainment remained good.

Progress has remained good for Islamic education and Arabic but social studies has regressed from very good to good across all phases. Progress has regressed in all English medium subjects from very good to good in all phases, except in KG, where in science and mathematics progress remains very good. In mathematics, regressions are from very good to good progress in the elementary and middle phases, but from good to acceptable in the high phase. In English medium subjects, the regression is mainly due to the difficulties students face as English second language learners in reaching above curriculum levels in subjects where the language of instruction is English. In Arabic medium subjects, where the regression is less extensive, factors are lower teaching quality by a small number of teachers in upper grades.

Teaching quality has regressed from very good to good and this is directly linked to the regression in overall

achievement.

The care and support of students have regressed from very good to good because the systems in place are no longer as effective as previously, with attendance at only 92.56%, punctuality issues, and behavior incidents. The identification and provision for students with additional learning needs, including students of determination, is no longer as rigorous as expected by the standard.

The effectiveness of leadership has dropped, as a consequence of the drop in achievement in performance standard one. While the principal and senior leadership team (SLT) set a clear direction for the school, leadership failed to understand and act on the issues of achievement that were emerging. Self-evaluation (SEF) and improvement planning also regressed from very good to good as the judgments in the SEF were inaccurate, and most of the middle leaders had very little knowledge of, or meaningful input into the document or judgments. Some positive progress has been made on recommendations from the last inspection and these were well described in the narrative of the SEF, but the overall impact on school performance was not evident.

Since the previous inspection, an influx of students from other schools over a range of levels has posed challenges to the school's support structures for students with additional learning needs, including English as an additional language learner (EAL). Recently appointed middle leaders lack the capacity and capability to fully support the school's improvement vision. As the school has grown since 2016, with the addition of the middle and high phases, the school recognizes the need to improve the SLT structure to better support development in the different departments, to extend reading recovery into the middle and high phases, and to appoint a head of inclusion and support staff for the middle and high phases.

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

The school participated in the Trends in Mathematics and Science Study (TIMSS 2023) and is awaiting its second set of results. In 2018, the school participated in the Program for International Student Assessment (PISA). The second PISA test was conducted in 2023, and the school is awaiting the results. The Progress in International Reading Literacy Study (PIRLS) reading assessment was administered in 2021.

From the results of international benchmarking assessments, the school has identified areas for improvement. To achieve the TIMSS, PIRLS, and PISA targets in the next round, the school's management has established critical deliverables (targets) that have been shared with all stakeholders to ensure that students are well-prepared, and that teachers and middle leaders understand the assessment framework. The prioritization within the school development plan reflects the value that the school places on international assessments, providing a clear indication of performance against international expectations. Key focus areas and targeted goals relevant to each assessment have been included in the curriculum as a result of a mapping exercise. Professional development saw assessment platforms, toolkits, support materials, and websites shared with all teachers so that they could apply the necessary strategies to improve critical thinking and provide students with practice in answering a range of question types. The results from each assessment were shared and teachers guided in supporting and preparing students for the next round. For example, Google Classroom platforms are used to provide students with practice questions, and teachers also incorporate sample questions into lesson plans, using these as both challenge questions and incorporating them into learning activities during lessons. Parents are kept informed about the significance of international benchmarks and the UAE's efforts to ensure that schools are raising students' performance to match international standards.

Performance in standardized and international assessments

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

International Assessments: TIMSS, PISA, PIRLS

In the previous TIMSS assessment in 2019, the grade 4 students in the school scored 370 in science (below the international benchmark of 466) and 395 in mathematics (below the international average of 477). No grade 8 students were at the school at that stage. The school has taken part in the most recent assessment for grades 4 and 8 (TIMSS 2023) and is awaiting results and targets.

In PISA 2018, 15-year-old students scored 435 for science (below the international average of 453), 427 for mathematics (below the international average of 455), and 430 for reading (below the international average of 444). The school has taken the PISA again in 2023 and is awaiting the publication of the results and targets.

In PIRLS 2021, grade 4 reading was 526, which indicated an intermediate international benchmark.

Reading

The school has two separate libraries, one for KG and the other for grades 1 to 12. The library in the KG section is adequately stocked with age-appropriate story books and the KG children are engaged in reading on a regular basis. The elementary library is spacious with books serving both the English and Arabic curricula. It is adequately stocked with a total of 1501 Arabic language books, 2308 books for English, and a few German and French language books. The fiction and non-fiction books are age-appropriate, and levelled, with reference books suited to curricula themes available for both students and teachers to use, including a range of texts to promote the UAE culture, national identity, and Islamic values. Readers are organized for easy student access, with appropriate seating.

All students from grades 1 to 12 access the library in a designated period in the timetable. While there is adequate focus on the development of reading across the curriculum, with most subjects focusing on developing vocabulary and reading comprehension of Arabic and English language, the emphasis on English reading is stronger in KG and the elementary phases. In these phases, reading skills are regularly assessed in both Arabic and English, with tracking of children and students' progress from baseline to the end of school every year. There is no internal assessment for reading in middle and high phases both in Arabic and English languages.

The Read Write Inc (RWI) program in KG and elementary school has been introduced as part of school-wide plans to raise English reading levels identified in the school's improvement plan (SDP). Teachers in KG and the elementary phase received training for two days at the beginning of the year in how to implement the RWI program. Phonics is taught through the Read Write Inc. (RWI) program. The phonics program in KG is integrated into all the other subjects to promote children's developing phonic skills to decode words and recognize words by sight. In Arabic, reading assessment is part of the ABT, and the focus is on grades 4 and 5, using the Kutubee reading program and online levelled readers for Arabic reading. Students reading and comprehension are extended through the integration of language vocabulary and English language content with content and vocabulary of geography, history, ICT, science, and mathematics through a Content Language Integrated Learning (CLIL) philosophy. All teachers are trained in how to integrate vocabulary development activities in their subjects. In the middle and high phases, reading is integrated within all subjects and emphasized for outcomes in the language lessons. The school has identified in the recent SEF the need for an improved reading scheme for students in the middle and high phases.

Students are encouraged to use technology for reading websites and to access graded reading materials as an extra resource. Students are encouraged to participate in writing and reading competitions and similarly in 'The Bookworm of the Month competition'. The school also held a spelling bee competition this year. Parents are encouraged to read to their children.

Strengths of the school

- The rigorous safeguarding policies and the safe and secure school environment.
- The well-established relationship with parents has enhanced students' respect for Islamic values and the UAE identity, culture, and society across the school community.
- The support of the Board of Trustees has enabled the school to expand successfully in a short period, with governors regularly monitoring the schools' actions and holding senior leaders accountable through defined key performance indicators (KPIs).
- The management of the day-to-day operations is smooth, with building facilities providing a pleasant learning and working environment, and the range of resources along with the qualifications of the staff promote effective teaching and learning.

Key Recommendations

1. Raise standards of achievement in all subjects to at least very good by:

- Extending the good practice in reading Arabic in KG to all other phases - while reviewing the approach to phonics teaching to ensure that the methodology and strategies are in line with international best practices.
- Encouraging more extended, creative, and accurate writing skills in Arabic and English using appropriate grammar and punctuation especially in the middle and high phases.
- Enhancing students' English language speaking skills to support better communication of learning in other curriculum areas where English is the language of instruction.
- Improving recitation skills in Islamic education with particular attention to Tajweed rules in the middle and high phases.
- Ensuring that discussions in social studies have more depth and meaning.
- Extending students' problem-solving skills by regularly providing opportunities for reasoning and working independently in mathematics.
- Improving children's inquiry skills in KG, and students' investigative skills and use of scientific methods in science in upper phases.
- Ensuring that students are given regular opportunities to be more self-reliant in lessons and better equipped to learn independently.
- Improving the students' attendance and punctuality in all lessons so as to maximize learning time in school.

2. Embed strategies for effective teaching, learning and support for groups, to accelerate students' progress in lessons to very good by:

- Providing teachers with professional development on effective strategies for differentiating lessons to meet students' specific learning needs and monitoring the impact.
- Improving the effectiveness of digital technology in lessons through more successful use of platforms that facilitate personalized learning.
- Ensuring that the range of assessment data is analyzed accurately and that teachers are shown how to use data in practical ways to provide more personalized challenge in lessons for all students.
- Ensuring that students' work is marked and evaluated consistently with developmental comments and that

more creative ways are used to give feedback, in writing, orally or digitally.

