



Irtiqa'a School Inspection

AY 2024/25

Al Dhafra Private Schools - Muwaiji

Rating: Very Good

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School Information

General Information		
	Name	Al Dhafra Private Schools - Muwajji
	Esis Number	9139
	Location	55, Al Fitnah St, Al Muwajji'i, Al Ain, 30058
	Website	http://alain.dhafraschools.com
	Telephone	037671123
	Principal	BASSAM NABIL SARYEDDINE
	Inspection Dates	04 to 07 Nov 2024
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1957
Number of Emirati students	1057
Number of students of determination	25
Largest nationality group of students	UAE - Egypt - Jordan

Information On Teachers

Number of teachers	176
Nationalities	Egypt - Syrian Arab Republic - Jordan
Number of teaching assistants	26

Changes since the previous inspection

Since the previous inspection, the school's overall performance judgment has improved from good to very good.

Overall achievement in Arabic-medium subjects (AMS) has improved, with some phases showing notable progress, others maintaining steady performance at the same level, and no regression observed. In Arabic as a First Language, achievement in phases 3 and 4 has improved from good to very good, driven by stronger student performance in assessments and enhanced teaching practices. In Phase 1, which was previously unreported on, attainment is now evaluated as good and progress as very good. A similar pattern is evident in Phase 2, where attainment remains good, while progress is evaluated as very good. Arabic as a Second Language has also seen improvement across phases 2, 3, and 4, advancing from good to very good, while attainment remains unchanged.

Islamic studies show a similar pattern, with progress improving from good to very good across all phases. In Phase 1, which is evaluated for the first time, progress is also rated as very good, and attainment is good. In social studies, attainment in phases 2 and 3 remains steady at very good, while in Phase 4, being reported on for the first time, attainment is good, and progress is very good.

Phase 4 includes students enrolled in both the National Curriculum for England and the American Common Core State Standards (CCSS), both of which adhere to the Ministry of Education (MoE) curriculum for (AMS).

English-medium subjects (EMS) have demonstrated overall improvement, with some phases maintaining their previous performance levels while others have experienced regression. Achievement across phases 2 and 3 in all EMS subjects has remained steady at good, whereas Phase 1 has shown variable performance across subjects. In English and mathematics, attainment in Phase 1 has remained at good, while progress has improved from good to

very good. In contrast, science achievement in Phase 1 has seen notable improvement, progressing from acceptable to good. This improvement is attributed to students developing stronger scientific skills and achieving better results in internal assessments. In Phase 4, science achievement has remained consistently very good. However, performance in mathematics and English has varied. Attainment in mathematics and English for Phase 4 has regressed from very good to good, while progress in both subjects has remained steady at very good.

As a result, students' learning skills have improved from good to very good in phases 1 and 3, while phases 2 and 4 have sustained their previous levels, with Phase 4 remaining very good and Phase 2 maintaining a good rating. Students across all phases show a positive attitude toward learning, actively engage in lessons, collaborate effectively, and demonstrate growing innovation, critical thinking, and problem-solving skills, particularly in phases 1, 3, and 4. While the school promotes interdisciplinary connections, innovation, and technology integration, students' ability to consistently link learning across subjects and apply higher-order thinking remains an area for further development.

Performance Standard 2 (PS2), which pertains to students' personal and social development, understanding of Islamic values as well as innovation skills, was not evaluated during the previous inspection. These areas are now assessed, and all three elements have received a rating of good. Students across the school exhibit positive attitudes, independence in learning, and respectful behavior, with strong relationships among peers and staff. Students demonstrate a strong understanding and appreciation of Islamic values, Emirati heritage, and cultural diversity, though extended activities could further enhance their grasp of Islamic principles, Emirati culture, and global cultural awareness.

Teaching has followed a similar pattern of performance level to learning, with phases 1, 2, and 4 improving from good to very good, while Phase 3 remains at good. This improvement is largely attributed to the implementation of a new performance management system and a targeted professional development program. Assessment remains consistent and good across all phases. A rigorous system for collecting learner data is in place, providing valuable insights to inform teaching and enhance the effectiveness of learning.

