



Irtiqa'a School Inspection

AY 2024/25

Al Dhafra Private Schools - MBZ

Rating: Very Good

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School Information

General Information		
	Name	Al Dhafra Private Schools - MBZ
	Esis Number	9017
	Location	17, Al Atheel St, Mohamed Bin Zayed City, Abu Dhabi, 20609
	Website	http://abu-dhabi.dhafraschools.com/
	Telephone	026108400
	Principal	DAVID CRAIG EVANS
	Inspection Dates	07 to 10 Oct 2024
	Curriculum	American

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1320
Number of Emirati students	924
Number of students of determination	60
Largest nationality group of students	UAE - Egypt - Jordan

Information On Teachers

Number of teachers	106
Nationalities	Egypt - Syrian Arab Republic - Ireland
Number of teaching assistants	37

Changes since the previous inspection

Since the school's previous inspection in 2021, the overall performance judgment has remained Very Good.

In phase 1 achievement has improved in Arabic as a first language from Good to Very Good. Attainment in Islamic Education has regressed from Very Good to Good. Achievement in the English medium subjects in phase 1 remains at very good. In phase 2 attainment has regressed from Very Good to Good across all core curriculum subjects, while it has remained at Good in Arabic as a second language. Progress has remained at very good in Islamic Education, UAE social studies, mathematics and science but has regressed from very good to good in Arabic as a first language and English. In phase 3, progress has improved from good to very good in Islamic Education, Arabic as a second language and UAE social studies. However, attainment in Arabic as a first language and the English medium subjects has regressed from very good to good. In phase 4, achievement has improved from good to very good in Arabic as a second language due to better teaching and targeted interventions; however, attainment in Arabic as a first language, English and science has regressed from very good to good.

Students' learning skills remain at very good across phases 1, 3 and 4 but have regressed from very good to good in phase 2. Students' personal development has been judged as very good across all phases. Their understanding of Islamic values and awareness of Emirati and world cultures as well as students' social responsibility and innovation skills has been judged as good.

Teaching remains at very good across phases 1, 3 and 4 but have regressed from very good to good in phase 2 due to inconsistent teaching strategies and opportunities for independent learning. Assessment across all phases

remains at very good.

Curriculum design, implementation and adaptation remain at very good across all phases.

The health and safety of students, including child protection, care, guidance and support remain outstanding across all phases and continue to be strong features of the school.

All indicators under leadership and management remain very good. There have been no significant changes in the leadership structure since the previous inspection, and the school continues to work on further improving internal evaluation processes to enhance overall school performance.

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

There is a growing awareness of the importance of international benchmarking, and the school promotes the importance of performing well. To promote progress toward the school's targets, a literacy program has been implemented across the entire school. This program aims to develop the reading and writing abilities of all students, ensuring they achieve proficiency at each grade level. Targeted interventions have been introduced specifically for students in KG and elementary. These interventions are designed to identify and address any learning gaps, providing additional support to help these young learners succeed.

In addition to the literacy initiatives, the school offers extra-curricular support focused on mathematics. This initiative allows students to engage with mathematical concepts in a fun and interactive way, helping to reinforce their understanding outside the standard curriculum.

The school is also committed to the ongoing professional development of its teachers. Regular sessions are held to equip teachers with the latest pedagogical strategies and innovative ideas to support the development of students' learning skills.

Performance in standardized and international assessments

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

Standardized Assessments

- In grades 3 to 9, students participated in the MAP standardized assessments in the fall and spring 2023/24. The analyzed results indicate that students attain a weak level in English, mathematics, and science overall.
- Comparing results for individual students in consecutive cycles of MAP indicates improving results and positive academic growth.

International Assessments: TIMSS, PISA, PIRLS

- The school has benchmarked students' attainment against international standards. In 2023 the school entered students for the TIMSS (Trends in International Mathematics and Science Study) assessment and is awaiting the results.
- In 2021, the school participated in the PIRLS (Progress in International Reading Literacy Study), and with a score of 487, outcomes indicate proficiency levels within the intermediate range international benchmark.
- Students aged 15 participated in the PISA 2022 international assessments. Their reading literacy scores of 455, mathematical literacy scores of 451, and science literacy scores of 450 were all below the set targets and below the international averages.

Reading

The school has five well-equipped libraries designed for different age groups, offering over 27,000 English and Arabic books across various genres. Each library plays a crucial role by providing resources that align with curriculum standards, hosting biweekly sessions that engage students with age-appropriate materials.

Reading comprehension is a focus at the school, and structured assessments are used to monitor student progress. Kindergarten and elementary students are assessed at the beginning of the academic year using the Collins Big Cat Reading Assessment, while older students' reading progress is tracked through the NorthWest Evaluation Association (NWEA) Measures of Academic Progress (MAP). These assessments provide teachers with valuable information to tailor guided reading sessions to meet individual student needs.

The school's annual plan to encourage reading includes various structured programs implemented across different phases. The "Drop Everything and Read" (DEAR) initiative ensures students participate in cross-curricular reading, further enhancing their comprehension skills. Phase 4 students benefit from structured reading programs designed to improve their analytical skills and prepare them for standardized assessments such as the PSAT and SAT.

Teachers and staff receive ongoing professional development focused on improving students' reading skills. Training includes lessons on using data from reading assessments to inform instruction, equipping teachers with the tools necessary to support all learners effectively.

Reading is integrated across all subjects and extracurricular activities, supported by programs like DEAR and cross-curricular reading assignments. The school also organizes initiatives such as reading competitions and book fairs to promote reading beyond the classroom. Additionally, students' Arabic language is similarly supported through weekly reading lessons and digital platforms that personalize reading support.

To create an inviting reading environment, the school ensures its libraries are welcoming spaces and maintains regular communication with parents about how they can support reading at home. Parents are also actively involved in reading initiatives and are kept informed about their children's progress.