- Analyzing data more rigorously to identify groups and individuals who require additional support or challenge to make the progress of which they are capable.
- Ensuring that the extensive support plans developed such as IEPs and ALPs are used consistently in lessons to support targeted students.

3. Improve the impact of school leadership to a very good level by:

- Providing high-quality professional development and support for middle leaders to build their knowledge and confidence.
- Empowering middle leaders to play a more central role in the preparation, writing and judgements in the school self-evaluation and development plans.
- Revising the teacher observation process to ensure it is more consistent in approach, more closely aligned with the UAE Inspection Framework, and gives accurate judgments of attainment and progress in lessons based on the standards of the American curriculum.
- Reviewing the effectiveness of the school's current timetable to ensure smoother transitions between lessons and to maximize learning time.

Overall School Performance: **Good**

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic as a first language	Attainment	Good	Good	Good	Good 
	Progress	Good	Good	Good	Good
UAE Social Studies	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good 	Good 	Good 
English	Attainment	Good	Good 	Good	Good 
	Progress	Good 	Good 	Good 	Good 
Mathematics	Attainment	Good 	Acceptable 	Acceptable 	Acceptable
	Progress	Very Good	Good 	Good 	Acceptable 
Science	Attainment	Good	Acceptable 	Acceptable 	Acceptable 
	Progress	Very 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	Acceptable	Acceptable	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good ↓	Good ↓	Good ↓	Good ↓
Assessment	Good	Good	Good	Good

PS4: Curriculum

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

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	Very Good	Very Good	Very Good	Very Good
Care and support	Good ↓	Good ↓	Good ↓	Good ↓

PS6: Leadership and Management

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

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students attain levels that are above the curriculum standards. This does not align with the levels of students' knowledge and skills observed in lessons in KG, and the elementary, middle and high phases.
- The school has no external national or international assessments for Islamic Education.
- In lessons and their recent work, most students in KG, and the elementary, middle and high phases demonstrate their knowledge of Islamic teachings, etiquette, and Hadeeth that are in line with the curriculum standards.
- The school's internal data analysis for the last three years indicates that most students consistently attain above curriculum standards in the elementary, middle and high phases, but in KG only a large majority of children attain this level.
- According to the school's analysis of internal assessment data, most children in KG, and students in the elementary, middle and high phases make better than the expected progress over time and from their starting points at the beginning of the year.
- In lessons, in KG, and the elementary and middle phases, a majority of students make better than the expected progress, but in the high phase, most students make levels of progress in line with expected rates.

- The school's analysis of progress data indicates that girls and boys, Emirati students and the gifted and talented (G&T) make outstanding progress in all phases. Students with additional learning needs, including students of determination, make weak progress in KG and the elementary and middle phases, but in the high phase, their progress is very good. The school does not analyze assessment data to track the progress of low and high achievers. 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 (including G&T) do not always make the progress they are capable of.

Next Steps:

1. Improve students' attainment and progress across all phases.
2. Improve students' skills in reading and reciting the Holy Qur'an with the application of Tajweed rules in the middle and high phases.
3. Provide students with more opportunities to research, discuss, and debate to improve their skills in developing well-founded solutions to contemporary Islamic issues in the middle and high phases.

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	Good	Good	Good	Good 
	Progress	Good	Good	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students attain levels that are above the curriculum standards. This does not align with the levels of students' knowledge and skills observed in lessons in KG, and the elementary, middle and high phases.
- The school has no external national or international assessments for KG children. The school does not administer the International Benchmark test (IBT) in Arabic. However, they have administered the Arabic Benchmark Test (ABT) to provide insight into the levels of student attainment in grades 4 to 12. The analysis does not follow the definitions of attainment bands set by the framework. No data was provided for the MoE national exam at the end of Grade 12.
- In lessons and their recent work, the majority of children in KG attain levels that are above curriculum standards in Arabic language skills, but in the elementary, middle and high phases, most students demonstrate listening, understanding, reading, and comprehension skills in line with curriculum standards, but their ability to speak using standard Arabic and their writing skills are not as well-developed. Children in KG can read all sight words and apply their knowledge of the different sounds of letters to a wide range of words. Most students in the elementary and middle phases can communicate their learning appropriately but are inconsistent in speaking standard Arabic or using correct spelling in their writing. In the high phase, students can read a range of texts to identify their main ideas but are inconsistent in following grammatical rules when speaking standard Arabic.
- The school's internal data analysis for the last three years indicates that a large majority of students consistently attain above curriculum standards in KG, and the middle and high phases, but in the elementary phase, most students attain above level.
- According to the school's analysis of internal assessment data, most children in KG, and students in the elementary, middle and high phases make better than the expected progress over time and from their starting points at the beginning of the year.

- In lessons in KG and the elementary, middle and high phases, the majority of students make better than expected progress in developing their listening, reading, speaking, and comprehension skills, but their writing skills are not developing at the same rate, especially their ability to produce accurate extended writing in a range of genre in the upper phases.
- The school's analysis of progress data indicates that girls and boys, Emirati students, and the gifted and talented (G&T) make outstanding progress in all phases. Students with additional learning needs, including students of determination, make weak progress in KG and the elementary and middle phases, but in the high phase, their progress is outstanding. The school does not analyze assessment data to track the progress of low and high-achievers. In lessons, students with additional learning needs, including students of determination, make the expected progress toward their targets. Higher-attaining students, including gifted and talented, do not always make the progress they are capable of.

Next Steps:

1. Improve students' communication and presentation skills using standard Arabic, in the elementary, middle and high phases.
2. Practice writing for different purposes, especially in the middle and high phases, to improve students' extended writing skills and accurate use of grammar.
3. Accelerate the progress of the different groups of students.

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 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students attain knowledge and understanding of national identity, citizenship, government and the individual and society that are above curriculum standards in the elementary, middle and high phases. This does not align with the levels of students' knowledge and skills observed in lessons. There is no separate social studies subject in KG, but the key concepts are integrated within the curricula of core subjects.
- The school has no external national or international assessments for social studies.
- In lessons and their recent work, most students in the elementary, middle and high phases demonstrate an understanding of social studies concepts and skills, and an adequate knowledge of geography and history in line with curriculum standards, but only a few know how these impact present day society.
- Over the last three years, the school's internal assessment data indicates consistently outstanding attainment in the elementary, middle, and high phases.
- The school's analysis of internal assessment data indicates that most students in the elementary, middle and high phases make better than the expected progress over time and from their starting points.
- In lessons, in the elementary, middle and high phases, the majority of students make better than expected progress.
- The school's analysis of progress data indicates that girls and boys, Emirati students and the gifted and talented (G&T) make outstanding progress in all phases. Students with additional learning needs, including students of determination, make weak progress in the elementary, middle and high phases. The school does not analyze assessment data to track the progress of low and high achievers. 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, including G&T, do not always make the progress they are capable of.

Next Steps:

1. Deepen students' understanding of UAE geography and history and how this context impacts present day society in the elementary, middle and high phases.
2. Provide more practice for students in all phases to apply their local knowledge to a more complex regional and international context, especially in the middle and high phases.
3. Facilitate students' ability to suggest solutions to contemporary issues facing citizens and society, in the middle and high phases by continuing to improve students' skills in problem solving.

