



Irtiqa'a School Inspection

AY 2023/24

Al Ain Juniors Private School

Rating: Good

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School Information

General Information		
	Name	Al Ain Juniors Private School
	Esis Number	9134
	Location	51, Ghabat Ghiyathi St, Falaj Hazza', Al Ain, 30064
	Website	http://www.alainjuniors.com
	Telephone	037810077
	Principal	GAFFAR Mohammad SALAR
	Inspection Dates	29 to 01 Feb 2024
	Curriculum	Indian

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	994
Number of Emirati students	0
Number of students of determination	12
Largest nationality group of students	India - Pakistan - Bangladesh

Information On Teachers

Number of teachers	175
Nationalities	India - Egypt - Philippines
Number of teaching assistants	17

Changes since the previous inspection

Since the previous inspection, the school has improved its overall level of effectiveness from acceptable to good.

Attainment and progress in Arabic as a second language have improved in phases 2, 3 and 4 because there are more opportunities for students to improve their accuracy in speaking and writing skills in lessons.

Students' achievement has improved in English to a very good level in phases 2, 3 and 4. In KG, children's progress has regressed and is now acceptable, due to teaching not being sufficiently personalized to the needs of children.

Students' achievement has improved in mathematics and science to at least a good level in phases 2 and 3. Mathematics in phase 4 has improved to good and science is very good.

Learning skills have improved in phases 2 and 3 and are now good.

Teaching and assessment have improved in phases 2 and 3 and are now of good quality, matching that in Phase 4.

The health and safety of students, including child protection, continue to be effective and remain good. The care, guidance, and support continue to be good in KG, and phases 2 and 3 but have regressed to good in Phase 4. The school has not yet adapted new systems to support students who need additional help in learning.

Leadership and management, together with self-evaluation and improvement planning processes, have

improved and are now good.

Since the previous inspection, student numbers in the British section have grown from 1000 to 1577 students in phases 2 and 3. This is the largest section in the school.

Many new clubs, partnerships, and events have also been introduced to support student's personal and social development skills.

There has been more investment in more resources in KG to support the learning and progress of children.

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

The school participates in TIMSS, PISA and PIRLS international assessments.

Leaders and teachers understand the importance of international assessments and regularly promote the importance of high levels of performance to students and parents.

The principal has communicated with the parents and reinforced the need to succeed in international assessments because this supports both the students' achievements and the UAE's international standing.

Ahead of each cycle of international assessment, a parent meeting is arranged to ensure students' full engagement and participation.

The school has a National Agenda Action Plan that lists the activities and training for teachers. Leaders have provided in-house teacher training regarding critical thinking and problem-solving questions in English medium subjects using the language of the benchmark assessments. As a result, the school has significantly exceeded its previous target.

Performance in standardized and international assessments

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

Standardized Assessments

- Students participate in the GL Progress Tests standardized assessments in the British section in grades 3 – 9 in mathematics and science and results suggest very good attainment. In English, the results in GL PT suggest that attainment is good.
- Students participate in the Asset standardized assessments in the Indian curriculum section in grades 3 – 9. Results suggest that in English and science attainment is very good and is good in mathematics.
- The proportion of students achieving and exceeding the expected standard is increasing each year, indicating improving academic standards over time in English, mathematics, and science.
- There are no standardized assessments in Arabic.

International Assessments: TIMSS, PISA, PIRLS

- Students aged 15 years participated in the PISA 2022 international assessments.
- In scientific literacy, the school exceeded the set target of 471, with actual results of 492. This result aligns

with 2022 international averages but is below the 500 international benchmark. The result is significantly improved since the previous cycle of PISA score in 2018 of 425.

- In reading literacy, the school exceeded the set target of 468, with actual results of 483. This result aligns with 2022 international averages but is below the 500 international benchmark. The most recent result is significantly improved since the previous cycle of PISA score in 2018 of 422.
- In mathematical literacy, the school met the set target of 473, with actual results of 473. This result is below international averages but is significantly improved since the previous cycle of PISA score in 2018 of 435.
- The school met all the targets set for PISA in all three subjects and exceeded targets in reading and scientific literacy. PISA results are below 2022 international averages in mathematical literacy and are below the 500 international benchmark in all three subjects.
- The school's work to meet and exceed its PISA targets is reflected in its improved inspection judgments.
- Results for the most recent TIMSS international assessments benchmark students' attainment in Grade 4 scored below the international intermediate level in science with a result of 378 and mathematics with a result of 412. In Grade 8, student's attainment is benchmarked at the international intermediate level for science with a result of 484 and in mathematics with a result of 480.
- Results for the PIRLS 2021 benchmark student's attainment in Grade 4 at the high international level. Scores were 601.

Reading

The school has a large library with books serving three curricula, the British, the Indian (CBSE), and Arabic. It is adequately stocked with age-appropriate fiction and non-fiction reading materials in both languages and prescribed textbooks. Books are organized for easy student access, and a dedicated section is provided for KG and lower grades, equipped with appropriate seating and tables. Students in Grades 5 to 12 can access the library, but there are no specific time-tabled lessons. There is a librarian and an assistant librarian.

The school has concentrated on improving reading and reading comprehension skills since the previous inspection. The school uses an online application for reading and all students have access. Students in higher grades access the library and borrow books to read at home.

All classrooms in KG have reading corners. Students are encouraged to read in class, and reading time is allocated every morning before lessons start.

Reading topics are linked to different curriculum themes and different subjects across the school.

In KG and Grade 1, reading skills are taught through the systematic teaching of phonics every day using the Phonics Monster, and weekly guided reading sessions. Weekly guided reading lessons are regularly held in both English and Arabic. Reading skills in English are assessed in KG through phonic screening checks and children's progress is tracked and monitored carefully. Lessons for younger students focus on basic literacy skills, including phonic skills to decode words and recognize words by sight in Arabic and English.

From Grade 3 onwards, students learn to read for comprehension in both English and Arabic lessons, using subject-based resources. Standardized reading assessments in English are conducted in phases 2, 3 and 4, and reading levels are recorded.

There are posters in classrooms and around the school promoting reading both in Arabic and English.