Strengths of the school

- Students demonstrate strong performance in Advanced Placement examinations.
- The achievement levels of students in KG across the core curriculum subjects are a strength.
- Students demonstrate a clear appreciation and understanding of Islamic values, as well as an awareness of Emirati culture.
- The curriculum in core subjects is well-developed and effectively aligned, incorporating clear cross-curricular links that promote UAE national identity.
- The protocols and arrangements in place for health and safety across all educational phases are rigorous.
- The principal exhibits effective leadership, characterized by a clear vision and direction.

Key Recommendations

1. Continue to improve student achievement in all core subjects across all phases to a consistently very good or

better level by:

- providing more opportunities for extended speaking and writing practice across the curriculum, focusing on specific purposes with accuracy and proper grammar in Arabic, both as a first and second language in the elementary and middle phases.
- ensuring that there is more challenge in English medium subjects in elementary and middle school lessons.
- identifying and providing further individualized support for low-attaining students and those with additional learning needs in all subjects.

2. Further strengthen teaching and assessment processes by:

- differentiating learning tasks to meet students' needs.
- developing the systems and processes for the use of internal and external data to effectively plan and deliver customized learning activities for students of all abilities.
- implementing the marking and feedback policy consistently, ensuring all students receive personalized feedback, both in written and verbal formats, and detailing specific areas for improvement.
- ensuring teacher talk is reduced and student thinking and learning time is optimized.
- improving the identification systems for students with additional learning needs, including students of determination and those with gifts and/or talents, across the school.

3. Further improve school leadership to a consistently very good or better level by:

- strengthening the internal evaluation and improvement planning processes with rigorous analysis of internal and external data, specifically focusing on enhancing achievements in Arabic medium subjects in phases 2, 3 and 4.
- ensuring that both the SEF and SDP are accurate, and strengths and areas for improvement are identified.
- improving stakeholder engagement and participation, including parents.
- ensuring the governing body holds the school leadership accountable for student outcomes.
- optimizing the deployment of staff, especially in specialized provisions, to better meet student needs, particularly in the support of students with additional learning needs.

Overall School Performance: **Very Good**

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

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Very Good
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	Very Good	Good ↓	Very Good	Very Good
Assessment	Very Good	Very Good	Very Good	Very Good

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Very Good	Very Good	Very Good	Very 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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

PS6: Leadership and Management

The effectiveness of leadership	Very Good
School self-evaluation and improvement planning	Very 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	Very Good
	Progress	Very Good	Very Good	Very Good ↑	Very Good

Findings:

- The school’s analysis of internal assessment data at the end of AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students across all phases attain levels above the curriculum standards. This high level of attainment does not align with the knowledge, skills, and understanding observed in lessons.
- The school has no external national or international assessments in Islamic education for KG and grades 1 to 11. MoE national examination results for Grade 12 at the end of the academic year 2023/24 indicate outstanding attainment.
- In lessons and their recent work, the majority of students in phases 1, 2, and 3 and the large majority of students in phase 4 demonstrate knowledge, skills, and understanding that are above the curriculum standards. Students demonstrate strong knowledge and understanding of noble Hadeeths and of Seerah in phases 3 and 4. However, memorizing surahs from the Qur’an, applying Tajweed rules, linking lessons to real-life context, and knowledge of Islamic law are areas that are inconsistent across the school.
- Over the past three years, the school’s internal attainment suggests most students in all grades and phases have consistently attained above curriculum standards.
- The school’s internal assessment data indicates that most students in all phases make better than expected progress over time and from their starting points at the beginning of the academic year.
- In lessons and their recent work, the large majority of students across all phases make better than expected progress in relation to appropriate learning objectives aligned to curriculum standards.

- The school's data indicates that most groups of students make better than expected progress in all phases, except lower attainers in KG and students with additional learning needs (ALN), including students of determination who make the expected progress in phase 2 and ALN students in KG who make below the expected progress. In lessons, most groups of students make the expected progress in all phases. Students with additional learning needs, including students of determination, do not always make the progress they are capable of due to a lack of personalized support.

Next Steps:

1. Strengthen students' memorization of the Qur'an and the application of Tajweed rules, particularly in phases 2, 3 and 4.
2. Improve students' ability to connect lessons to real-life concepts and deepen their understanding of Islamic law.

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

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 against Ministry of Education (MoE) curriculum standards indicates that most students across all phases attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for KG. At the end of the academic year 2023/24, the school administered the International Benchmark Test (IBT) to benchmark students' attainment in grades 4, 7, and 10. Results indicate weak attainment in all grades. The results of the MoE national exam for Grade 12 at the end of the academic year 2023/24 indicate outstanding attainment.
- In lessons and their recent work, a large majority of students in KG demonstrate subject knowledge, skills, and understanding above the curriculum standards. In cycle 3 phases 2, 3, and 4, a majority of students demonstrate listening, understanding, reading, and comprehension skills that are above curriculum standards.
- Over the past three years, the school's internal attainment suggests most students in all grades and phases have consistently attained above curriculum standards.
- The school's internal assessment data indicates that most students in KG and Phase 4 and a large majority in Phases 2 and 3 make better than expected progress over time and from their starting points at the beginning of the academic year.
- In lessons, a large majority of students in KG and the majority in phases 2, 3, and 4 make better than expected progress in developing their listening, reading, speaking, and comprehension skills. However, students in phases 2 and 3 do not routinely use standard Arabic during lessons or accurately apply grammar rules in their speaking and writing.

- The school analyzes data to track the progress of groups of students, with most boys, girls, Emiratis, high attainers, and gifted and talented students in KG making better than expected progress. Data indicates that a large majority of boys in phases 2 and 3, Emiratis in phases 2, 3, and 4, and SEND in KG and phase 3 make better than the expected progress. However, most lower attaining students in KG and phase 2 and SEND students in phases 2 and 4 make expected progress towards their targets.