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	Good ↓
	Progress	Good ↓	Good ↓	Good ↓	Good ↓

Findings:

- The school’s analysis of internal assessment data at the end of the 2022/23 academic year, indicates that most of the students’ attainment in reading, writing, speaking, and listening is above the American (Californian) common core standards in the elementary, middle and high phases and a large majority of children in KG attain levels that are above standards. However, this high level of attainment does not align with levels of knowledge, skills and understanding observed in lessons.
- The school conducts Measures of Academic Progress (NIWEA-MAP) standardized reading assessments in grades 3 through 9. The results in these tests for the last and current year show that less than three-quarters of the students attain levels in line with international standards in the elementary, middle and high phases. A few students in grade 12 sit the external Advanced Placement (AP) examination in English and the results indicate most attain levels above curriculum standards. The results for the Progress in International Reading Literacy Study (PIRLS) 2021 indicate that grade 4 students’ attainment is at intermediate international level in the elementary phase. The results for the Program for International Student Assessment (PISA) 2022 indicate the students’ attainment was 430 for reading (a little below the international average of 444). The school has taken the PISA again in 2023 and is awaiting the publication of the results and targets. The school has no external examination in KG or grades 1 and 2.
- In lessons and the recent work, the majority of children and students speaking, listening, reading, and writing skills in English are above curriculum standards in KG and the elementary and middle phases, but in the high phase, most students’ English language skills are only in line with curriculum standards. In KG, children use phonics to identify simple consonant-vowel-consonant (CVC) words, and a majority of them can write words and simple sentences. However, their extended writing and phonemic awareness is underdeveloped. In the elementary phase, students read and write narrative and procedural texts, but a few struggle to analyze texts. In the middle phase, students present information in writing and can answer questions about their work, but a few are not confident in expressing their opinions or making presentations. In the high phase, students read and comprehend both literature and informative texts. However, students’ independent reading for higher levels of text analysis is not evident.
- Over the last three years, the school’s internal assessment data indicates consistently very good attainment in the elementary, middle and high phases. The school’s internal assessment data in KG indicates a declining

but overall good trend.

- The school's analysis of internal assessment data indicates that most students in the elementary, middle, and high phases make better than the expected progress over time and from their starting points. In KG, a large majority of children make progress that is better than expected.
- In lessons and in their recent work, the majority of students make above expected progress in language skills acquisition, except in the high phase, where students are less confident speakers. In KG, children develop language skills by listening carefully to follow instructions and by answering the teacher's questions, showing they are developing an understanding of new words. However, a few cannot yet match visuals to words or sentences for better progress. A majority of the students in the elementary phase learn to read stories and can write short answers or paragraphs about the topic, but independent reading for comprehension of texts and the ability to express well-evidenced opinions is not consistently seen. Students in the middle phase learn to identify the central idea of a short text, presenting information in simple ways that are well-understood. However, their skills in constructing a logical written argument to present a line of thought are not as well developed. Students in the high phase develop the ability to analyze text structures, write letters and identify sources of information, but they do not provide supporting evidence for their opinions or their analysis of the text.
- The school's internal assessment data indicates that most groups including boys, girls, Emiratis, and gifted and talented students make similar outstanding progress in all phases, except in KG where Emiratis only make very good progress because English is not their first language. The school data indicates the progress of students with additional learning needs, including the students of determination, is weak, except for in the high phase, where it is acceptable. The school does not analyze assessment data to track the progress of low and high achievers. In lessons, boys, girls, high achievers, and the gifted and talented make good progress, but the low and middle achievers and students of determination make only acceptable progress in lessons.

Next Steps:

1. Continue to improve KG children's fluency in phonics so they can make new words by adding or subtracting sounds and improve students' confidence in speaking and making presentations about what they have learned in all phases.
2. Provide regular practice in text analysis, so that students can provide evidence to support their views and gain confidence in expressing opinions in the middle phase.
3. Set targets to extend students' writing skills in all phases, but especially when presenting a written argument in a logical manner in the high phase.

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 ↓	Acceptable ↓	Acceptable ↓	Acceptable
	Progress	Very Good	Good ↓	Good ↓	Acceptable ↓

Findings:

- The school’s analysis of internal assessment data at the end of the 2022/23 academic year, indicates that most students’ attainment in mathematical knowledge, skills and understanding is above the American (Californian) common core standards in KG and the elementary, middle and high phases. However, this high level of attainment does not align with levels of knowledge, skills and understanding observed in lessons.
- The school conducts Measures of Academic Progress (NIWEA-MAP) standardized mathematics assessments in grades 3 through 9. The results in these tests for the last and current year show that only a few students in the middle and high phases, and less than three-quarters of students in the elementary phase, attain levels in line with international standards. A few students in grade 12 sit the external Advanced Placement (AP) examination in mathematics (calculus) and results indicate most attain levels above curriculum standards. The results for the Program for International Student Assessment (PISA) 2022 indicate the students’ attainment was 427 for mathematics (below the international average of 455). The school has taken the PISA again in 2023 and is awaiting the publication of the results and targets. In the previous TIMSS assessment in 2019, the grade 4 students in the school scored 395 in mathematics (below the international average of 477). No grade 8 students were at the school at that stage. The school has taken part in the most recent assessment for grades 4 and 8 (TIMSS 2023) and is awaiting results and targets. The school has no external examination in KG or grades 1 and 2.
- In lessons and their recent work, the majority of children and students’ mathematical knowledge, skills and understanding is above curriculum standards in KG and the elementary phase, but in the middle and high phases, most students’ attainment is in line with curriculum standards. A majority of children in KG have a well-developed understanding of numbers and shapes. In the elementary phase, students perform basic arithmetic operations involving numbers and have developed proficiency in data handling. Students in the middle phase successfully apply properties of operations to linear expressions and can work with rational numbers, but they do not independently employ strategies for effective problem solving. In the high phase, students perform arithmetic operations with complex numbers, but their ability to apply their knowledge to solve real-life problems is still developing.
- Over the last three years, the school's internal assessment data indicates consistently very good attainment in KG and the middle and high phases. The schools’ internal assessment data in the elementary phase indicates an outstanding trend, with most students attaining levels above curriculum standards.

- The school's analysis of internal assessment data indicates that most children in KG and students in the elementary, middle and high phases make better than the expected progress over time and from their starting points.
- In lessons and their recent work, children in KG develop the ability to sequence given numbers, showing an enhanced understanding of number concepts. However, their vocabulary is still developing, so they cannot always use relevant mathematical terms when talking about their learning. The students in the elementary phase are developing the skills to solve mathematical problems, and they are learning to apply mental mathematical skills for computation of numbers, but this is still not done at pace. The children's understanding of place values in KG and the students' analytical skills for categorizing geometrical shapes in the elementary phase are less well-developed. The students in the middle and high phases demonstrate appropriate skills of algebraic functions and arithmetic operations, however, their reasoning and real-life problem solving is less evident.
- The school's internal assessment data indicates that most groups including boys, girls, Emiratis, and gifted and talented students make similar outstanding progress in all phases, except in KG where the boys only make very good progress. The school data indicates the progress of students with additional learning needs, including students of determination, is weak, except for in the high phase, where it is very good. The school does not analyze assessment data to track the progress of low and high achievers. In lessons most groups, including boys, girls, high achievers, gifted and talented students make better than expected progress. The low and middle achievers and students of determination make similar but only expected progress in lessons.

Next Steps:

1. Enhance children's ability to categorize more complex geometric shapes in KG and improve their confidence in using age-appropriate mathematical terminology to explain what they are learning.
2. Improve students' reasoning and analytical skills for effective mathematical modeling and independent problem-solving in the middle and high phases.
3. Continue to extend the pace at which students can perform mental mathematical calculations for increased speed and accuracy of computation in the elementary and middle phases.

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	Acceptable ↓	Acceptable ↓	Acceptable ↓
	Progress	Very Good	Good ↓	Good ↓	Good ↓

Findings:

- The school’s analysis of internal assessment data at the end of the 2022/23 academic year, indicates that most of the children and students’ attainment in scientific knowledge, skills and understanding are above the American (Californian) common core standards in KG and in the elementary, middle and high phases, above the Next Generation Science Standards (NGSS). However, this high level of attainment does not align with levels of knowledge, skills and understanding observed in lessons.
- The school conducts Measures of Academic Progress (NWEA-MAP) standardized science assessments in grades 3 through 9. The results in these tests for the last and current year show that less than three-quarters of students attain in line with international standards in the elementary phase, and in the middle and high phases, only a few students attain in line with expected standards. A few students in grade 12 sit the external Advanced Placement (AP) examination in science (biology) and the results indicate most attain above curriculum standards. The results for the Program for International Student Assessment (PISA) 2022 indicate the students’ attainment was 435 for science (below the international average of 453). The school has taken the PISA again in 2023 and is awaiting the publication of the results and targets. In the previous TIMMS assessment in 2019, the grade 4 students in the school scored 370 in science (below the international benchmark of 466). No Grade 8 students were at the school at that stage. The school has taken part in the most recent assessment for grades 4 and 8 (TIMSS 2023) and is awaiting results and targets. The school has no external examination in KG or in grades 1 and 2.
- In lessons and in their recent work, the majority of children in KG and students in the elementary phase demonstrate levels of scientific knowledge, skills and understanding that are above curriculum standards, but in the middle and high phases, students attain only in line with curriculum standards. In KG, a majority of children know the stages of a dinosaur life cycle, showing clear knowledge and understanding of living things, but they have limited scientific vocabulary to explain their learning. In the elementary phase, students are building their scientific thinking, and can identify the properties of materials, demonstrating an advanced level of understanding of physical properties of matter, although the application of their scientific thinking to real-world contexts is insufficiently developed because of a lack of opportunity. Most students in the middle phase have an adequate knowledge of body systems. In the high phase, students can conduct experiments, such as dissections, with support from the teacher and technician. In both the middle and high

phases, students demonstrate practical investigative skills that are only in line with curriculum standards, and their ability to draw conclusions and communicate ideas using scientific vocabulary is limited.