Parents are encouraged to help their children read at home both in Arabic and English. Guidelines and advice on how to promote and support their children's reading development have been provided for parents. During

vacation time, students are asked to read and write book reviews and to record the books they have read in a reading log.

The school participates in local competitions and events promoting reading.

Strengths of the school

- Students achieve very good academic standards in science and mathematics in Phase 4. Students in this phase demonstrate secure critical thinking, problem-solving, and inquiry skills.
- Students in phases 1, 2, and 3 display extremely positive attitudes to learning and are very supportive of each other.
- Students' learning skills are consistently good across phases 1, 2, and 3, and this positively impacts their learning and progress in all subjects.
- Attendance is consistently at least good across all phases of the school.
- The quality of teaching and assessment is consistently good across phases 1, 2, and 3 in all subjects.
- There are effective partnerships with parents and the local community who make a positive contribution to the school and student outcomes.

Key Recommendations

1. Improve the quality of teaching and children's achievements in KG by:

- planning regular opportunities for independent learning in lessons across all subject areas in KG.
- ensure children make progress in early reading and writing with more secure phonics knowledge.
- ensure that children use a wider range of hands-on resources to support their learning in mathematics and science.
- ensuring that the needs of different groups of children in KG are catered for, aligning learning to their interests and abilities.
- raising expectations of what children can achieve in lessons in KG.

2. Further raise students' achievements in Arabic, Islamic, mathematics and social studies, especially in Phase 4 to reach at least a very good level by:

- ensure that reading and literacy skills are transferred across all other subjects.
- transferring skills of problem-solving and critical thinking across all subjects.
- setting ambitious targets and maximizing students' progress in all lessons.
- ensuring learning skills are further developed so they are very good.

3. Further improve assessment processes to reach at least a very good level by:

- ensuring that teachers effectively interpret internal and external assessment data and use this information to modify lessons with more precision to match all students' needs.
- carefully monitoring achievements in KG to inform interventions and more personalized learning for children who do not make enough progress.
- ensuring that students have enough time to reflect on their learning and assess their work and that of their peers.

4. Improve curriculum adaptations and the care and support for students with additional learning needs, including students of determination so they are at least good by:

- ensuring that there is a more personalized approach to learning in lessons matched to the needs of students who need additional support.
- accessing the in-school support services available to all schools.
- aligning will all expectations of ADEK's inclusion policy.

5. Improve school leadership to at least a very good level by:

- ensuring that all the necessary resources are available, including ICT, to support children's learning and progress in KG.
- ensuring greater accountability for good quality outcomes in KG.
- focusing the monitoring teaching and learning in KG and the impact on children's progress in lessons.
- strengthening the professional development and training opportunities for teachers, especially in KG ensuring that there is more impact on children's progress.
- providing training for teachers and support staff on best inclusive practices in lessons.
- ensuring that staffing is more stable in the British section, reducing the high staff turnover.
- further strengthening self-evaluation and improvement planning processes to take account of the views of all stakeholders.

Overall School Performance: **Good**

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good ↓

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an
and Hadeeth



Islamic values
and principles



Seerah (Life
of the Prophet
PBUH)



Faith



Identity



Humanity and
the universe

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

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 against Ministry of Education (MoE) curriculum standards indicates that most students attain levels above curriculum standards. This high level of attainment does not align with the levels of student's levels of knowledge and skills observed in lessons.
- MoE examination results (2022/23) for Grade 12 indicate that the majority of students attain above curriculum standards.
- In lessons and in their recent work, the majority of students in phases 2, 3, and 4 demonstrate knowledge, skills, and understanding that are above the curriculum standards. Students demonstrate a broad knowledge and understanding of the divine revelation and Seerah. They apply recitation rules when they recite verses from the Holy Qur'an, although there is less understanding of the precise meaning of some Qur'anic words, and students cannot always explain the precise meaning of all of the words in hadith.
- Over the past three years, the school's internal attainment data suggests that most students have consistently attained above the MoE curriculum standards.
- The school's analysis of internal assessment information indicates that most students make better-than-expected progress over time and from their starting points at the beginning of the academic year and across all phases.
- In lessons and their recent work, a majority of students in phases 2, 3 and 4 make better than expected progress in developing their knowledge of Islamic principles, etiquette, the Qur'an, and Hadeeth. Students sometimes link learning to real-life situations and understand how Islamic law affects their lives. The majority

of students make better-than-expected progress in gaining a deeper understanding of the divine revelation.

- The school's assessment data indicates that there are no noticeable differences between the progress of girls, boys, and Emirati students compared with other students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. Progress data suggest that higher-attaining and gifted and talented students do not always make enough progress from their starting point.

Next Steps:

1. Improve students' application of Qur'an recitation rules through consistent daily practice.
2. Ensure that all students fully understand the meaning of all the words they recite.
3. Deepen students' understanding of the role of Islamic laws in everyday life, linking learning to real-life situations.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most children and students in all phases attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- MoE examination results (2022/23) for Grade 12 indicate that the vast majority of students attain above-curriculum standards.
- In lessons and their recent work, the majority of students demonstrate knowledge, skills, and understanding that are above the curriculum standards in phases 2, 3, and 4. In KG, most children attain knowledge, skills, and understanding that are in line with curriculum standards. Their ability to write short sentences independently using common words is emerging. Students in phases 1, 2, and 3 are usually able to apply rules of grammar in their writing.
- The school's assessment data indicates no noticeable differences between the progress girls, boys, and Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. Progress data suggest that higher-attaining and gifted and talented students do not always make enough progress from their starting point.
- In lessons, the majority of children and students make better-than-expected progress in developing their reading, writing, and listening skills. In Phase 4, the majority of students are making more progress in speaking and communicating their thoughts and ideas using standard Arabic. In phases 2 and 3 students are making less progress writing short stories and extended paragraphs.
- The school's analysis of internal assessment information indicates that most children and students make better-than-expected progress over time, from their starting points at the beginning of the academic year and across all phases.

- Over the past three years, the school's internal assessment data indicates most children and students across the school consistently attain knowledge, subject skills, and understanding that are above the curriculum standards.

Next Steps:

1. Improve writing skills, especially in phases 1, 2, and 3, by applying and checking the use of grammar rules, ensuring that writing is more accurate.
2. In phases 2 and 3, ensure students make more progress in writing at length..