Next Steps:

1. Increase the frequency and consistency of students' use of standard Arabic during lessons in phases 2 and 3.
2. Enhance students' application of grammar rules in speaking and writing in cycle 3 phases 2, 3 and 4.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 against Ministry of Education (MoE) curriculum standards indicates that most students in Phases 3 and 4, and a large majority in Phase 2, attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school administered the International Benchmark Test (IBT) to benchmark students' attainment in Grades 4, 7, and 10. Results indicate outstanding attainment in Phase 2 and high school (Phase 4), but weak attainment in Phase 3.
- In lessons and recent work, the majority of students in Phases 2 and 3, and a large majority in Phase 4, demonstrate listening, understanding, reading, and comprehension skills that are above curriculum standards. Their writing skills are in line with expectations.
- Over the past three years, the school's internal attainment data indicates that most students across all grades and phases have consistently attained above curriculum standards.
- The school's internal assessment data indicates that a majority of students in Phase 2, and most students in Phases 3 and 4, make better-than-expected progress over time and from their starting points at the beginning of the academic year.
- In lessons, the majority of students in Phase 2, and a large majority in Phases 3 and 4, make better-than-expected progress in developing their listening, reading, speaking, and comprehension skills.
- The school analyzes data to track the progress of different student groups, with most girls, high attainers, and gifted and talented students making better-than-expected progress across phases. Most boys make expected progress in Phase 2, while they make better-than-expected progress in Phases 3 and 4. However, most lower-attaining and SEND students in Phase 2 make expected progress, and the majority of Emirati and SEND students in Phase 2 are on track toward their targets. In lessons, students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets.

Next Steps:

1. Improve students' fluency in reading and speaking in all phases.
2. Improve writing skills across all phases.

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	Very Good	Very Good ↑	Very Good

Findings:

- The school’s analysis of internal assessment data at the end of AY 2023/24, against the Ministry of Education (MoE) curriculum standards, indicates most students in phases 2, 3, and 4 attain levels that are above curriculum standards in internal assessments. This high level of attainment does not align with the levels of students' knowledge, skills, and understanding observed in lessons.
- The school has no external national or international assessments for UAE social studies.
- In lessons and their recent work, the majority of students in all phases demonstrate knowledge, skills, and understanding that are above curriculum standards. Students demonstrate strong respect for UAE values, including understanding individual needs and society, particularly in phase 3. However, students’ knowledge about key figures is underdeveloped.
- Over the past three years, the school’s internal attainment indicates that most students in all phases have consistently attained above curriculum standards.
- The school’s internal assessment data indicates that most students in all phases make better than expected progress relative to their starting points and curriculum standards.
- In lessons and their work, the large majority of students in all phases make better than expected progress in relation to learning objectives. In phase 3, students possess secure knowledge of UAE economic activities and can discuss the importance of agricultural development. Their independent work, investigation, inquiry, and research skills are less well-developed. In phase 4, most students understand the concept of unity from the late Sheikh Zayed’s perspective and can list his achievements in building Emirati citizenship.
- The school’s data indicates that most students in all groups and a large majority of SEND students in phases 2 and 3 make better than expected progress. In the lessons observed, all groups of students make the expected progress; however, students with additional needs make weak progress due to a lack of support.

Next Steps:

1. Develop students' knowledge of key historical and national figures across all phases to enhance their understanding of the UAE's heritage and influential personalities.
2. Enhance students' independent research, investigation, and inquiry skills in phase 3 to promote deeper engagement with economic and societal topics.

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

Findings:

- The school's internal assessment data at the end of AY 2023/24, against the Common Core State Standards, indicates that most students in KG and Phases 3 and 4, as well as a large majority in Phase 2, attain levels of understanding and knowledge above curriculum standards.
- The school has no national or international assessments for KG students. In Phase 4, Grade 12 students who took the AP English Literature examination at the end of AY 2023/24 attained outstanding results. The school administered the Measures of Academic Progress (MAP) test to benchmark students’ reading and English language use in Grades 3-9. MAP results in fall and spring 2023/24 indicate weak attainment across all phases. In the most recent PIRLS assessment (2021), Grade 4 students scored at the intermediate international benchmark (487). Grade 10 students participating in the PISA assessment (2022) scored 455, which did not meet the school’s target of 477.
- In lessons and recent work, a large majority of KG students and a majority of students in Phases 2, 3, and 4 demonstrate knowledge, skills, and understanding above curriculum standards. KG students communicate verbally and develop phonemic awareness to read words, though their writing and language skills are still emerging. In Phase 2, students use phonics to form sentences fluently. In Phase 3, fluency declines slightly, with challenges in reading comprehension. In Phases 2 and 3, some higher-attaining students do not produce the written work they can due to insufficient challenge.
- Over the past three years, the school’s analysis of internal assessment data indicates that most students in KG, and Phases 3 and 4 consistently attain levels higher than curriculum standards. Attainment in Phase 2 over the past three years progressed from very good to outstanding, then regressed to very good again.
- The school’s internal assessment data indicates that most students in KG and Phases 3 and 4, along with the majority of students in Phase 2, make better-than-expected progress in relation to learning objectives aligned with curriculum standards.
- In lessons, a large majority of students in KG and Phases 3 and 4, and the majority of students in Phase 2, make better-than-expected progress in relation to learning objectives aligned with curriculum standards.

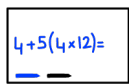
- The school's analysis of internal assessment data indicates that in KG, most groups of students make outstanding progress, except for lower attainers who make acceptable progress, and SEND students, who make good progress. In Phase 2, most low attainers and gifted and talented students, a large majority of girls and high attainers, and a majority of boys and Emiratis make better-than-expected progress. In Phase 3, most girls, high attainers, students with additional learning needs (including students of determination and gifted and talented students), and a large majority of boys and Emiratis make better-than-expected progress. In Phase 4, all groups of students make outstanding progress, including boys, girls, Emiratis, low and high attainers, and students with additional learning needs (including students of determination and gifted and talented students).