- Over the last three years, the school's internal assessment data indicates consistently very good attainment in KG and the middle and high phases. The schools' internal assessment data in elementary indicates an outstanding trend.
- The school's analysis of internal assessment data indicates that most children in the KG, and students in the elementary and middle phases make better than the expected progress over time and from their starting points. In the high phase, a large majority of children make better than expected progress.
- In lessons and in their recent work, a majority of children and students make better than expected progress in KG and in the elementary and middle phases, in relation to appropriate learning objectives aligned with the expected curriculum standards. However, in the high phase, most students only make expected levels of progress in lessons and their recent work. In KG, children are curious learners who are developing their knowledge and understanding of living things. In the elementary phase, students are building their scientific thinking, and can make links between studying materials to prior science knowledge about the properties of matter, but their ability to apply their knowledge in unfamiliar contexts is a developing feature. In the middle phase, students are developing the ability to compare the features of vertebrates and invertebrates. In the high phase students are developing confidence when conducting experiments with assistance from both the teacher and the lab technician. However, their independent investigative skills, and their use of the scientific method to draw conclusions from their findings and communicate their ideas using scientific vocabulary need further development.
- The school's internal assessment data indicates that most groups including boys, girls, Emiratis, and the gifted and talented (G&T) make similar outstanding progress in all phases, except in KG and the high phase, where boys only make very good progress. The school data indicates the progress of students with additional learning needs, including students of determination, is weak, except in the elementary phase where they make good progress. The school does not analyze assessment data to track the progress of low and high achievers in any phase, nor of students with additional learning need in the high phase. In lessons, there are no noticeable differences between the progress that Emirati students make compared with other students, since a large proportion of the school is Emirati. Students of determination are observed to make good progress in lessons, across all phases.

Next Steps:

1. Provide students with more opportunities to develop their scientific vocabulary so they can more effectively communicate their learning, in all phases.
2. Build on children's curiosity in KG to extend their inquiry skills, and in the elementary, middle, and high phases, further develop students' independent practical investigative skills.
3. Promote students' application of all aspects of scientific method, encouraging them to write age-appropriate reports of practical experiments to record their learning, especially in the middle and high phases.

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:

- Children and students across all phases enjoy learning. They are starting to demonstrate confidence when taking responsibility for their own learning, especially in the upper phases. Students in the higher grades can identify specific areas for improvement in their work. They focus on their learning goals, but do not always accurately judge their strengths and weaknesses because of inconsistent opportunities to self and peer evaluate and to reflect on their learning progress. Self-reflection is more evident in KG and the elementary phase where teachers use a variety of strategies to enable children and students to gain an understanding of what they have learned.
- Across the school, group work is the main feature of lessons, with children and students cooperating in mixed-ability groups to complete tasks. In KG, children work in groups, and they share and take turns, but often they do not have enough language familiarity to communicate confidently what they know and have learned with others. In the elementary phase, higher abilities occasionally control the work being produced, with other students not making effective contributions. In the upper phases, students occasionally share their learning by presenting their work to the whole class, as well as listening to the views of others and providing them with feedback on what has been presented. In the English-medium subjects, especially in science and mathematics in KG and the elementary phase, students' language fluency and their knowledge of technical terms, is a barrier for some to feel confident in sharing their learning, especially in front of the whole class.
- Students are beginning to make real-world connections across subjects. In the Arabic-medium subjects they can relate class topics to the world around them, but in the English-medium subjects, their application to the real world is inconsistent and often superficial. Students are starting to make links between different subjects, but this remains inconsistent across all phases.
- Students can do basic research, but there is inconsistency between subjects in their enquiry skills, critical thinking, reasoning, problem-solving and innovation skills. For example, science projects showed some development of innovation skills, but in general a lack of opportunities within lessons limit the development of these higher-order skills more widely across the school. Students can use technologies in limited ways to support their learning, such as looking up words or checking learning, but this is an area identified for further development across the school.

Next Steps:

1. Extend students' self-reliance and their ability to take targeted steps to improve.
2. Ensure that all students are actively engaged and appropriately challenged when participating in group tasks.
3. Expand the application of technology in the classroom to further students' research skills, allowing them to increase their depth of knowledge, improve their use of various information sources, and extend their ideas for applications to the real world.

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

Personal Development

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

Findings:

- Students generally exhibit positive and responsible attitudes in lessons and throughout school. In KG, children are well-organized and attentive to staff instructions. Students in the elementary, middle, and high phases take responsibility for their learning when given the opportunity, although they often rely on directions from teachers. Students are beginning to receive critical feedback from their peers.
- Self-discipline and positive interactions are usually demonstrated, and from lesson observations and information shared by the head of inclusion, it was evident that incidents related to bullying are extremely rare and it is very rare for students to reach the higher tiers of the behavior management policy in class. However, a few students reported incidents of fighting and times where they witnessed aggressive behavior. While poor behavior is not a regular feature, occasional lapses of self-discipline were evident both in lessons and at break times, especially in the upper phases.
- Children and students understand the needs and differences of others and readily help each other. For example, in lessons, students actively engaged with and supported students of determination during group work. Relationships among students, and with staff are generally respectful and cordial, especially in the KG.
- Students demonstrate a sound understanding of safe and healthy living. They make appropriate choices about their own health and safety. They participate in activities that promote safe and healthy lifestyles, however, there are missed opportunities to allow them to lead. During the academic year, students participate in numerous health and wellbeing workshops, administered by the school and external agencies. These workshops usually coincide with world-recognized health days. As a result, when interviewing children and students during their break it was clear they had an understanding of the importance of a healthy diet and regular physical exercise.
- The term 2 attendance for the current academic year 2023/24, for grades 1 to 9 is 88.34%. This was significantly lower than term 1, which was 92.56%. KG attendance data was not submitted. Student punctuality to lessons is inconsistent, especially during transitions between lessons and break time.

Next Steps:

1. Provide students with more regular opportunities to reflect on their own personal development and receive feedback from teachers and peers so that they can develop more responsible attitudes and greater self-reliance in all phases.
2. Improve students’ attendance and punctuality across the school by consulting with them, and their parents, to further develop strategies to raise their awareness of the importance of regular and full participation in lessons and its impact on academic success.

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 in all phases have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They take an active part in celebrations to mark Islamic occasions, such as the Prophet's birthday (PBUH), Isra'a, Mi'raj and Eid Feter and Eid Adha.
- Students in all phases are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE, as shown by their artwork and heritage displays. They participate in a limited range of cultural activities, such as celebrating national events respectfully including National Day, Flag Day, and Martyr's Day. However, not all students are aware of the important events in the UAE's history.
- Students demonstrate a clear understanding, awareness and appreciation of their own culture, but are less aware of other world cultures. They are aware of a few similarities between their culture and others and could identify a wide variety of different foods, flags and popular fashions from other nations. They celebrate International Culture Day with displays and videos. Many teachers are from outside of the UAE, so students are developing their knowledge of different world cultures.

Next Steps:

1. Increase students' knowledge and awareness of UAE history and significant events.
2. Extend opportunities for students to deepen their understanding and awareness of other world cultures using the school's multi-cultural community.