Performance Standard 4 (PS4), which pertains to curriculum design and curriculum adaptation, was not included in the previous inspection process, but both elements are now evaluated as good across all phases. Appropriate learning experiences are integrated through most aspects of the curriculum to enable all students to develop a clear understanding of the UAE's values, culture, and society, although opportunities for cross-curricular learning could be enhanced.

The health and safety of students, including child protection, continue to be important features of the school and remain very good. The school provides a safe, secure, and supportive environment with robust safeguarding measures, well-maintained facilities, and a strong focus on healthy living, though there is room to further encourage regular exercise and enhance supervision. The care, guidance, and support that the school provides to all students has regressed from very good to good, as more support for gifted and talented students is required to ensure that they make enhanced personal and academic progress. In addition, the school does not offer in-school support services (ISSS) for students with additional learning needs, including students of determination.

The quality of leadership and management at the school is very good. School leaders at all levels, led by the new principal, are committed to improving the quality of academic and social outcomes for all students. The quality of self-evaluation processes remains good, and judgments from the self-evaluation process (SEF) align with the descriptors which are linked to performance indicators in the UAE School Inspection Framework. Moreover, the accuracy of these judgments is commendable, as they consistently align with the findings of the inspection report, reflecting the school leaders' deep awareness of their institution's performance and their ability to critically analyze outcomes. Partnerships with parents remain very good, as is the impact that the governors have on the overall performance of the school. The area of resource provision for teaching and learning, in particular, digital resources is a current priority. All leaders are committed to the continuous improvement of the school. Since the last inspection, most recommendations have been implemented.

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

The school has benchmarked students' attainment against international standards. The school participated in the Progress in international Reading Literacy Study, PIRLS 2021, the Trends in International Mathematics and Science Study, TIMSS 2019, and the Program for International Student Assessment, PISA 2022. The school has targets for international benchmark assessments and has not met their Mathematics, Scientific Literacy and Reading Literacy targets in the most recent PISA assessment.

There is a general awareness of international benchmarking assessments among leaders, and the school promotes the importance of doing well and making a more global comparison.

The school has introduced specific practice in questions and exam techniques in many lessons to familiarize students with the format and types of questions, and how to answer them with greater success in the future. Teachers' questioning skills have been identified as an area for development in the school in order to encourage student critical thinking.

Performance in standardized and international assessments

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

Standardized Assessments

GL Progress Tests are used as an external assessment for Years 4 to 10 in English, Mathematics and Science. GL PT results for the AY2023/24 indicate that attainment is very weak in Phase 2 (Y4-6) in Mathematics, and weak in Science and English. In Phase 3 (Y7-9) attainment is weak in Mathematics and Science, and very weak in English. In phase 4, attainment is very weak across all three subjects. There is non-alignment in English, Mathematics and Science with the school's internal attainment judgements in both phases 2 and 3.

Students' performance in Arabic is benchmarked through the Arabic Benchmark Test in years 6, 8 and 10. Attainment on ABT for the AY2023/24 is very good in years 6 and 8, good in Year 10 in the ENC and very good in Grade 9 in the CCSS curriculum.

Outcomes in Arabic and Islamic Education are benchmarked against Ministry of Education standards through the MOE assessments in Year 13 in the ENC classes Grade 12 in the CCSS Curriculum classes. Students' attainment in the MOE assessment for Arabic and Islamic Education is outstanding in Year 13 and Grade 12. Year 13 students also take the Arabic OL assessment in which they achieved outstanding attainment in the AY2023/24.

In Phase 4, Year 11 students in the ENC take the International General Certificate of Secondary Education IGSCSE assessments in English, Mathematics, Physics, Chemistry and Biology, results of which indicate outstanding attainment, except on IGCSE mathematics where attainment was very good. In years 12 and 13, they take the AS and AL assessments in Mathematics, Physics, Chemistry and Biology, on all of which attainment in the AY 2023/24 was weak.