Next Steps:

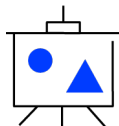
1. Accelerate students' progress in phonics and presentation skills in the elementary phase.
2. Strengthen reading comprehension in the middle phase.
3. Enhance writing and language skills across all phases.

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:



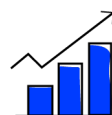
Number and quantity and their use



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

Findings:

- The school's internal assessment data at the end of the AY2023/24 against the Common Core State Standards indicates that most students in all phases attain levels of knowledge, skills, and understanding above the curriculum standards.
- The school has no national or international assessments for KG students. In phase 4, Grade 12 students who took AP calculus at the end of the academic year 2023/24 attained outstanding results. The school has administered Measures of Academic Progress (MAP) to benchmark grades 3-9 students. MAP results in fall and spring 2023/24 indicate weak attainment in all phases. In their most recent TIMSS assessment (2019), students attained a low level of proficiency. Grade 10 students participating in the PISA assessment (2022) scored 451 and did not meet their target (481).
- In lessons and their recent work, a large majority of students in KG and phase 4 and the majority of students in phases 2 and 3 demonstrate levels of knowledge, skills, and understanding above curriculum standards. KG students can add and subtract within 10; phase 2 students demonstrate fluency in space and shape. However, students' understanding of how to solve algebraic equations and apply geometry is less developed. Phase 4 students independently reason, problem-solve, and articulate solutions effectively. They are less secure in statistics.
- Over the last three years, the school's internal assessment data shows that most students in KG and phases 2 and 4 consistently attain levels above curriculum standards, and the attainment of phase 3 students improved from very good to outstanding in the past academic year.
- The school's internal assessment data indicates that most students in KG, a large majority of students in phases 2 and 4, and a majority in phase 3 make better than expected progress over time and from their starting points at the beginning of the academic year.
- In lessons and their recent work, a large majority of students in phases 1, 3 and 4, and a majority in phase 2 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

- The school's analysis of progress data indicates that boys, girls, and Emiratis in KG, low attainers in Phase 2, high attainers in KG and Phase 4, and gifted and talented students across all phases make outstanding progress. Boys and girls in phase 4, girls in phase 2, high attainers in phases 2 and 3, and students with additional learning needs, including students of determination in phase 3, make very good progress. In phases 2 and 3, boys, phases 3 and 4, girls; and in Phases 1 and 2, students with additional learning needs, including students of determination, make good progress. Low attainers in Phase 1, Emiratis in Phase 3, and students with additional learning needs, including students of determination in Phase 4, make acceptable progress.

Next Steps:

1. Improve students' understanding of algebra and geometry in phases 3 and 4.
2. Strengthen phase 4 students' understanding of statistical concepts.
3. Consolidate early numeracy skills in KG and enhance phase 2 students' fluency in space and shape.

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

Findings:

- The school’s analysis of internal assessment data for the end of AY 2023/24 against the Next Generation Science Standards (NGSS) finds that most students in all phases attain levels of knowledge and understanding above curriculum standards. This level of attainment does not align with the levels of knowledge, skills, and understanding observed in lessons.
- Analysis of MAP standardized assessment results for fall and spring 2023/24 indicates weak levels of attainment in grades 2 to 9. In the most recent PISA assessment (2022), Grade 10 students were below the international benchmark (450). In the 2019 TIMSS international assessments, students in phases 2 and 3 attained a low level of proficiency. Analysis of Advanced Placement (AP) attainment for the 2023/24 academic year finds that most students attain above curriculum standards in biology, and the majority of students attain above curriculum standards in physics.
- In lessons and their recent work, a large majority of students in KG and the majority of students in the other phases demonstrate levels of knowledge, skills, and understanding above curriculum standards. KG students make observations; students in phases 2 and 3 use scientific investigation and conduct experiments. Phase 4 students research to analyze and draw conclusions using the laboratories.
- Over the last three years, the school’s internal attainment data shows that most students in all phases, including physics, biology, and chemistry in phase 4, have consistently been above curriculum standards.
- The school’s analysis of internal assessment data indicates that most students in kindergarten, middle school, and elementary school make better than expected progress over time and from their starting points at the beginning of the academic year 2023-24. In cycle 3, most students in physics and biology and a large majority in chemistry make better than expected progress from their starting points.

- In lessons and their most recent work, a large majority of students in KG, phase 2, and Phase 4, and a majority of students in Phase 3 make better than expected progress. In phase 4, most students make better-than-expected progress in Biology and Chemistry, and a large majority make better-than-expected progress in Physics. Students in KG and phase 2 link their prior knowledge to earth sciences. In phases 3 and 4, students can apply their knowledge in a real-world context. However, across all phases, they make less progress in applying their scientific reasoning and analyzing and interpreting data independently.
- The school's analysis of progress data indicates in KG that most groups of students make outstanding progress, except low attainers and students with additional learning needs who make acceptable and good progress, respectively. In phase 2, low attainers and gifted and talented students make outstanding progress, boys, girls and Emiratis make good progress, and students with additional learning needs make acceptable progress. In phase 3, girls, high attainers, and gifted and talented students make outstanding progress, whereas boys, Emiratis, and students with additional learning needs make very good progress. In phase 4, girls, high attainers, and gifted and talented students make outstanding progress, and Emirati students make very good progress across Biology, Physics, and Chemistry. Boys make outstanding progress in Chemistry and very good progress in Biology and Physics, whereas students with additional learning needs, including students of determination, make weak progress in Physics, acceptable progress in Chemistry, and good progress in Biology.