Social responsibility and innovation skills

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

Findings:

- Students understand their responsibilities as members of the school community, and some in grades 8 to 12 take on key roles as members of the Students' Council. Their regular and constructive activities as volunteers benefit the school and wider communities. For example, in KG, children recreated recycled items into role-play costumes and decorative items in their shared areas while reading to each other. In the elementary phase, students undertook a 'Food for Thought' project, where they prepared food boxes for the school's cleaners and workers, and they also organized a lunch to show appreciation for the support staff and teaching assistants. School-wide activities involved raising money for charity and distributing food during Ramadan. However, there is further opportunity for students to take the lead in key roles and volunteering activities in the community.
- Students display a positive work ethic and are beginning to take initiatives in relation to independent decision-making. They can be creative and enjoy taking part in projects that develop initiative, innovation and enterprise. For example, the students participated in experiments where technology and science were integrated to solve problems, such as where algae were harvested to extract oil for biofuel and plastic was created using cornstarch. While students enjoy such projects, they rarely take the lead in initiating and managing them.
- Students care for their school and take part in activities to improve its environment. They participate in schemes that promote sustainability and conservation at school, and locally, but less in the wider world. For example, KG children were involved in a class planting project, using the plants to decorate their play area, and students from across the school were involved in a local beach cleanup. Through such activities, students learned valuable lessons related to sustainability, highlighting the roles they can play as individuals in protecting the planet. However, the number of students participating in environmental and conservation projects across the wider community is limited.

Next Steps:

1. Improve students' innovation, enterprise, and entrepreneurship skills.
2. Encourage more students to take ownership and key responsibilities in regular volunteering activities and projects that are focused on community initiatives that make a wider social impact.

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:

- In lessons, most teachers consistently apply their knowledge with the specialist teachers in the middle and high phases displaying a particular interest and expertise in their subjects. In general, the quality of teaching in the English medium subjects is strong throughout but especially in the lower phases. Teaching in Arabic medium subjects is more inconsistent and varies greatly between the girls' and boys' sections. In the best lessons, teachers adapt their teaching strategies to deliver interesting lessons and use resources appropriately. Teaching in the higher phases becomes more challenging as subject content and sometimes behavioral issues become more demanding, and teachers have to adapt the curriculum to keep students engaged at an appropriate level.
- Teachers plan purposeful lessons in all phases in both the English and Arabic medium subjects. Planning documents highlight the learning outcomes, which are shared with students, and these are consistent and always readily available in lessons. Teachers plan both pedagogy and content, and as a result, lessons are mostly fully focused on learning. The learning environment in KG and the elementary phase is very attractive with extensive wall displays. In KG and the elementary phase, hands-on resources for use by students in classrooms are plentiful and mostly used to full effect in well-planned and structured activities especially in mathematics and science. For older students, the work is more challenging, well-planned and well-supported. The school has adopted a range of online support resources to further personalize learning and check for understanding but these are used more effectively in English medium subjects. In the less effective lessons, the lesson plans are not well-implemented, the pace is slow, and teacher-talk predominates.
- Most teachers' interactions with students ensure that they are engaged learners in all phases. Most teachers use questioning skillfully to check for understanding which elicits clear and articulate responses. Student responses in the KG and elementary are generally mature and measured but at times the answers are too short, and teachers do not prompt for more or give enough time for students to think more deeply to communicate learning. Questioning is used inconsistently to promote higher-order thinking through discussion and debate.
- Teachers use strategies that are effective in meeting students' needs. They provide a range of learning activities, primarily in the form of short quizzes, think-pair-share, worksheets, online quizzes and class tests. In the higher phases, teachers use tests based on exam questions to consolidate students' understanding and exam preparation. Teacher-directed investigations are a common feature in both science and mathematics, but independent investigations based on students' own ideas are less common. Tasks are mostly well differentiated to meet the various learning needs of the students whose needs have been assessed with suitable individual education plans. The less able students are identified and generally supported while more able students are challenged. However, in a minority of lessons individual education plans and advanced education plans are not always well-implemented and as a result, these students do not make the progress of which they are capable. The use of technology is extensive, but it is inconsistently used to promote critical thinking, for research to gather a wider range of information, or to personalize learning.

- Activities to develop students' critical thinking, problem-solving and independent learning skills are in place but inconsistently applied. While in most lessons, ICT is used effectively to check for prior learning or to check for understanding, only in the better lessons is it used to research independently or to challenge students' understanding of concepts. The robotics program is well-developed, innovative and consistent throughout the school, providing all students the opportunity to experience programming and construction of robots as well as enabling a few very able students to compete successfully internationally. However, a large minority of students still lack the confidence and self-reliance to work successfully independently, without regular teacher direction and support.

Next Steps:

1. Review professional development programs to ensure that teaching in Arabic medium subjects is more consistent in the upper phases across all lessons.
2. Ensure that the detailed individual education plans and advanced learning plans are consistently implemented in a more personalized way in lessons.
3. Ensure that students are given more opportunities to do independent research without excessive teacher direction and support, in order to build confidence and self-reliance.

Assessment

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

Findings:

- Internal assessment processes are mainly coherent and provide valid measures of students' academic, personal and social development. They are linked to the American, as well as the Ministry of Education's curriculum, across all subjects, except science where the NGSS are used. Baseline assessments are well established with students sitting mid and end of term assessments. Digital platform assessments and project work are also used to assess student progress. Internal and external assessment results are not well aligned but the school is aware of this and is taking steps to achieve a better balance.
- The school effectively benchmarks students' academic outcomes against appropriate external, national, and international expectations. The school administers international tests including the Program for International Student Assessment (PISA), Progress in International Reading Literacy Study (PIRLS), The Trends in International Mathematics and Science Study (TIMSS), Emirates Scholastic Aptitude Test (EmSAT), The Scholastic Aptitude Test (SAT), Measures of Academic Progress (MAP) and recently the Arabic Benchmark Test (ABT). Results for TIMSS and PISA are low but as they are pre-COVID have little relevance to the present cohort. The PIRLS results for 2021 are more encouraging and show the school well ahead of UAE and Abu Dhabi average scores at 526. The MAP results continue to be a challenge, suggesting the need for the school to develop a coherent improvement plan. The introduction of the Advanced Placement (AP) examination in 2023 has been a success but the school is finding it difficult to motivate students to take the AP as the EmSAT is more appealing. Complete results for the recently administered ABT are not available yet, but emerging results indicate that most students are in line with the international standard.
- Assessment data are analyzed in some depth and information about students' progress, as individuals and as groups, is mostly accurate and detailed and is tracked over time. The school's analyses of internal assessment data guides teachers to plan generally for three differentiated groups of students, as well as those with gifts and/or talents and students of determination. However, in general, the analysis of data is still a developing area for the school.
- Assessment information is used effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of students and enhance their progress, even if it is a little inconsistent at times. The school uses the analyzed MAP scores to determine areas for intervention and support as well as internal assessment measures. How teachers use data in lessons is still a developing feature and many teachers have a preference for using formative assessment in judging student ability. Across the school, most teachers try to adapt the curriculum based on their assessment of the level of student knowledge, even if this means teaching is mostly at or sometimes below curriculum levels, especially in the middle and high phases.
- Teachers have good knowledge of the strengths and weaknesses of individual students. Using a variety of assessment methods, teachers always try to meet students at an appropriately challenging level, such as in middle school mathematics, where the textbook content is too challenging for most, and teachers ensure appropriate adaptation even if, at times, it is a grade level behind. Teachers give useful feedback in both written and oral forms and they also indicate what students are doing well and what are the next steps in learning. Students are sometimes involved in assessing their own learning and in peer assessment, but this is a developing feature. However, overall feedback to students is not sufficiently personalized or consistent so as to ensure that students are clear as to their next steps in learning.

Next Steps:

1. Review internal and external assessment systems to better align results and ensure that assessment outcomes accurately reflect students' achievement.
2. Standardize and better personalize feedback to students using a variety of methods in an age-appropriate way so that students are aware of their strengths and how to improve their learning.
3. Ensure that leaders have the skills and knowledge to analyze all assessment data accurately and present it in a way that is easily accessible and usable by teachers.