Students enrolled in the Common Core State Standards curriculum, sit for the Measures of Academic Progress MAP assessment in English language use, English reading, mathematics and science in grade 9. Results indicate weak attainment across all in Fall and Spring of the AY2023/24. In Grade 12, students take Advance Placement AP assessments in Calculus, physics, chemistry and biology. Results of the AY2023/24 indicate that attainment was outstanding in calculus, very good in biology, good in physics and acceptable in chemistry.

International Assessments: TIMSS, PISA, PIRLS

15-year-old students participated in the PISA 2022 international assessments. The results in reading literacy at 480.7, mathematical literacy at 509.4, and science literacy at 500.2 are all exceeding the international standards however below the set targets.

In PIRLS 2021, Grade 4 students reached the Low International Benchmark level in Reading with a score of 465.

In TIMSS 2019, students in both grades 4 and 8 mathematics achieved a low international benchmark level with

scores 410.72 and 465.3 respectively. In science in Grade 4, students achieved below low international benchmark with a score of 385.02 and in Grade 8 science, achieved within the low international benchmark range with a score of 467.9.

Reading

There is a focus on improving reading skills across the school. The school has two libraries for students to access books. One library is located in the main building for phases 3 and 4 while the other is in the primary building for phases 1 and 2. There are about 5785 English books and 2393 Arabic books in the upper phase library. Of the Arabic books 1609 are fiction and 1784 are nonfiction. Students have access to the libraries to borrow books during their timetabled session, breaks or the one assigned lesson for free reading. There are about 6,609 books in the lower phase library, with 1609 in Arabic and about 5,000 in English. Library lessons rotate bimonthly between Arabic and English sessions.

The lower phases currently focus on meeting their reading goals through the Collins Big Cat program. Teachers have access to a resource room where they stock their classroom libraries and check out Collins Big Cat books to students based on their current reading levels. Students also have access to the online program Kutubee, where they can read stories at home in both English and Arabic, take comprehension exams, record themselves reading and track their reading levels.

In lessons, Song of Sounds is used to increase student phonemic awareness and reading skills. Phonics streaming lessons are timetabled to provide additional support for lower attainers. Key vocabulary is outlined in most lessons. Across the school a range of activities take place to promote reading. The school organizes competitions such as “The Hero of the Month Reader”, Chevron reading competition, summarizing stories and the Arab Reading challenge competition across the school. The use of the daily school radio and celebrated weeks (Arabic Language week and Reading week) aid in promoting students’ reading.

Strengths of the school

- Student attainment and progress in AFL, ASL, and Islamic Education have improved significantly, with progress in AFL reaching very good levels in phases 2 and 3.
- Students across all phases demonstrate positive attitudes towards learning, actively engaging and focused on their education.
- Students exhibit strong understanding of Islamic values and their relevance to contemporary UAE society while contributing to their community through volunteering and social initiatives.
- Teaching is particularly strong in phases 1, 3, and 4, leading to improved student achievement and the development of their learning skills.
- The school ensures student safety through rigorous safeguarding procedures, including child protection policy.
- The senior leadership team effectively communicates its vision and goals, ensuring alignment across all stakeholders and fostering a shared commitment to continuous school improvement.

Key Recommendations

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

- using assessment data more effectively to inform lesson planning to meet the needs of individuals and groups of students.
- ensuring planned lesson activities challenge higher-attaining students and support lower-attaining students consistently across all phases.
- incorporating opportunities for critical thinking, problem-solving, and independent learning, particularly in science lessons.
- improving students' extended writing skills across all phases by ensuring opportunities to write with proper grammar, punctuation, and language structure in both Arabic and English.
- providing students with more opportunities to collaborate in group work to develop teamwork and communication skills.
- ensuring students receive timely constructive written feedback in their assignments.