Next Steps:

1. Enhance independent scientific reasoning across all phases.
2. Strengthen data analysis and interpretation skills in phases 2 and 3.
3. Increase real-world application of scientific knowledge, especially in phases 3 and 4.

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	Very Good	Good ↓	Very Good	Very Good

Findings:

- Across the school, students have positive attitudes toward learning. They can engage actively in their learning process without too much teacher intervention. They respond well to their instructions but often adopt a passive role or perform tasks that demand minimal thought, especially in Arabic medium subjects. As they progress through the school, they increasingly demonstrate responsibility for their own learning and assessment and know what they need to do to improve their work.
- Group work is a key feature in many lessons. As a result, students interact actively and have opportunities to communicate their learning by listening to other students' views, analyzing them, responding to them, and presenting their own work to others. In a minority of phases 2 and 3 lessons, exchanges and discussions often require close teacher guidance.
- Students make real-world connections, make adequate links between different subjects, and transfer their literacy and numeracy skills. In the KG, students regularly make meaningful connections between areas of learning and relate these well to their understanding of the world around them. Students frequently use their own examples of the real world, particularly in relation to the UAE national identity, when explaining their ideas. Older students in phase 4 can make links between subjects, particularly between English, Science, and mathematics.
- In English medium subjects, the use of research and access to learning technology, particularly in phases 3 and 4, is a feature that supports regular independent inquiry in almost all lessons in English mathematics and science. Student critical thinking is less developed in Arabic medium subjects. In KG, students demonstrate the confidence and inquisitiveness to find things out for themselves.

Next Steps:

1. Promote active learning and critical thinking in Arabic medium subjects across all phases.
2. Enhance the effectiveness of collaborative learning in phases 2 and 3 school lessons.
3. Expand opportunities for independent real-world application across subjects, especially in phases 2 and 3.

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

Personal Development

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

Findings:

- Students enjoy coming to school and demonstrate a positive attitude towards learning. They respond well to the feedback and instructions from the teachers. Across the school, students are developing an increasing self-confidence in their learning. In phases 2, 3 and 4, students increasingly become more self-reliant and require less direction from teachers; although they do value the critical feedback from teachers and their peers, they are less likely to take the initiative.
- Students fully understand class routines that support effective transition and contribute to a happy working atmosphere. Students are polite to staff and each other across the school, resulting in a safe and productive environment. Senior students are more self-disciplined, showing increasing independence and respect for upholding the school values. Bullying is rare.
- Students are respectful and considerate of their classroom friends, openly showing affection when they meet each morning. Students are sensitive to the needs of others, offering support where needed. They regularly contribute to school teams, activities, and initiatives, including volunteering to be peer mentors to younger students.
- Students have positive attitudes to eating healthily and staying fit. Although the school promotes healthy eating, a few older students still bring in unhealthy lunches. Many students are physically active during break times, and the school 'House' system and interschool sports allow students to participate regularly in physical activity.
- Attendance at 97% is very good, with students usually arriving to school and their lessons on time.

Next Steps:

1. Encourage students to take greater ownership of their learning and pursue leadership roles.
2. Promote healthy eating habits by strengthening awareness programs.
3. Enhance student autonomy in physical activities by fostering independent participation and engagement.

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 appreciate Islamic values and the heritage and history of the UAE. They are clear about the influence of Islamic values on their daily lives in the UAE, which is evident in their displays of students' work.
- Across the school, through projects, arts, and celebrations, students demonstrate their appreciation and knowledge of the UAE's heritage and culture. They respectfully celebrate Islamic and national events, including National Day and Flag Day, recognizing the visionary leadership of the UAE that transformed the nation from a desert landscape to an advanced modern society. Students engage to some extent in initiating and participating in national events and cultural celebrations within the school.
- Students clearly understand their own culture and that of a range of others, including the UAE. The school has effectively used the multicultural student body to provide a range of cross-cultural experiences and activities. As a result, most students are aware of similarities between their cultures and, moreover, could explain a wide variety of different foods, flags, and national sports represented across the student body. However, this is less evident in phases 2 and 3.

Next Steps:

1. Expand cross-cultural experiences and activities in phases 2 and 3.
2. Enhance students' understanding, awareness, and appreciation of other world cultures across the school.

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 demonstrate awareness of their responsibilities to the school community. Their sense of civic responsibility is evidenced in a range of social activities they promote, participate in, or lead. They volunteer in a number of charity initiatives to help the poor and needy. They show consideration for students' special needs. Older students demonstrate strong abilities and skills to lead initiatives.
- Students show positive attitudes to work. They welcome extracurricular, academic, social, and sustainability-relevant activities. The curriculum offers opportunities to develop initiative, innovation, and enterprise on a school-wide level.
- Students are well aware of environmental issues like sustainability, pollution, and global warming. This is evident in their discussions in lessons, artwork, and participation in the morning assemblies. However, there are few opportunities to take part in projects beyond the school to promote ecological awareness.