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against expectations indicates that most students in phases 2, 3, and 4 learning Arabic as a second language (ASL) for more than two years, attain levels above expectations. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for ASL.
- In lessons and students' work, the majority of students in phases 2, 3, and 4 demonstrate secure listening and understanding of the Arabic language. In Phase 4, students can read fluently with few mistakes. However, their writing skills are limited. Students in phases 2 and 3 who have been learning ASL in school for more than two years do not read and understand written text without help.
- The school's internal assessment data consistently shows outstanding attainment in phases 2, 3, and 4 over the last three years.
- The school's analysis of internal assessment data indicates that most students across the school make better than expected progress over time and from their starting point.
- In lessons, the majority of students in phases 2, 3, and 4 make better-than-expected progress in letter recognition, age-appropriate reading, and writing short sentences. However, they need more support to improve their fluency in speaking and reading comprehension in Phase 4.
- The school's assessment data indicates no noticeable differences between the amount of progress girls, boys, and Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. Progress data suggest that higher-attaining and gifted and talented students do not always make enough progress from their starting point.

Next Steps:

1. Develop all student's writing skills, ensuring that there are many opportunities to write in different formats in lessons.
2. Improve all students' reading and comprehension skills, ensuring that they access a wide range of texts that match their reading level.

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:

- Internal assessment data has been analyzed by the school in both the British and CBSE sections and suggests attainment for most students in grades 1 – 9 is above the curriculum standard.
- There are no external, standardized, or international assessments in social studies.
- In lessons and their recent work, the majority of students in grades 1- 9 demonstrate knowledge, skills, and understanding that are above MoE curriculum standards. Students can recognize the geographical and historical features of the Gulf region and Islamic civilization's contribution to world history. Older students demonstrate secure knowledge of the geographical and historical features of Asia and ancient civilizations. Their skills to analyze and interpret data such as population growth are less developed.
- Over the past three years, the school's internal attainment data suggests that most students have consistently attained levels above the MOE curriculum standards.
- The school's analysis of internal assessments indicates that most students make better than expected progress over time. The majority of students in grades 1 - 9 make better-than-expected progress in lessons and their work.
- The school's assessment data indicates no noticeable differences between the amount of progress girls, boys, and Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. Progress data suggest that higher-attaining and gifted and talented students do not always make enough progress.

Next Steps:

- Improve all students' ability to analyze and interpret numerical information and data so that they can identify changes and trends related to the UAE when applying their knowledge to real-life situations.
- Focus on improving younger students' knowledge and understanding of ancient civilizations that have contributed to the development of the UAE.

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

Findings:

- The school's internal data indicates a majority of children and students in phase 1 of the British and Indian curricula achieve levels above the Early Years curriculum standard. In phases 2 and 3 of the British curriculum, a large majority of students attain levels above the curriculum standard and in Phase 4 most students attain in line with curriculum standards. In the Indian curriculum, most phase 2 students are above the curriculum standards, and in phases 3 and 4 the majority of students are above the curriculum standard. The high levels of attainment in the school's internal data were not evident in lessons.
- In the Indian section, attainment is measured against the CBSE curriculum. In the British section, attainment is measured against the Cambridge curriculum. Children in KG are measured against the Early Years Foundation Stage early learning goals. The school has conducted ASSET standardized assessments in the Indian curriculum and GL standardized assessments in the British curriculum for grades 3 to 9. Results indicate that attainment in the ASSET standardized assessment is very good. Except for grades 3 and 7, which are outstanding. Results for the GL PT in English indicate that attainment is good, except for Grades 7 and 8 where attainment is weak. In the international assessment PISA, students' reading literacy attainment is close to international standards, and their reading literacy score of 468 is much improved. In the PIRLS 2021 international assessment students achieved the high benchmark and significantly exceeded their target. The Indian CBSE external curriculum-linked assessments show that most students in Grades 10 and 12 attain above curriculum standards. (I) GCSE results in the British curriculum indicate that the majority of students in Grade 10 attain above curriculum standards.
- In lessons and their recent work, the large majority of students in phases 2 and 3 demonstrate levels of literacy skills that are above curriculum standards, particularly in speaking and listening, and can write extended pieces. However, their writing occasionally lacks accuracy in the use of grammar, spelling, and punctuation. Often, students across these phases find it challenging to infer meaning and summarize main ideas when reading fictional extracts. The large majority of students in Phase 4 have a wide range of vocabulary and accurate knowledge of grammatical structures to enable them to meet the curriculum standards in all four skills. In KG, most children demonstrate a basic understanding of blending sounds to read and write words but cannot read and write sentences fluently.
- Over the past three years, the attainment of a majority of students against national and international

standards in both the Indian and British curricula has consistently been above the expected standards.

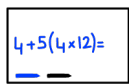
- Across the school, teachers assess students' individual starting points in diagnostics tests at the start of each academic year. Termly tests are aligned to curriculum standards (and external national assessments at grade 10 and grade 12) are conducted. Results are compared with baselines to measure the amount of progress each student makes. Analysis of the progress tracking data indicates that most students make the expected progress in KG, and in phases 2, 3, and 4, the majority of students make better than expected progress over time or from their starting points.
- In lessons in KG, most children make the expected progress in blending the graphemes with other graphemes to read words but cannot read and write sentences fluently. Students in other phases recall prior learning quickly and confidently apply their knowledge of English and their literacy skills successfully in writing and reading tasks. As a result, students in Phase 4 can confidently read challenging texts and the large majority make more than expected progress.
- The school's assessment data indicates that girls make more rapid progress than boys in most groups. Overall, there are no noticeable differences between the amount of progress Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. Progress data suggest that higher-attaining and gifted and talented students do not always make enough progress in lessons.

Next Steps:

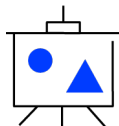
1. Raise attainment and progress in KG, enhancing children's speaking, reading and writing skills through daily practice.
2. Enhance students' skills of inference and interpretation of information in Phase 3, and extend their writing skills in Phase 4, especially in the British curriculum.