2. Engage students in greater ownership of their learning by:

- integrating self and peer assessment into lesson plans, particularly in Early Years and across other phases, to promote independent learning.
- allowing students to engage in interdisciplinary, open-ended projects that require innovation, creativity, and hands-on experiences.
- fostering a culture of research and investigation by planning more opportunities for independent and collaborative learning, particularly in science lessons.
- increasing opportunities for experiential learning, particularly in phases 2 and 3, to encourage forming hypotheses independently, making predictions and testing them.
- providing students with opportunities to set measurable learning targets and timelines for their own progress.
- Improving students' innovation and enterprise skills through extracurricular activities.

3. Ensure the curriculum is enriched and inclusive by:

- integrating cross-curricular learning opportunities that help students transfer knowledge and skills across subjects.
- tailoring curriculum modifications to meet the diverse needs of all students, including high achievers, gifted and talented students, and students with additional learning needs, including students of determination.
- incorporating UAE culture and heritage comprehensively into the curriculum to deepen students' understanding and appreciation of Islamic values and Emirati traditions.

4. Enhance the effective use of learning resources to improve student achievement by:

- enhancing the availability of high-quality teaching and learning resources, including digital resources, to meet students' diverse needs.
- providing hands-on resources and manipulatives in all subjects, particularly in KG and phases 1–3.
- reviewing teaching assistants' roles in KG to ensure they can effectively communicate and support students in Arabic lessons.
- 5. Strengthen students' personal and social development by:
 - promoting punctuality in arriving at school and lessons on time across all phases.
 - enhancing students' awareness of healthy eating, fitness, and environmental sustainability.
 - fostering appreciation for cultural diversity and providing opportunities for students to learn about other cultures.

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	Good	Good	Very Good ↑	Very Good ↑
	Progress	Very Good	Very Good ↑	Very Good ↑	Very Good ↑
Arabic as a second language	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Very Good ↑	Very Good ↑	Very Good ↑
UAE Social Studies	Attainment	Not Applicable	Very Good	Very Good	Good
	Progress	Not Applicable	Very Good	Very Good	Very Good
English	Attainment	Good	Good	Good	Good ↓
	Progress	Very Good ↑	Good	Good	Very Good
Mathematics	Attainment	Good	Good	Good	Good ↓
	Progress	Very Good ↑	Good	Good	Very Good
Science	Attainment	Good ↑	Good	Good	Very Good
	Progress	Good ↑	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	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Very Good

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good	Good	Very Good ↑
	Progress	Very Good	Very Good ↑	Very Good ↑	Very Good ↑

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against the 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 does not administer external assessments for Islamic education for FS and years 1 - 12. The results of the MoE national examination for Year 13 at the end of the AY 2023/24 indicate that most students attain levels above curriculum standards.
- In lessons and their recent work, the majority of students in phases 1,2, 3 and large majority of students in Phase 4 demonstrate knowledge of Islamic principles, etiquette, the Quran, and Hadith above curriculum standards.
- Over the past three years, the school's internal attainment data indicates that most students consistently attain above the MoE curriculum standards in all phases. MoE examination results indicate consistent outstanding attainment over the past three years.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in all phases make better than expected progress over time and from their starting point at the beginning of the academic year.
- In lessons and in their recent work, the large majority of students make better than expected progress in developing their knowledge of Islamic principles, etiquette, Quran, and Hadeeth. However, students in phases 2, 3, and 4 do not make rapid progress in developing accurate recitation skills with proper Tajweed

rules.

- The school's analysis of internal progress data indicates that all groups of students, including those with additional learning needs and students of determination, generally make similar progress. Most boys, girls, and Emirati students and students with additional learning needs, including students of determination, make better than expected progress across all phases. Similarly, most gifted and talented students make better than expected progress in phases 2, 3 and 4, with none identified in Phase 1. While most low attaining students in phases 2 and 4 make better than expected progress, most in Phase 3 make the expected progress. Most high attaining students across phases make better than expected progress, except students enrolled in the CCSS curriculum in Phase 4, less than three-quarters of whom make the expected progress.