Next Steps:

1. Increase opportunities for external environmental projects across the school.
2. Strengthen leadership development programs across the school.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers apply their subject knowledge effectively, especially in KG and phase 4. They have a clear understanding of how students learn, and they adapt lessons to ensure that students make better-than-expected progress.
- Teachers plan engaging lessons in the English medium subjects and provide motivating learning environments. Time and resources are used skillfully to enable all groups of students to be successful learners, although this is less developed in the boys' section of the middle school. While learning is planned for students of determination, the most able are not always challenged enough to meet their full potential. Lesson plans are not always fully implemented in Arabic medium subjects because teachers' effective use of time is variable. Classrooms are conducive to learning, especially in English medium subjects, with colorful corridor displays of student work across all phases of the school. Resources are plentiful but not always effectively used to encourage independent inquiry.
- Teachers interact with students and ensure they are keen to learn. In a few classes, teachers spend too much time talking. Questioning in Arabic medium subjects is relevant but inconsistently challenges students to engage in critical thinking. In the better English medium subject lessons, questioning promotes higher-level thinking and critical thinking responses, particularly in phase 4. Opportunities for discussion and dialogue in lessons are variable.
- Teachers use effective strategies to engage students and make lessons relevant to the student's individual needs across most subject areas. Specific levels of support are consistent in most lessons regarding teacher assistants and work allocation for lower-attaining and students with additional learning needs in KG and phase 4. However, students in phases 2 and 3 require more support and challenge to achieve their full potential.
- Teachers encourage students' critical thinking and problem-solving skills through inquiry. Students in all phases are inconsistently offered hands-on projects. In the better lessons, exploration and experimentation are encouraged, particularly in science and innovation. Independent learning and research skills often rely heavily on PowerPoint presentations. Across all phases, students are involved in assessing their own learning.

Next Steps:

1. Strengthen lesson implementation and use of time in Arabic medium subjects.
2. Enhance support and challenge for boys and the more able in Phases 2 and 3.
3. Increase hands-on learning and inquiry-based projects across all phases.

Assessment

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

Findings:

- The school has coherent and consistent internal assessments closely aligned to the school’s curriculum standards. Internal assessments provide valid, reliable, and comprehensive information on students’ academic development, personal development, and well-being in KG and phase 4. However, assessment processes in Arabic-medium subjects are less accurate.
- The school benchmarks students' academic outcomes in the English medium subjects against international standards through Measures of Academic Progress (MAP) for English, mathematics, and science from grades 2 to 9. In grades 4, 7 and 10, students participate in the International Benchmarking Test (IBT) in Arabic. Students have participated in international assessments, including TIMSS(2023), PIRLS (2021), and PISA (2022).
- The school conducts in-depth analysis of the assessment data, and information about students’ progress is accurate, detailed, and tracked over time. However, Individual students’ performance is not well-tracked in the Arabic medium subjects.
- Teachers and school leaders of English-medium subjects use assessment information effectively to inform curriculum modification and delivery to meet the learning needs of all groups of students. Arabic-medium subjects teachers use formative and summative assessment data to gauge students’ achievement. However, they do not always provide sufficient challenge or support for all individual students.
- Teachers are well aware of students’ strengths and weaknesses. They use formative assessments in lessons and mark students’ work, providing helpful feedback to guide students on what to do next to improve. However, this is not very well evidenced in Arabic-medium subjects. Teachers check students’ responses after feedback. Students are guided and encouraged to self- and peer-assess their learning.

Next Steps:

1. Ensure that assessment processes are closely linked to curriculum standards to provide accurate information about students’ achievement in Arabic-medium subjects.
2. Enhance individual student tracking, ensuring support is provided across all subjects in all phases.
3. Ensure consistency in marking systems so that all students across all phases in all subjects know what they need to do to improve their work.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Next Generation Science Standards (NGSS) for kindergarten through grade 12, Advanced Placement (AP), the Common Core Standards for mathematics and English for KG through grade 12, and the Ministry of Education (MoE) Curriculum for Arabic medium subjects. The curriculum is aligned with the school’s vision and mission and embeds the UAE educational goals, including the UAE National Agenda targets.
- The curriculum is effectively planned to ensure a logical sequencing of concepts and content across the grade levels and reinforce prior learning to meet the needs of most groups of students. The curriculum provides opportunities for developing skills, knowledge, and understanding. Transition programs at key stages prepare students for each phase of their education.
- Phase 4 students have opportunities for a range of course options, including Advanced Placement science, mathematics, and English literature, and a range of elective courses, including psychology, art, music, and computer science.
- Cross-curricular links are planned to connect to the real world and the UAE. The Innovation lab encourages students to engage in coding and supports their understanding of digital practices. Students have innovation, sustainability, arts, and STEM opportunities to make connections that transfer learning through independence, research, and critical thinking skills.
- The annual curriculum review is systematic. Reviews utilize students’ internal and external performance data, national priorities and feedback from lesson observations. Curriculum adjustments are made on a regular basis during the weekly team, grade level, and teacher meetings. A full review for the mathematics curriculum is being conducted but not yet completed.

Next Steps:

1. Complete and implement the mathematics curriculum review.
2. Strengthen curriculum adjustments based on data and observations.
3. Expand cross-curricular and real-world learning opportunities in all subject areas.

Curriculum adaptation

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

Findings:

- The curriculum is adapted to meet the needs of all student groups, with lessons incorporating success criteria aligned to four distinct levels of learning. Student needs are assessed through internal and external data to identify strengths and areas for improvement, which are then matched to these learning levels. Teachers provide targeted support through interventions and pull-out sessions to address specific skills and improve outcomes. However, there is room to offer more challenging opportunities for high achievers and gifted students, which would deepen their learning and help them reach their full potential.
- The school offers a wide range of opportunities for extracurricular activities, including sports, clubs, competitions, social awareness, and volunteering both inside and outside of the school, such as the Model United Nations Club, STEM and Innovation Club, and Duke of Edinburgh Award. The school has established partnerships that provide mentoring and internships for phase 4 students to gain an awareness of a field of interest for future study.
- The curriculum establishes strong connections and links that embed the values and heritage of Emirati culture and UAE society. Cross-curricular links and learning opportunities are found in lessons, which promote awareness and understanding of Islamic values and the UAE National Identity domains. Events and activities improve students' understanding of Islamic values and the heritage and culture of the UAE including the late Sheikh Zayed's legacy. Project-based learning and student reflection in the Moral Education Program (delivered in Arabic) improve student awareness of Emirati and world cultures. The UAE National Identity domains are linked with the learner profile attributes to focus on all subjects and grades across the school to ensure students appreciate the relevance and impact of these values.