Mathematics

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



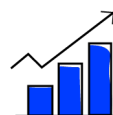
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Acceptable	Good ↑	Good ↑	Good ↑
	Progress	Acceptable	Good ↑	Good ↑	Good ↑

Findings:

- The school's internal assessment indicates that most students in KG in both the British and Indian curriculums are in line with curriculum standards. Most students in Phase 2 and a majority of the students in Phase 3 in both curricula, attain levels above curriculum standards. In Phase 4 most students in both curricula attain levels above curriculum standards.
- In the British section, children in KG are measured against the Early Years Foundation Stage early learning goals. In phases 2, 3, and 4, attainment is measured against the Cambridge curriculum. In the Indian section, attainment is measured against the CBSE curriculum in all phases. The school has conducted ASSET standardized assessments in the Indian section for grades 3-9. The results for all grades indicate attainment is very good in Phase 2 and is weak in Phase 3. In the British section, the GL standardized assessments for Grades 3-9 (2023) indicate that most students in Phase 2, a large majority of students in Phase 3, attain levels that are above curriculum standards. In the international assessment TIMSS, students' attainment in Grade 4 was benchmarked at the low international level. In Grade 8, attainment was benchmarked at the intermediate level. In PISA, students' results in mathematical literacy at 473 have improved, and the school met the target set. Results suggest attainment remains below the international average. The Indian CBSE external curriculum-linked assessments show attainment as weak in Phase 4. In the British curriculum, (I)GCSE results, indicate the majority of students attain above curriculum standards. In Post-16 AS/A level examinations, most students attain levels that are at least in line with curriculum standards.
- In lessons and their most recent work, most children in KG demonstrate knowledge and understanding of simple numbers and skills of addition that are in line with curriculum standards. In phases 2, 3, and 4, the majority of students demonstrate knowledge, skills, and understanding above curriculum standards and can use formulas and algebraic expressions.
- Over the past three years, the attainment of a majority of students against national and international standards in all phases in both the Indian and British curricula has varied but is above curriculum standards.
- Across the school, teachers assess students' individual starting points in diagnostics tests at the start of each academic year. Termly tests aligned to curriculum standards are conducted. Results are compared

with baselines to measure the amount of progress each student makes. Analysis of the progress tracking data indicates in KG, a large majority of the children in the Indian curriculum and a majority of children in the British curriculum made better-than-expected progress. In phase 2, a large majority of the students in the Indian curriculum and most students in the British curriculum make better than expected progress. In phases 3 and 4 of the Indian curriculum, a majority of the students make better than expected progress, whereas in the British curriculum, most students in these phases make expected progress.

- In lessons and their most recent work, most children in KG make expected progress. In phase 2, across both curricula, the majority of students make progress in numbers and geometry that is better than expected. In phases 3 and 4 across both curricula, the majority of students make better than progress in applying their mathematical skills to solve problems.
- The school's assessment data indicates that overall, there are no noticeable differences between the amount of progress girls and boys and Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. Progress data suggest that higher-attaining students in the Indian curriculum in phases 3 and 4 make better than expected progress. Gifted and talented students across both curriculums do not always make enough progress in lessons.

Next Steps:

1. Raise attainment and accelerate progress in KG, ensuring children have a secure understanding of number, and simple mathematical operations.
2. Improve all students' ability to apply different strategies to solve complex mathematical problems. Set expectations for students to use mathematical reasoning and critical thinking to justify their answers.
3. Provide more opportunities for students to apply their mathematical skills to real-life situations.

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Acceptable	Good ↑	Good ↑	Very Good ↑
	Progress	Acceptable	Good ↑	Good ↑	Very Good ↑

Findings:

- The school's internal data indicates a majority of students in phase 1 of the British and Indian curricula achieve levels above the early years curriculum standard. In phases 2 and 3 of the British curriculum, a large majority of students attain levels above the curriculum standard and in Phase 4 most students are in line with curriculum standards. In the Indian curriculum, most phase 2 students are above the curriculum standards, and in phases 3 and 4, the majority of students are above the curriculum standard.
- Results in (I)GCSE in science indicate that most students' attainment in the British curriculum is in line with curriculum standards, although biology was slightly lower. A-level examinations results indicate that the majority of students in physics, and the large majority in biology attain above the curriculum standard. In chemistry, most students' attainment is in line with curriculum standards. Results for the CBSE in science indicate that the majority of students in Grade 10 attain levels above the curriculum standard, and in Grade 12 most students attain above curriculum standard in chemistry and physics, and in biology. The school has conducted the GL and the Asset standardized assessments for both curricula (grades 3-9) to benchmark students' attainment in science. Results for the 2022/23 academic year indicate that most students' attainment for GL PT is outstanding, although grade 7 was weak. Results for the Asset 2022/23 standardized assessment indicate that attainment is very good. In the international assessment TIMSS, students' attainment in science in Grade 4 was benchmarked at a low level. Results were higher at the intermediate level in Grade 8. In PISA 2018, results in scientific literacy at 471 have improved and the scientific literacy skills of students in Grade 10 are close to international standards. The school exceeded the targets set.
- In lessons and their recent work, the majority of students in phases 2 and 3 demonstrate scientific knowledge and understanding that are above curriculum standards. In phase 1 in KG, most children attain in line with curriculum standards and children's knowledge and understanding of the world around them is emerging. Students in phases 2, 3, and 4 apply scientific methods in experiments in the laboratory. Students in phase 4 regularly apply previous scientific knowledge to create hypotheses to test and make predictions. The large majority of students in this phase attain above curriculum standards.
- Over the past three years, the attainment of a majority of students against national and international standards in both the Indian and British curricula has consistently been above the expected standards.

- Across the school, teachers assess students' individual starting points in diagnostics tests at the start of each academic year. Termly tests aligned to curriculum standards are conducted. Results are compared with baselines to measure the amount of progress each student makes. Analysis of the progress tracking data indicates that most students make better than expected progress in phases 2 and 3. In Phase 4, the large majority of students make better-than-expected progress over time or from their starting points.
- In lessons in phase 1 in KG, most children make the expected progress in gaining new scientific knowledge through asking questions and observing the world around them. The majority of students in phases 2 and 3 make better than expected progress in applying scientific methods. In phase 4, the large majority of students make better than expected progress in physics, chemistry, and biology. Older students in phase 4 regularly plan and conduct their own laboratory experiments independently.
- The school's assessment data indicates in science that girls make more rapid progress than boys. Overall, there are no noticeable differences between the amount of progress Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. Higher-attaining and gifted and talented students do not always make enough progress in lessons.