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 follows the American Common Core curriculum (California) in English and mathematics, and in science the Next Generation Science Standards (NGSS) are applied. The Ministry of Education (MoE) curriculum is used for Arabic medium subjects in KG and grades 1 to 12. The school follows the elective model, providing two distinct pathways, literature and science in the high phase. The school curriculum is broad, offering a sufficient range of subjects in all phases. The taught curriculum in the school ensures a balance of skills in most subjects. The taught curriculum provides appropriate practical learning experiences for students in all phases. The teaching time in different subjects adheres to the MoE and the subject specific requirements of the American curriculum and NGSS.
- The curriculum planning in school is systematic, ensuring positive learning outcomes for students in lessons. The different levels of planning, yearly, weekly and daily, ensure the lessons are well structured and learning is aligned with the curriculum standards. However, the curriculum mapping in key subjects is inadequate to ensure smooth progression for sequential learning of content across grades. The daily lesson plans identify different ability groups based on students' previous achievements. However, the differentiation implemented in lessons is inadequate to provide relevant tasks that personalize learning for individual students based on their current knowledge and abilities.
- The curriculum provides ample subject choices for students to choose their learning pathways meeting their aspirations and interests in the high phase. Students in the science pathway have 4 choices of electives including engineering, art, music, health and nutrition, and 3 compulsory subjects. The students in the literature pathway have 2 language choices.
- The curriculum in most subjects in all phases have embedded cross-curricular links. These links are well integrated for students' effective transfer of knowledge, particularly in KG and in most language lessons across phases. However, the implementation of these links in the elementary, middle and high phases is inconsistent in key subjects.
- The school leadership team regularly reviews the curriculum at the end of the second term. The review process includes adequate sources of information for analyzing student learning needs. The regular meetings with teachers and staff, post assessments and the student reflections in lessons, provide adequate information on the curriculum content in different subjects. However, the external assessment results have not as yet been given sufficient weighting in considering the degree of curriculum modification required. The recent modifications to the curriculum include the provision of modified texts for students to successfully access subject content. However, there is no further analysis of student needs to modify the learning process or outcomes to sufficiently meet the needs of different groups of students in lessons.

Next Steps:

1. Ensure vertical alignment of content across KG and all grades for a smooth learning progression in all subjects.
2. Strengthen more consistently the effective implementation of cross curricular links across phases and subjects.
3. Ensure thorough and consistent review of curriculum design and modifications based on a range of assessment indicators, to better cater to the diverse needs of student groups by planning and implementing effective differentiation strategies.

Curriculum adaptation

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

Findings:

- The school is successful in ensuring that teachers modify the curriculum to meet the needs of almost all groups of students. The curriculum adaptations in all phases ensure the teachers modify the learning environment and use adequate learning resources in lessons. All teachers plan differentiated learning for the identified learner groups. However, these modifications do not consistently lead to effective outcomes for different ability groups. The low achievers and students with additional learning needs, including students of determination, do not always make the expected progress against their starting points in lessons. Similarly, the plans for gifted and talented students (G&T) are not always effectively implemented to appropriately challenge these students.
- The school curriculum is interesting, offering a range of opportunities that effectively engage students in lessons for positive learning outcomes. The school curriculum is enhanced with diverse learning opportunities that maintain student interest in learning. The special days, celebrations, exhibitions, and project work provide creative opportunities for students to enjoy learning, leading to positive outcomes in all phases. The robotics program ensures the curriculum in most phases is innovative. Implementation of the robotics curriculum in the high phase allows students' technological innovations to be recognized internationally. Students in all phases develop leadership skills with some opportunities for social contributions. The frequent field trips and partnerships with universities in the high phase ensure students' readiness for career and further education. Few students in the middle and high phases choose to participate in coaching classes for sports or learn additional languages after school hours, but there is interest in other extra-curricular activities that are not yet available. There are insufficient opportunities for developing students' creativity and innovation within lessons.
- The school curriculum provides appropriate learning opportunities for students to develop a deeper understanding of the UAE and Islamic values. The celebration of festivals and national days ensures students develop an appreciation and understanding of the UAE culture and heritage.

Next Steps:

1. Ensure that teachers make modifications to meet the specific needs of different groups of students so they can make the progress of which they are capable within lessons.
2. Provide consistent opportunities for developing students' enterprise and innovation skills across phases.
3. Extend extra-curricular provision to broaden the range of activities based on students' needs, interests and talents, and offer at times that suit their availability.

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	Very Good	Very Good	Very Good	Very Good

Findings:

- The school has strict procedures to protect and safeguard students. Staff, parents and students are aware of child protection rules and know exactly how to get help if needed. Staff, parents, and students are trained every academic year so they know their role in child protection. However, because there are often new students entering school, more frequent parent updates are required to continue the high levels of parent awareness. Teachers are checked, and HR takes full references from staff members before they are appointed. The school's policies include provisions for bullying prevention, including cyberbullying. Students are reminded of the need to care for others, often through well-being values such as caring, which are promoted in meetings and classes. A whole school policy is dedicated to supporting the mental health of all students to make them more resilient and happier learners. Students say they like school life and feel safe and part of a family.
- The modern building offers a comfortable environment. Safety inspections are regular and detailed, and a safety officer goes round and checks that a very high standard is maintained in all areas of safety and hygiene. For example, regular cleaning and disinfection of washrooms, science laboratories and safety inspections of outdoor sports facilities, are all monitored and recorded throughout the school. Security guards are posted at all entrances to the school and records are kept of all adults who enter the premises. The extensive camera surveillance system is constantly monitored by a security guard. The organization of movement to and from the school buses ensures the safety of the students. However, the open nature of the bus area requires more supervision at key points. A well-organized system allows parents to pick up their children, with teachers monitoring and recording the departure of each student. The mechanical and safety aspects of all buses are inspected and recorded daily to ensure the safe transportation of students. Morning and afternoon buses are monitored by bus drivers and teachers, and a record of passengers is kept for each journey. Any problems are updated in the bus logbook and are reported to the principal to inform parents and follow up any safety issues.
- The buildings are maintained to a very high standard and all facilities are in very good condition including the pool, canteen and outdoor areas. All records, including information on installations, maintenance, fire hydrants and electrical inspections, are comprehensive and secure. Records are kept up to date and managed very efficiently. All incidents are logged and reported to the principal. The rules are reviewed annually and, if necessary, updated as a result of any incidents that flag safety concerns.
- School facilities provide a safe, secure, and inclusive environment, including outdoor shaded playgrounds, swimming pool, sports hall, and a theater. The school grounds have a safe environment that is very well suited to the learning needs of all students, including students with physical needs. Ramps provide easy access, including wheelchair access. There are lifts to all floors. Each section offers environments that are

large, bright, colorful, well-protected, and safe, especially the KG and elementary phase areas.

- The school promotes healthy lifestyles in terms of both physical and mental health. Nurses and physical education teachers promote a healthy lifestyle through the educational programs they provide to all grades. Teachers also promote healthy eating habits and lifestyles in class. All students have their body mass index (BMI) checked once a year, and all overweight children are supported with parental consent. The food in the canteen is healthy and the lunch boxes have a strict policy of only healthy food which is followed. Teachers promote this healthy lifestyle through lessons that cover all aspects of maintaining a healthy lifestyle. Students are very receptive to healthy lifestyles and display this when they bring healthy foods to school and participate in healthy sports activities. However, the school does not have a method of monitoring the impact of the healthy-lifestyle initiatives that it has put in place. The principal checks the clinical visit log daily and any concerns are addressed immediately to ensure appropriate and personalized support for each student.