Next Steps:

1. Enhance challenge for high achievers and gifted and talented students in all phases.
2. Expand mentorship and internship opportunities.
3. Strengthen the integration of Emirati culture and UAE values across all subjects, including English medium subjects.

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	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

- The school has effective procedures for safeguarding students, including child protection. A written policy shared with all stakeholders defines child protection and safeguarding arrangements. The school provides training for all employed staff in child protection and safeguarding, and their attendance at this mandatory training is recorded. Policies are reviewed regularly. Students feel safe and confident to report concerns to an adult in school. The school ensures that students are protected from bullying, including online. The school helps and informs students about how to stay safe using the internet and social media.
- All staff, students, and parents receive awareness about the importance of health and safety. The health and safety committee is in daily contact in case any health and safety concerns are raised and need immediate attention. Students are well supervised. The bus routines are organized, ensuring that students are safe and cared for during their journeys to and from school. The school undertakes risk assessments when planning for students to engage in any activities and mitigating action is taken. The school meets all legal requirements and conducts regular emergency fire evacuation drills to ensure full compliance with Civil Defense regulations. However, a recent drill did not ensure that all areas of the school were quickly evacuated.
- The school contracts external organizations to manage various health and safety functions, including the CCTV and alarm system, 24-hour site security, routine drinking water quality testing, swimming pool water testing daily, laboratory chemical disposal, and the daily cleaning of the school. All the regulatory checks for these essential functions are current, and all contracts are made with approved providers. The school has three well-equipped medical clinics staffed by nurses. Essential medicines are locked in a secure cupboard within the clinic, and nurses supervise and administer medication to students. Nurses keep up-to-date and accurate records.
- The school premises provide a safe learning environment for all members of the school community. It is accessible for students with special educational needs, including a lift and ramps, and also meets the needs of those in the early years phase. The school is clean and well-maintained.
- The school promotes safe and healthy living, including a canteen that serves a wide range of healthy food and drinks. However, older students do not always make the right food choices. The importance of exercise and fitness is promoted, and the school ensures daily outdoor activities for all students. Effective measures are taken to protect from the sun, including appropriate shading in all outdoor spaces. There is readily available access to fresh drinking water.

Next Steps:

1. Strengthen older students' awareness of healthy eating choices.
2. Ensure that all areas of the school are effectively evacuated during fire alarms/drills.

Care and support

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

Findings:

- Teachers and adults have established exemplary, purposeful relationships with students at the school whom they know exceptionally well. There is a climate of trust and respect. Expectations for conduct and behavior are clear and understood by almost all students. Furthermore, expectations are shared with parents and families.
- The school has effective protocols to record and track student attendance and punctuality. The systems are routine and well-embedded. The follow-up of unauthorized absences and lateness promotes very good attendance. The impact over time indicates improved attendance levels.
- The school has appropriate systems and processes to identify students with additional learning needs, including determination, where they have identified 6%. The school has further categorized its needs into tiers. The school records information that includes specialist assessments with specific diagnostic information. The school provides interventions for students who do not meet the curriculum standards.
- The school has appointed a Head of Inclusion (HoI) to oversee the support for those with additional learning needs, including students of determination, supported by an inclusion team, including qualified teachers and teaching assistants. The school provides access to onsite specialist services, including an occupational therapist and a speech and language therapist. Individual education plans (IEPs) include relevant details and some specific targets linked to the curriculum. Teachers provide inclusive support for most students with additional learning needs, including students of determination through adaptations of learning tasks during lessons. Specialist staff leads one-to-one and small-group interventions. Most learning needs are met, and students with additional learning needs make progress toward their individual goals. Most gifted and/or talented students progress, and a few excel in learning.
- The career guidance counselor and counseling team provide trusted, respected, and well-informed information about students' academic achievements from grades 9 to 12. The school counselor's care and guidance to support the well-being and personal development of students at the school are effective. The school also offers career guidance for older students.

Next Steps:

1. Embed a comprehensive system for identifying gifted and talented students in all subjects.
2. Enhance the consistency in intervention schedules for students with additional learning needs.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- Leaders at all levels, including the principal and vice principals, set a very clear strategic direction and promote a vision shared by the school community, particularly middle leaders and staff. Leaders are ambitious about what they want students to learn and experience and have set this out in detail in their vision and mission statement, shared with parents, students, and staff through various communication platforms. There is a clear commitment to UAE's priorities and the National Agenda. Comprehensive plans are in place to support students in international examinations, including PISA and TIMSS. Leaders maintain an inclusive admission policy and support students with additional learning needs.
- Senior leaders demonstrate a thorough understanding of the curriculum and best practices in teaching, learning, and assessment. Leaders are innovative, introducing new methods of teaching and learning. However, these new methods are not yet securely embedded in all grades, particularly in Arabic medium subjects. They have established a positive learning culture focused on inclusivity and developing students' learning skills.
- Relationships and communication with all stakeholders are consistently professional and effective. Leaders delegate, ensuring middle leaders are aware of their roles and responsibilities and are held accountable for raising students' achievement, although less well developed in the Arabic medium subjects. Middle leaders observe lessons and support teachers within their departments to help them improve. Communication within the school is professional, at both a formal and informal level. There are regular departmental and interdepartmental meetings. Morale within the school is positive.
- Leaders at all levels demonstrate a clear understanding of what they need to do to improve the school. Senior leaders have identified assessment as a key area for improvement and have successfully ensured that staff adopt an approach to analyzing and using assessment data. They acknowledge the necessity for more training to ensure consistency in approaches to assessment among all staff. The school leaders demonstrate a strong capacity to improve the school.
- Leaders hold staff accountable through regular analysis of students' performance data, lesson observations and reviewing the effectiveness of planning and teaching strategies. Leaders have maintained a high level of performance and ensure that the school complies with statutory requirements.