Next Steps:

1. Raise attainment and improve student's progress in understanding the world around them in KG.
2. Improve students' abilities in planning scientific investigations, setting hypotheses, and documenting conclusions from results for all laboratory experiments.

Learning Skills

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

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

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Acceptable	Good ↑	Good ↑	Good

Findings:

- Students have a positive attitude to learning across all phases and subjects. In KG, children can be passive learners. In the higher grades, students are clear about what they need to do to improve their work. In other grades, students can speak generally about what they need to do to improve.
- Group collaborative work is a feature in all phases and lessons, with students working mainly in mixed-ability groups to undertake learning tasks, share resources, and complete worksheets. In groups, they interact well with others and explain their ideas. In some lessons in phases 2 and 3 social studies and English, they become the 'Little Teachers' leading the learning of others. Often, in groups, higher-ability students dominate tasks and the outcomes of work. In KG, children take turns and share resources.
- Students across the phases make connections between areas of learning. They transfer their literacy skills effectively, but this is less effective in KG. Wider connections, including UAE culture and values and environmental awareness, help students relate to the world around them. Except in phase 4, connections can be superficial and not deepen student's learning skills.
- Critical thinking skills are developing features in most lessons in phases 2, 3, and 4, where students can work independently and explain their learning. This is not evident in KG. Separate activity clubs run by the school during the school focusing on technology, language, environmental, and mathematics skills integrate a range of learning skills that allow students to be innovative and use thinking skills. Students' ability to effectively use ICT and learning technologies to support their learning is now emerging in phases 2, 3, and 4 in most subjects. Innovation and enterprise skills are under-developed.

Next Steps:

1. Promote students' innovation and enterprise skills across all phases.
2. Ensure that all students engage in research and develop their independent inquiry skills.
3. Ensure that children in KG are active and continuously engaged in learning in all lessons.

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

Personal Development

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

Findings:

- Students enjoy coming to school and have a positive attitude towards learning. They respond well to the feedback and instructions from the teachers. In all phases, children and students are self-reliant and require less direction from teachers. They appreciate critical feedback from teachers and their peers. Taking independent initiative is less developed.
- Generally, children and students display good self-discipline and respond positively to others. Instances of bullying are rare, and they show self-control and follow school rules. Students exhibit positive behavior towards their peers and teachers throughout the school. However, there are some cases in the higher grades of the British section where behavior during class changeover could be improved.
- Students are aware of the needs and differences of others and respect each other. As a result, relationships among students, staff and parents are respectful and cordial. Senior students are more self-disciplined and help the younger ones when they are in need. They regularly contribute to school teams, activities, and initiatives.
- Students show a sound understanding of safe and healthy living. They make appropriate choices about their health and safety. They participate in activities that promote safe and healthy lifestyles, including participating in PE lessons and in the morning assembly movement activities. The school canteen does not always support healthy eating.
- Attendance at 95% is good for both KG and phases 2, 3 and 4. However, many students arrive for morning assembly late and a few after period one.

Next Steps:

1. Improve all students' punctuality so that they arrive at school on time.
2. Improve students' conduct in phase 3 when transitioning between classrooms ensuring rules and routines are followed.

Understanding of Islamic values and awareness of Emirati and world cultures

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- Children and students across all phases demonstrate an adequate understanding of Islamic values and practices. They understand the influence of Islamic values on their life and their effect on UAE society.
- Students across the school express their admiration for the heritage and culture of the UAE through various projects and celebratory events. They celebrate Islamic and national occasions with reverence, such as National Day and Flag Day, acknowledging the leadership role of the UAE. Children and students actively participate in these events, and a small number of older students take the initiative in organizing national events and cultural celebrations.
- Children and students demonstrate a clear understanding of Indian culture. The school provides a range of cross-cultural experiences and activities such as World Cultural Day. As a result, most students are aware of similarities between their cultures and others. They can describe a wide variety of different foods, clothes, and flags.

Next Steps:

1. Further extend students' knowledge of the UAE's history, heritage, and culture through enrichment activities and social contributions to the local community.
2. Improve all students' knowledge of a wider range of other world cultures through regular activities in lessons and whole school initiatives.
3. Ensure all students have opportunities to initiate activities and discuss new ideas related to developing their cultural understanding.

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 have a good understanding of their responsibilities as members of a school community, and some take on leadership roles. They volunteer in activities that benefit the school and wider communities. Collaborating with organizations like the Red Crescent, students contribute through donations of food, cash, blankets, and clothing, emphasizing empathy and social support for global crises such as the Pakistani Floods, Syria and Turkey Earthquake, and Palestine. The Student Council convenes regularly, supporting many initiatives that include charity awareness campaigns. However, the number of students who participate in voluntary projects is minimal.
- Students have a positive work ethic and are very motivated to learn in phases 2, 3 and 4. They sometimes take the initiative and lead their own learning. The Students Council collaborated with the UAE Innovation Month to ignite innovative thinking among students. Students showcase their entrepreneurial skills, presenting a wide array of innovative products such as in the “ADNOC STEM” challenge.
- Students are interested in taking care of their school and participating in activities to improve its environment. They engage in different initiatives that enhance sustainability and conservation. Students participate in the Eco Club aimed at reducing, reusing, and recycling within the school premises. They participated in the Pile it Up Challenge and the Zero Plastics recycling project.