Next Steps:

1. Further secure the bus area by adding more supervision points at critical risk times.
2. Implement a range of strategies to monitor the impact of the school's healthy lifestyle procedures.
3. Continue to develop parents' awareness of child protection policies.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good ↓	Good ↓	Good ↓	Good ↓

Findings:

- Staff have a positive relationship with all students across the school. The behavior policy is built on solid research into best practices and contains clear rules and consequences, although these are inconsistently implemented. A strong belief exists that teachers should take a personal interest in students' lives, showing respect and being kind and polite and this is generally the case. Systems and procedures for managing students' behavior are generally effective and the second coordinator in the upper phases has helped behavior management improve in the boys' section. The school has a strong zero tolerance of bullying, but a few students still report incidents of fighting and times where they witnessed aggressive behavior. While poor behavior is not a regular feature, some students' lack of self-discipline was evident in lessons and at break times.
- The school's approach is reasonably effective in promoting attendance, and staff follows a clear attendance policy where absence is logged, and parents are contacted, but this remains an area for development. Punctuality is also still a challenge as a minority of students are almost always late for the first class and also miss morning assembly. This often disrupts the lesson as the teacher notes the late arrival on the attendance system. Lessons are officially 40 minutes but end and begin at the same time, so teachers moving across the school can be 5 or more minutes late, which reduces teaching time. Preparation for the buses in the evening also reduces the last period of the day considerably. The school has considered this issue in the past but has not been fully successful in finding practical solutions that involve additional costs and possible extensions of the school day.
- The school has well-established systems in place to identify students with special educational needs and those who are gifted or talented accurately and promptly, using a general ability test (EPOC), Measure of Progress (MAP) results and academic screening by teachers. Gifted and talented students are identified by test scores and recommendations by teachers who have seen very strong performance in lessons. However, the number of students with additional learning needs, including students of determination, on the school's register is very low at just over 3% of the total cohort, which suggests that the identification systems are not yet rigorous enough.
- The school provides adequate support for all students with additional needs and those who are gifted and/or talented. The support is focused and is delivered in different ways such as through the learning support and pastoral support teams in lessons and through "pull-out" sessions. Teacher assistants are well trained and are also used well to support students, especially in KG and the elementary phase. Individual Education Plans (IEPs) and Individual Development Plans (ADPs) for non-academic issues are in place, which are discussed and agreed upon between the inclusion team, teachers and parents. Students with additional needs have a mixture of teaching both in their normal class as well as learning in individual or small group settings. However, progress data shows that most of these students make only weak progress from their starting points against IEP goals. Gifted and talented students have an Advanced Learning Plan (ALP) and are challenged in sports, art and music, and attend a variety of competitions and challenges. Students' progress is monitored and there is continuous contact and reporting to parents, followed by regular meetings and discussions with parents.

- The well-being of students, including students' mental health, is a school priority. The school provides a wide range of personal and academic guidance and career choices, especially for students in the middle and high phases. Students in grades 11 and 12 have dedicated classes for career counseling in their school timetable, and the careers counselor ensures that students are provided with all relevant information on university entry requirements and the subjects they may require. Information sessions for parents, such as general sessions on university options, scholarships, and studying abroad, are regular and consistent features. The counselor also holds one-to-one online advice sessions with parents and students to enable them to make informed decisions. Support is also available through university fairs in the school, and strong relationships have been established with local and international universities. Currently, the number of students in the higher grades is a small proportion of the whole school, but effective structures are in place to support these students as numbers grow. Some tracking of students after they leave the school has commenced, but this is at a developmental stage.

Next Steps:

1. Emphasize the significance of consistent attendance and punctuality for students as crucial for enhancing student performance.
2. Improve the rigor of the identification of, and provision for, students with additional learning needs, including students of determination, so that sufficient challenge is consistently provided to ensure they make the progress of which they are capable in academic, social, and personal development.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good ↓

Findings:

- Leaders at all levels, led by the principal, set a very clear strategic vision. The principal and vice principal have led the school with great enthusiasm and skill since the school opened in 2016. Together with other senior leaders, they have grown the school successfully beginning with a KG intake and now with a full four-phase school. Leaders consistently demonstrate a very strong commitment to UAE priorities as well as traditions and provide a supportive environment where cultural diversity and international awareness are respected and appreciated. The school vision includes the provision of quality education which is achieved through well-organized lesson plans and schemes of work. The central focus for the school is the empowerment and the development of strong self-confident young people who will reach their potential as future leaders in the UAE and beyond. Staff are motivated to develop their knowledge and skills through further education and to contribute to the school in a meaningful way.
- The senior leadership team (SLT) demonstrates secure knowledge of the American curriculum and a good knowledge of best practices in teaching and learning. They are well qualified with a range of high-level postgraduate degrees in education, and this has assisted the school in introducing an effective range of initiatives including a phonics program and an effective focus on literacy and a bilingual curriculum in early phases. Leadership in the school attempts to involve all staff having input in decision-making but this may not be fully successful and at times decisions are left to senior leadership. The school has a strong focus on internal assessment and the appropriate use of data in lessons to improve student achievement but may not fully appreciate the value of the role of external data in improving achievement. A well-structured program of continuous professional development offers consistent opportunities for teachers to work and learn as part of a community of learners but processes for the sharing of the good or better practices seen in the school are not yet fully developed. The middle leaders especially are not fully aware of best international practices and are too dependent on the guidance and support of senior leaders. Middle leaders need a thorough knowledge of the UAE School Inspection Framework to effectively judge the quality of lessons and skills to be able to provide consistent helpful and practical feedback to teachers.
- Relationships and communication within the school and with stakeholders are professional and effective. The school's senior leadership team have a shared vision, an open approach to communication and is always available to listen and support. This results in a strong bond among all stakeholders and a family-type atmosphere within the school community. Electronic communication, including e-mail and WhatsApp is used well throughout the school in delivering regular messages. Surveys are sent to staff to ensure that the SLT are fully aware of staff opinion and recent results have shown a high level of satisfaction among staff with the leadership of the school. Face-to-face meetings where the principal or senior leaders address policy changes or key issues are regular and help to strengthen the bonds in the school and assist in keeping morale at a high level.
- School leadership demonstrates a clear understanding of the actions needed to improve school performance. The leadership has a wide range of experience and understands the importance of innovative ideas and approaches such as the newly equipped computer labs where students at the elementary level engage in working with Scratch Junior and Robo Mind. This helps to prepare them for advanced levels of

programming in the upper grades where students are exposed to electronic programs using hardware and software as well as a well-developed Robotics programs. Leaders have addressed potential barriers to learning such as the successful focus on literacy in lower phases to address the issue of English as a second language which is essential if the American curriculum is to be implemented effectively. The SLT have also made improvements to the behavior policy, but there is still more work to be done on this aspect.

- Leaders have been innovative and successful in developing initiatives to improve school outcomes such as the modern infrastructure available for current and future technology use in lessons and throughout the school as well as a range of platforms and software packages to engage students. Clear guidelines and expectations are communicated to all staff in relation to areas of accountability. Accountability at all levels is a key feature of the school which has an established performance management system with appropriate key performance indicators (KPIs). Senior leaders are active in holding staff accountable for performance through tracking of student data, walk-throughs, and a well-defined lesson observation template, even if it is not fully aligned with the UAE Inspection Framework. The school is very conscious of all its obligations and is compliant with all statutory and regulatory requirements.

Next Steps:

1. Ensure that the process for sharing the best practices seen in lessons is more effectively circulated among all staff to build teaching expertise.
2. Examine the quality and content of all lessons and ensure that a greater proportion of students are challenged more effectively beyond curriculum expectations.
3. Deliver high-level training to middle leaders so that they have the expertise to contribute to all school policies and the confidence to assess teaching quality and provide constructive feedback to teachers in their subject or section.

School self-evaluation and improvement planning

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

Findings:

- Systematic self-evaluation is established and is fully implemented by senior leaders using both internal and external data as well as information from walk-throughs and lesson observations. The school is somewhat overdependent on internal data which is well moderated but still lacks the rigor of MAP. Other external and international assessments such as EmSAT, PISA, TIMMS and PIRLS as well as the very low numbers who took AP last year are considered but there is an overemphasis on the positive results. MAP data especially tells a very different story with weak results in all subjects and while this information is considered and used for the purpose of improving teaching and learning, it is not given enough consideration by leaders in reaching the very high judgements in the SEF. Systems and structures for a self-review cycle are in place and most key priorities are mentioned in the SEF but areas for improvement are not clearly listed. Overall, the SEF is a very long and descriptive document, outlining many positive initiatives but it lacks a thorough analysis of issues and the identification of barriers to improvement which are facing the school.
- The monitoring of the performance of teachers and the impact of their teaching on the students' academic and personal progress is effective. Staff performance is regularly evaluated by heads of department and senior leaders to ensure consistency in planning and the effective delivery of lessons. However, in discussions, middle leaders did not always show confidence in their involvement in SEF decisions on their subjects or in making judgements around teacher performance and most had only a superficial knowledge of the UAE Inspection Framework. The school has developed its own templates for teacher evaluation which consist of detailed observation forms with a range of tick-boxes and room for comments. These are monitored by leaders, based on the school's own standards and the school has a clear improvement process, where underperformance is detected. If initial feedback does not successfully improve teaching quality, a more detailed improvement plan is developed and monitored closely. Where necessary the school is willing to cancel contracts when support has failed to improve performance, but this is not a common outcome.
- School improvement planning is comprehensive, based on a wide range of evidence and recent data that is accurately reflected in the school's internal evaluation and school development plan (SDP). The proposed actions are realistic and focus on the improvement of outcomes based on recommendations from the previous inspection, identified needs of the students, and UAE national priorities. The SDP document is very well written with clear timelines and responsibilities. Whilst some progress is noted, the SDP does not have a system in place to indicate clearly how much progress has been made against each target listed. The school demonstrates a capacity to promote new solutions to address priorities and respond to changing circumstances such as underperformance or student behavior. The school is generally effective and has a sustained positive impact on student attainment.
- There has been some progress in addressing most of the recommendations from the school's previous inspection report. All recommendations are listed, and against these, the actions that have been taken are detailed across all areas. However, the impact of these actions is not always visible in lessons or in the results from external data assessments, especially MAP. The school has developed a strong professional development program for teachers which has focused on such areas as improving questioning strategies and introducing more project-based learning with hands-on investigations. Improved identification processes for the gifted and talented have been established and the school has put in place an external benchmark assessment for Arabic. The school tracks improvement over time using internal assessments

well but a greater emphasis on MAP for English medium subjects and ABT for Arabic would give even greater legitimacy to the processes.

Next Steps:

1. Devise a SEF template that is more analytical and clearly identifies barriers to improvement as well as indicating the necessary next steps for the school to improve further.
2. Expand training for middle leaders to ensure that they have the confidence and expertise to contribute in a more meaningful way to the SEF and SDP documents.
3. Ensure that the analysis of school data takes into account more fully the external data results from MAP and ABT so as to give a more accurate overall view of student achievement.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school has effectively engaged parents as partners in school life and their children's education. Parents' opinions are consistently reviewed and surveyed, and their perspectives are taken into consideration when school leaders shape improvement priorities. Additionally, parents actively contribute to supporting school activities through the Parents Council, which aims to enhance educational standards. However, parents' impact on improving students' achievement in MAP exams is limited.
- Effective communication channels enable parents to participate in organized activities within the school. For instance, regular parent meetings are held to determine how parents can best support the school. Parents also contribute positively by celebrating events such as National Day, Flag Day, International Day, and student performances for both parents and the community. The school adopts an open-door policy where parents feel welcome to meet the principal at any time to have an open discussion. Parents of children with additional learning needs, including parents of students of determination, feel well-informed.
- Regular reports ensure that parents are well-informed about their children's academic progress and personal development. Reporting is comprehensive. Additional communication channels, such as regular emails, daily updates, and SMS services are utilized to keep parents informed about school life. Parents can also schedule appointments to address any concerns they may have with school leaders or teachers. While parents receive regular updates, their impact on improving children and students' attendance is yet to be seen.
- The school maintains partnerships with the Red Crescent, the Judicial Department, and the municipality where students support underprivileged individuals within the local community. Students are actively engaged with the rehabilitation hospital to foster their personal development. The school's relationships with entities like the family foundation facilitate awareness seminars targeting parents and students. While students benefit from relations within the local community, they are yet to benefit significantly from the school's relationship with international entities.

Next Steps:

1. Extend the school's partnerships to offer greater international exposure, helping students to raise their readiness for an ever-changing global scene.
2. Collaborate more closely with parents to enhance efforts to improve attendance to ensure that students' attainment is not reduced by irregular attendance.
3. Involve parents in establishing strategies to strengthen the support provided to students who are preparing for MAP examinations.

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- Governance includes wide representation from almost all stakeholders. The Board, which includes the school owners, parents, and student representatives, as well as the principal, is well-informed and regularly seeks feedback from senior leaders and parent representatives. It consistently reviews school policies, procedures and programs and takes actions where necessary in cooperation with the principal. The Board welcomes feedback from stakeholders and parents and annual surveys are carried out as well as face-to-face meetings with the mothers' council. The board receives regular reports from senior leaders on student achievement and on student personal development. The Board is aware of the sharp difference in assessment results between the high internal assessments and the much lower benchmark MAP data but believes that the MAP results are not a true reflection of student attainment or progress in the context of this school.
- The Board of Governors regularly monitors the schools' actions and holds senior leaders accountable. The Board has a series of achievable and defined key performance indicators (KPIs) in place which are clear to all leaders. All Board meetings are recorded, minutes kept, and proposed actions are monitored from meeting to meeting. The board provides support to senior leaders through regular communication, but the Board is not part of the everyday life of the school. Rather, it believes that schools need to be able to make most decisions locally and under broad terms of reference. For the most part, the Board fully empowers and trusts the principal and senior leaders to make decisions around appropriate educational provision and ensures that the agreed financial support is in place to support all necessary actions. The Board has agreed on clear improvement plans with senior leaders for any underperformance and reviews the leadership performance of the principal through ongoing discussion, including constructive feedback and direction.
- The Board exerts a very positive influence on the school's leadership and direction. The Board has very well-qualified and expert members but may be short on external expertise regarding the American curriculum. The Board exerts a positive and direct impact on the overall performance of the school, especially through its inclusive approach. The Board and principal are passionate that the potential of students is fully realized through a high-level academic education and by providing strong personal development support for them. All regulatory and statutory requirements are met by the board in the performance of its duties, including all UAE priorities. The Board ensures a good level of staffing and resources but if the school is to improve further, more training is required to ensure that middle and some senior leaders are fully aware of international best practices in teaching, learning and assessment.

Next Steps:

1. Expand representation on the Board of Governors to include external expertise on the American curriculum

and appropriate external assessment processes.

2. Ensure that resources are available for middle leaders to get appropriate training in best international practices in education so that they can make a more meaningful contribution to the school SEF and SDP documents.
3. Ensure that the board is focused on using external assessment processes or a revised internal process, to more accurately reflect levels of student attainment and progress.

Management, staffing, facilities and resources

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

Findings:

- Almost all aspects of the daily functioning of the school are very well organized and have a positive impact on the results and personal development of children. Administrative routines ensure that the school creates an inviting learning environment where children and adults work respectfully. However, the school's implementation of some activities (e.g. morning assemblies and bus dismissal) does not always allow for the optimal learning time as they overlap with timetabled lessons. A few policies, such as those covering behavior, attendance and punctuality, and the inclusion policy require review and greater compliance in order to ensure ongoing positive impact on students' achievements.
- Staffing is appropriate with suitably qualified teachers to facilitate opportunities for effective learning. Teaching staff are offered a range of individualized professional development opportunities matching their needs based on performance management processes. However, there's room for improvement in ensuring teachers and middle leaders understand and apply effective teaching in terms of providing appropriate support for low attainers and sufficient stretch for high attainers. The school has plans in place to appoint a head of inclusion and support staff for the middle and high phases.
- The school premises are well-designed and fit for purpose, meeting the needs of all students. Classrooms are well-resourced and fitted with technological resources. Children and students have access to technology resources to support their education, but the degree to which this is utilized by teachers is variable. Learning pods in common areas contribute to students' exposure to innovation and entrepreneurship, but these are not always used to maximum effect. The indoor multipurpose hall and outdoor recreation areas are safe and well-supervised. The school building is accessible to everyone.
- The school's high-quality resources support the delivery of curriculum and provide provision for meeting the needs of children and students. They are well-maintained and continuously reviewed to ensure quantity and quality. However, not all teachers make the most effective use of the available resources to match the levels of challenge required for the diversity of students.

Next Steps:

1. Improve teachers' and middle leaders' understanding of the impact of effective teaching and of effective

behavior management and regular attendance on students' attainment and progress.

2. Review the timetabling of assemblies and bus dismissals to maximize learning time.
3. Include further professional development for teachers to; develop engaging activities utilizing ICT resources, more effectively make use of available resources to differentiate learning, and to make more effective use of the learning environment to stimulate innovation and extend entrepreneurship.

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