Next Steps:

1. Strengthen middle leadership accountability in Arabic medium subjects.
2. Provide consistent training on assessment practices in all phases.

School self-evaluation and improvement planning

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

Findings:

- All staff actively participate in the self-evaluation process (SEF), as committee members for each performance standard and work together to identify areas for improvement. The SEF, aligned with the UAE inspection framework, considers valid sources of evidence, internal and external assessment results, and previous inspection reports and feedback. As a result, some judgments are inflated. Moreover, senior and middle leaders display a secure understanding of the school's strengths and areas requiring improvement.
- Teaching and learning are monitored systematically and conducted by senior and middle leaders. They undertake two formal classroom visits per term for each teacher and offer constructive feedback. Learning walks occur regularly. The observation forms include relevant criteria, emphasizing students' progress and the impact of teaching on students' learning. Effective monitoring has resulted in sustained prominent levels of academic performance in the English medium subjects and the elevation of children's achievement to a 'Very Good' level in Arabic in the KG phase.
- The school improvement plan is coherent, identifies areas for improvement, and outlines SMART targets, suitable strategies, success criteria, and responsible parties. However, success criteria are insufficiently focused on students' outcomes. The improvement priorities are closely aligned with the recommendations from the earlier inspection. There is not yet full integration with the school's self-evaluation, particularly in the triangulation of internal and external assessment data and parental engagement.
- The school has been successful in sustaining the high levels of achievement. The school is still working on improving assessment practices, particularly in the consistent use and analysis of internal and external assessments between English and Arabic medium subjects.

Next Steps:

1. Strengthen self-evaluation process and improvement planning triangulating external assessment data more effectively.
2. Refine success criteria in the school improvement plan, focusing on the impact of strategies on student progress and achievement.
3. Improve consistency in assessment practices between Arabic and English medium subjects.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school is successful in engaging parents as partners in their children's learning and school life. Parents and students appreciate the school's open door policy, the school leaders' approachability, and how available they are to discuss their children's education and school social life or to share any issues or concerns. Leaders have recently implemented a range of improvement strategies to help them include and consider the views of more parents and stakeholders when shaping school improvement planning.
- The school communicates successfully with parents to keep them informed about their children's learning in both Arabic and English in various ways, including the school website and social media. Parents of students with special educational needs are generally very positive about how actively they are included as partners in their children's education and well-being. Leaders are in the early stages of implementing their plans to reach out and include more members of the parent body and other stakeholders.
- The reporting system is consistent and comprehensive across all phases of the school. Parents receive progress reports via the parent's portal twice a term. Report cards clearly convey information about students' achievements, areas for development, and next steps in learning. The range of subjects and types of examinations and assessments older students are provided with is becoming increasingly wide and varied which can be complicated to understand.
- Links with other schools and organizations make significant and sustained social contributions to the local, national, and international community. Extensive and effective partnerships with a range of local and international universities, competition organizers, examination boards, and educational partners significantly enrich students' learning, personal development, achievements, and enjoyment of school life.

Next Steps:

1. Involve more parents in school development plans and decision-making.

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- The Governing Board includes representation from almost all stakeholders. The board includes the school's owner, a representation of parents, staff and community links. The governing board demonstrate a keen interest in the school and are enthusiastic about delivering quality education. They effectively communicate information with stakeholders and actively seek their input and views. The owner is particularly generous and has an inclusive ethos, whereby specialist services and tuition fees have been waived for families experiencing hardship. Suggestions put forward by stakeholders are discussed in the meeting of the board of trustees and relevant information is shared, so they are kept aware of the work of the school.
- Although the governing board regularly checks the school's actions through an external educational consultant, they are not fully aware of the academic progress made by students, particularly in external MAP assessment. As a result, senior leaders are not fully held accountable for both the performance and quality of services, including the academic and personal development of all students. As a result, governors have a restricted knowledge of the school and only have a modest impact on its overall performance. Moreover, the governing board actively responds to parents' views and are made directly accessible to them, should any concerns arise.
- The governing board has had a direct impact and is generally supportive of initiatives, such as the continuous improvements to the facilities and a significantly high budget allocated for professional growth. This has positively influenced the professional growth and retainment of staff, where the present turnover rate is 9%. As a result, the governing board has a direct impact on the overall school performance, although to a lesser extent in the Arabic medium subjects.

Next Steps:

1. Improve the governing board's systems that hold the school leadership accountable for student outcomes.
2. Enhance board involvement in academic performance reviews, particularly in Arabic medium subjects, to ensure a more comprehensive understanding of school-wide progress and challenges.
3. Strengthen communication between the governing board and senior leaders to regularly assess both academic and personal development outcomes.

Management, staffing, facilities and resources

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

Findings:

- The school is well-organized and runs smoothly. Timetabling is efficient. All classes start without delays. Students and staff respect the school routines. Easy communication between the leadership, staff, and students ensures everyone is kept updated with the school's developments.
- There are sufficient, appropriately qualified teachers who deliver a broad and appropriate curriculum for all students, with dedicated staff supporting students with additional learning needs. Staffing has increased to support a growing student population. The school conducts in-service training to ensure all staff understand their roles and duties, led by senior leaders.
- The school's premises and facilities provide a safe and welcoming environment conducive to supporting students' curricular and extra-curricular activities: sports facilities, science laboratories, innovation hub, and libraries. Access to all school facilities is suitable to the needs of all students. Teaching spaces are appropriate for the students as well furniture and fittings.
- The school is very well equipped with all the necessary resources. Textbooks, visual aids, digital content, and free access to the Internet are all available. Resources are used in lessons, particularly in English-medium subjects, to meet the needs of all students.

Next Steps:

1. Enhance cross-department collaboration and communication to ensure all staff align with school developments.
2. Expand professional development activities for class teachers supporting students with additional learning needs.

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