Next Steps:

1. Continue to enhance all students’ knowledge and active participation in sustainability and conservation initiatives and activities in and outside school.
2. Engage more students in voluntary activities in school and their local community.
3. Ensure that children in KG engage in opportunities to develop age-appropriate innovation skills in creative learning tasks.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Teachers consistently apply their subject knowledge and pitch lessons in an age-appropriate way. Teachers have a secure knowledge of their subjects, although their understanding of how to meet the needs of all groups of students is variable. In Phase 4, teachers teach highly effective lessons where they take the role of facilitator developing greater independence and providing more active learning experiences.
- Lessons across the school are planned with appropriate learning objectives linked to the curriculum standards shared at the start of lessons. Plans are usually fully implemented, although teachers' effective use of time is variable. Time management supports a brisk pace and a regular plenary. Planning includes differentiation for students with additional learning needs, including students of determination and the gifted and talented. However, these plans are not always effectively implemented. The classroom environments are conducive to learning, especially in phases 1 and 2, with colorful corridor displays of student work. Teaching resources are not always plentiful, especially in KG.
- Teacher interactions with children and students generally ensure that they are engaged learners, although, in a few classes, particularly in KG, teachers spend too much time talking. Questioning is relevant but not consistent in challenging students to think more deeply or critically. Opportunities for discussion and dialogue are regular in the upper phases across the school.
- Teachers in KG employ basic strategies to meet the diverse needs of all children. This is more effective in lessons for older students. They set clear expectations. Teachers in phases 2, 3, and 4 in all subjects provide appropriate challenges and support to help students make progress. However, there is generally insufficiently personalized support for gifted and talented students.
- In most lessons in phases 3 and 4, teachers systematically encourage students' critical thinking and problem-solving skills through inquiry. This is less effective in KG., where there are too few opportunities for children to engage in hands-on activities. Teachers do not always encourage students' independent learning and research skills with heavy reliance on textbooks and worksheets.

Next Steps:

1. Improve the quality of teaching in KG ensuring more active learning takes place in all lessons.
2. Ensure that all planned learning activities are fully implemented in lessons, and there is less reliance on worksheets and textbooks.
3. Ensure students have many opportunities to work independently and engage in ICT and independent research and inquiry.

Assessment

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

Findings:

- Internal assessment processes are consistent with general alignment to the school's CBSE and British curriculum standards in English, mathematics, and science and to MoE curriculum standards in Arabic, Islamic and social studies. Internal assessments offer some measure of students' academic achievement across all core curriculum subjects. However, they are not always reliable in giving an accurate measure of students' knowledge, skills, and understanding especially in KG.
- The school benchmarks students' academic outcomes in the English medium subjects against national, external, and international standards. In the British curriculum, students sit for Grade 10 (I)GCSE, and Grade 12 A levels. There are GL standardized assessments in English, science, and mathematics for grades 3-9. In the Indian curriculum, students sit the CBSE board examinations in grades 10 and 12. The school conducts Asset standardized assessments for grades 3-9. Students in both curricula have participated in the PISA, PIRLS and TIMSS international assessments. Students' outcomes are not benchmarked in the Arabic medium subjects and there are no standardized assessments in Arabic.
- The school collects a range of assessment data. The analysis is not always aligned correctly, which impacts validity, especially in KG. There are some attempts to ensure reliability and accuracy. The school separates the data for the different groups of students.
- Teachers use assessment information to inform teaching strategies and lesson planning activities to meet the learning needs of all students. In the better lessons, teachers identify areas where students may need additional support or challenge, making occasional adjustments to planned teaching. This is inconsistent in most lessons across both curriculums, especially in KG.
- Children and student performance are carefully analyzed, and strengths and areas for improvement are identified. However, personalized support to address individual students' needs across the school, particularly for gifted and talented students, is limited. Teachers offer feedback to students about how to improve. In phases 2 and 3, students are occasionally encouraged to participate in assessing their learning and that of their peers. In phase 4, students are usually involved in peer assessment and improving their work through iteration.

Next Steps:

1. Ensure that assessment processes in KG are strengthened and are of at least good quality in tracking children's progress and measuring their attainment against curriculum expectations.
2. Ensure there is more precision and accuracy in the analysis of internal data so that assessment information is reliable.
3. Improve teachers' ability to use the full range of assessment data in planning their lessons and support for individuals and groups, especially higher-attainers and gifted and talented students.
4. Ensure students in phases 2 and 3 have a greater involvement in assessing their own work and that of their

peers.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows three curricula: Indian and British from grades 1 to 12 in English mathematics and science. The school incorporates the Ministry of Education (MoE) curriculum for the Arabic Medium subjects so that all statutory requirements are met. In KG, children follow the British Early Years curriculum. Students in the Indian curriculum are prepared for CBSE board examinations at the end of grades 10 and 12. Students in the British curriculum are prepared for Cambridge International examinations (I)GCSE at the end of Grade 10 and AS/A levels in Phase 4. The planned curriculum offers an adequate range of subjects mainly meeting the requirements of the curriculum. The curriculum implementation primarily focuses on knowledge and understanding. In KG, the taught curriculum does not provide sufficient opportunities for children to learn through play and develop their creativity and exploration skills.
- The curriculum progression for both is based on the prescribed textbooks, and planning is aligned accordingly to ensure that course content is delivered each term. Students achieve well in most grades. However, in KG, not all children are adequately prepared for the next stage in their education in Grade 1. In the British section, the arrangements for a smooth transition from the English National Curriculum framework to the Cambridge International curriculum at the end of Grade 8 are developing. The planning of subjects in all phases in both curricula does not always ensure the lessons are built on previous knowledge and achievement. Outcomes for students in Phase 4 indicate that they are adequately prepared for their next phase of education at university, training, or work.
- In KG, children have limited opportunities to choose activities or initiate their learning. Students in phases 2 and 3 of both curricula have a choice to study languages. The older students in both curricula have ample choice of subjects to choose from in their learning and academic pathways.
- Cross-curricular links are planned in all lessons. In MoE subjects, these links are effectively implemented. However, in English-medium subjects, links are occasionally superficial and not always explicitly related to lessons' topics and activities.
- The process of review and development of the curriculum is sufficiently focused on the academic or personal development needs of the students. The review of the curriculum is based on the weekly and monthly meetings of the senior leadership team with the teaching staff. Recently, the curriculum has been enhanced with the addition of specific clubs/activities in 'Artificial Intelligence' for Grade 9, 'Financial Literacy', and 'Design Thinking' for grades 6 to 8 in the CBSE curriculum.

Next Steps:

1. Ensure the British curriculum is carefully planned at the transition points across all phases so that there is progression across all subjects.
2. Ensure the taught curriculum has a correct balance of knowledge and skills and is more consistent in all subjects in both sections.

3. Ensure the process of curriculum reviews takes into account the impact on student learning and progress, ensuring it meets the needs of all groups of students.

Curriculum adaptation

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

Findings:

- The British and the Indian curricula are planned to meet the learning needs of most students. The Special Educational Needs Coordinator (SENCO) modifies the curriculum for the identified students with additional learning needs, including students of determination. Additional support is provided by the SENCO and the assistant SENCO for students in lessons at the request of the teachers. The school also provides one-to-one and small-group teaching for those with additional learning needs. Adaptations for meeting the needs of all groups are inconsistent, especially for higher-attainers and gifted and talented students.
- The curriculum in both the British and Indian curricula provides adequate opportunities for students to develop their innovation skills in phases 2, 3, and 4. In KG and the lower grades in Phase 2, children and students have limited opportunities to develop creativity and innovation skills through play-based and independent learning activities. There are enrichment experiences in clubs, including AI, financial literacy, the Model United Nations, sports activities, and school annual day celebrations. The Blink Fair and Shark Byte programs provide opportunities for a small number of students to develop leadership, innovation and entrepreneurial skills.
- Teachers' lesson planning consistently develops students' understanding of pride and responsibility for UAE national identity. The displays in the corridors and classrooms, the school assemblies, and the school function activities during Ramadan enable all students to develop a clear understanding of the UAE's values and culture.

Next Steps:

1. Provide sufficient challenges to meet the needs of all groups of students in lessons, especially higher-attainers and gifted and talented students.
2. Provide opportunities for all students to develop their enterprise, innovation, and creative skills across all phases.
3. Enhance the curriculum in KG to create more opportunities for children to learn through play and develop their inquiry skills.

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

Health and safety, including arrangements for child protection / safeguarding

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

Findings:

- The school has effective procedures for safeguarding students, including child protection. All staff, students, and parents are aware of how the school keeps students safe. The school effectively protects students from all forms of abuse, including bullying, and has a policy in place for keeping students safe online.
- Some procedures for the arrival and dismissal of students are not consistently followed, especially the arrival of students by private car. The school generally provides a safe, hygienic, and secure environment for children, students, and staff. Safety checks are regular on the accommodation and premises. The school has efficient policies and procedures that children, students, and their parents are aware of, as well as their role and responsibilities in ensuring health and safety. Risk assessments are regular. The students confirm that they feel very safe and secure around the school.
- The school meets legal requirements, including emergency evacuation drills. Buildings and equipment are well maintained. The school maintains accurate and secure records, including incidents and subsequent actions. The premises and facilities provide a safe physical environment that is fit for purpose for all. However, access to the school building is difficult because there is no lift at school, and the ramps are very high and unsuitable for those with mobility restrictions, including wheelchairs.
- The school promotes safe and healthy living, consistently built into most aspects of school life. Students bring their healthy food from their homes. School always encourages students to follow healthy lifestyles such as eating healthy food, practicing sports, and fighting obesity, which are consistent with the school's policy on the promotion of healthy choices. However, the school does not ensure that the food served in the canteen is always healthy.

Next Steps:

1. Ensure that the premises and facilities are accessible for all by installing more suitable ramps around the school.
2. Enhance the supervision systems for students' arrival and departure at school in the car park areas by increasing the number of supervisors and ensuring that they are trained.
3. Ensure that healthy eating is promoted by reviewing the food served in the school canteen.

Care and support

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

Findings:

- Teachers and adults have established positive relationships with students at the school whom they know extremely well. There is a climate of trust and respect between students and adults. Expectations for all students' good conduct and behavior are clear and understood by all, and expectations are shared with parents and families.
- There are effective protocols to record and track student attendance and punctuality. Systems are routine and well-embedded. The follow-up of unauthorized absences and lateness is efficient and effective. The impact over time indicates improved levels of attendance. However, a number of students arrive late to school each morning across all phases.
- The school has a process to identify students with additional learning needs, including students of determination. The school holds records that include medical assessments with specific diagnostic assessments. Individual Education Plans (IEPs) are produced for individuals and are detailed. The school has also identified a very small number of gifted and/or talented students.
- An appointed special educational needs coordinator (SENCO) will oversee the support for those with additional learning needs, including students of determination. Personalized targets in IEPs are shared with teachers. However, not all teachers are trained in inclusive best practices. Specialist staff lead 1:1 and small group interventions. Consequently, most learning needs are met, and students with additional learning needs make progress toward their individual goals. The small number of identified gifted and talented students make progress, and a few excel in learning.
- The well-being and personal development of all students are routinely monitored. In Grade 8 in UK curricula and Grade 9 in CBSE curricula, the school provides sessions for both students and their parents to raise their awareness about the different academic pathways. The information is used to provide effective personal and academic guidance and support for senior students' career guidance. Students feel well supported and have confidence in the school's arrangements for their academic and personal development. For older students, the school provides effective advice and guidance about career choices and higher education pathways aligned to personal and national aspirations. It includes inviting lecturers from several universities to raise students' awareness about their future university studies.

Next Steps:

1. Eradicate the ongoing issues of punctuality at the school by implementing targeted strategies to address the root causes of lateness.
2. Further review and strengthen the processes for identification and support for students with additional learning needs, ensuring that the school's processes are aligned with the expectations of the ADEK inclusion policy.
3. Enhance the quality of support presented to gifted and talented students by involving them in more inappropriate, challenging activities inside and outside of lessons.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good 

Findings:

- The principal and senior leadership team have set a direction and vision for the school that is shared with staff, students, and parents. As a result, the school emphasizes national priorities of tolerance, sustainability, and promoting UAE identity. The senior leadership team is supported by middle leaders, who have specific responsibilities across both sections of the school.
- School leaders demonstrate an appropriate understanding of the curriculum and best practices in teaching and learning. However, a culture of achieving high standards in children's learning is not understood in KG. Leaders recognize the need for assessment data to be used by teachers to reflect students' outcomes and have started to address this issue. Relationships across the school are professional and morale is generally positive. Leaders at all levels, including middle leaders are aware of their roles and responsibilities.
- The principal and senior leadership team are aware of the school's improvement priorities and the importance of enhancing the quality of teaching in KG, including embedding staff development programs and introducing a new system to analyze data. Senior leaders show sufficient capacity to improve the school further. School leaders at all levels have improved some aspects of the work of the school, and in many areas, performance has improved. However, the high turnover of staff, especially in the British section, has impeded the pace of improvement. They ensure that the school is compliant with statutory and regulatory requirements.

Next Steps:

1. Enhance opportunities for collaborative professional development across both sections of the school.
2. Ensure all teachers understand and use school's assessment data to plan personalized lessons for diverse student abilities.
3. Improve teacher retention in the British section.

School self-evaluation and improvement planning

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

Findings:

- The school has a realistic view of its key priorities to improve, including KG. Senior leaders have included middle leaders in the self-evaluation process. Senior leaders understand key areas that need to be focused on to improve children and students’ academic outcomes in AMS subjects and KG. Self-evaluation processes do not consider the wider views of students and parents.
- The monitoring of teaching and learning is systematic, conducted by both senior leaders and subject coordinators, using a lesson evaluation framework, that focuses on teaching approaches and student progress in lessons. However, the high turnover of staff has slowed the impact of monitoring on student achievement.
- The school development plan (2023-24) is aligned with the previous inspection report (2022), as well as UAE national priorities. The plan uses internal and external data. It does not include all of the improvement priorities that have been identified through the recent self-evaluation process. Targets are set and have some measurable outputs. However, several review deadlines have passed, and it is not clear if they have been reviewed.
- There has been some progress in addressing the recommendations from the previous inspection report and there have been improvements in students’ academic outcomes except KG. the school has improved its overall level of performance.

Next Steps:

1. Ensure that school improvement plans are more focused on improving provision and children's outcomes in KG.
2. Strengthen self-evaluation processes so that evaluations are accurate and reliable and take account of a wider view of stakeholders.
3. Ensure the school improvement plan is regularly reviewed so that the impact of the school's work to improve can be tracked.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- Parents' views about the school are positive. There is an active Parent Council, and regular events take place, including 'coffee mornings' and health events where mothers and fathers can work alongside their children to find out about their learning, including reading activities. The school encourages parents to get involved in cultural activities as well as sporting events. As a result, parents make a positive contribution to the school. The school also carries out regular surveys of parents, seeking their opinions and satisfaction with the school.
- The school uses various communication methods, such as social media applications and face-to-face meetings, to ensure parents are informed about their child's progress and the school's work. The Special Educational Needs Coordinator maintains close communication with parents of students of determination and provides regular updates on their children's progress. Parents are satisfied with the extent of communication from the school.
- The school shares a progress report with all parents at the end of each term. The reports provide clear information about their child's attainment in subject areas across all phases, including students' strengths, areas for improvement, and next steps in learning. KG reports provide detailed information about children's development.
- The school has strong partnerships with the local community, including the Red Crescent. Partnerships with local universities and national companies benefit students' learning and future career choices through activities such as science and technology events. The school has a sister school within the group that enables senior leaders to discuss common education issues. Links with international organizations to provide students with opportunities to broaden their life skills and enrich their learning are limited.

Next Steps:

1. Expand partnership links, including international partnerships to support student learning and future career choices.
2. Ensure that reports to parents for children in KG include information about academic achievements and the next steps to improve in readiness for Grade 1.

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The Governing Board is made up of an executive group that oversees the day-to-day running of the school and a wider group that includes a range of stakeholders from the local community, including parents and advisors. The Governing Board meets regularly and effectively oversees the school, including financial spending, resource allocation, and staffing appointments. As a result, the Governing Board has an in-depth knowledge of the school.
- The Governing Board consistently monitors the work of the school. There is a system in place to receive feedback from parents, which includes surveys and an online 'feedback helpline'. The Governing Board has regular meetings and receives reports on the performance of the school from the principal and senior leadership team. This provides them with knowledge about the school and its performance, enabling them to scrutinize the work of the school and hold the principal to account. As a result, the Governing Board influences the strategic direction and plans of the school.
- The Governing Board exerts a very positive influence on the school. It has been supportive of recent improvements, including resourcing of KG, ICT infrastructure, and professional development activities for all teachers. However, the Governing Board has not ensured that staffing is stable, especially in the British section, where there has been a high turnover of staff.

Next Steps:

1. Ensure that staffing stability and the high turnover of staff in the British section are addressed.
2. Ensure the governing body has full stakeholder representation, including staff and students.
3. Prioritize improvements in KG and monitor the impact of the work of leaders to improve children's achievements.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the day-to-day life of the school are well organized and create an environment conducive to learning. As a result, the school runs smoothly across all sections. The lesson timetable is designed so that minimum learning time is lost across both sections. However, staff and students do not always arrive at lessons on time.
- Staff are suitably qualified, although a few lack experience, especially in the British section, where there has been a high staff turnover. The school offers a wide range of staff development programs that include membership for online teaching resources, access to webinars, specific internal professional development sessions, and a peer support program. All subject areas have specific times each week for development meetings.
- The school premises are adequate, with specialist facilities for sport, computing, languages, music, art, a large library, and science laboratories. The school has designated staff and resources for students with additional learning needs, including students of determination. The playgrounds are shaded but are insufficient for the number of students in the school. The classrooms and corridors display students' work, which is relevant to the themes and topics that they are learning. However, in phases 2 and 3 in both sections, classrooms are too cramped. Access into and across the school, including the upper floor, is limited for those with additional needs.
- The school's resources are adequate and support curriculum delivery; however, these are not sufficient for KG. Every classroom has a Smartboard, which teachers use actively in lessons, and students are encouraged to use either their own or a school device to support their learning. In lessons, teachers mainly use worksheets and some subject-specific resources. However, these do not fully support hands-on learning, research, and inquiry skills in phases 2 and 3 across the school. The resources in KG have recently started to be replaced and expanded.

Next Steps:

1. Expand the range of hands-on learning and inquiry-based resources for younger children and students, especially in KG.
2. For students and staff with mobility restrictions, improve access to specialist facilities on the upper floor of the school.
3. Address the cramped classroom spaces in phases 2 and 3 in the Indian and British sections.

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