Next Steps:

1. Enhance students' understanding of the principles in Surahs and Hadeeth in Phase 2.
2. Strengthen students' ability to independently explain the meanings of vocabulary in Surahs and Hadith in Phase 3.
3. Accelerate students' progress in mastering accurate recitation skills with proper Tajweed rules.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students attain levels above curriculum standards across all phases. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The (MoE) examination results for the AY2023/24 indicate that most Year13/Grade 12 students attained higher than the MoE standards. Arabic OL results in the AY2023/24 indicate that most Year 13 students who took the assessment attained level above curriculum standards. Results of the Arabic Benchmark Test (ABT) the AY 2023/24 indicate that a large majority of students in years 6 and 8 and a majority in Year 10 attained levels above national and international standards, while a large majority of Grade 9 students in the CCSS curriculum attained above national and international standards.
- In lessons and in their recent work, a majority of students in phases 1 and 2, and a large majority of students in phases 3 and 4 demonstrate listening, understanding, reading, speaking and comprehension skills above curriculum standards. However, students in Phase 1 face difficulty in accurately writing words and observing their directional writing. Students in phases 2, 3, and 4 in both curricula develop a secure understanding of age-appropriate narratives, stories, and poems and identify main ideas. However, students in phases 2 and 3 face difficulty in fluent reading and accurate reading observing grammar rules. Students' extended writing skills applying language structures and grammar rules across phases 2, 3, and phase 4 in both curricula are less developed.
- Over the last three years, the school's internal assessment data indicates that attainment in phases 2, 3 and 4 has been consistently outstanding. In Phase 1, students' attainment has seen an improvement from very good in the AY2021/22 to consistently outstanding over the last two years. Attainment in the MoE examination has consistently been outstanding in Year 13 of the ENC and Grade 12 of the CCSS curriculum over the past three years. Arabic OL assessment results for Year 13 have been consistently outstanding over the past three years.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students across all

phases make better-than-expected progress over time from their starting point.

- In lessons and in their recent work, the large majority of students across all phases make better than expected progress in developing their listening, reading, speaking and comprehension skills. Students do not make rapid progress in developing their accurate and extended writing across all phases.
- The school's internal assessment indicates that most girls, Emirati students and students with additional learning needs, including students of determination, across all phases make better than expected progress. Most boys in phases 1, 3 and 4, and the large majority in Phase 2 make better than expected progress. Similarly, most gifted and talented students in phases 2, 3 and 4 make better than expected progress, with none identified in Phase 1. Most high attaining students across phases make better than expected progress, except students in Phase 4 in CCSS curriculum the majority of whom make better than expected progress. While most low-attaining students in Phases 2 and 4 make better than expected progress, most low-attainers in Phase 3 make the expected progress. In lessons, higher-attaining students do not consistently make sufficient progress from their starting points, and lower-attaining students face challenges in accelerating their learning due to limited opportunities. Nevertheless, boys, girls, and Emirati students demonstrate equal and better-than-expected progress during lessons.

Next Steps:

1. Develop students' writing and reading fluency across all phases.
2. Differentiate support for higher and lower-attaining students to maximize progress.

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	Very Good 	Very Good 	Very Good 

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 indicates that most students across phases 2, 3, and 4 attain levels above grade-level expectations. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school does not benchmark students' attainment in Arabic as a Second language against any external or standardized assessments.
- In lessons and students' work, the majority of students in phases 2, 3, and 4 demonstrate listening, understanding, reading, and writing skills above expectations.
- Over the last three years, the school's internal assessment data indicate consistent outstanding attainment across phases 2, 3, and 4.
- The school's analysis of internal assessment data for the AY 2023/24 indicates that most students in phases 2, 3, and 4 make better-than-expected progress over time and from their starting points.
- In lessons and their recent work, the large majority of students in phases 2, 3, and 4 make better than expected progress in gaining secure listening, understanding, writing, and reading skills. However, students in all phases do not make rapid progress in developing their speaking and conversation skills.
- The school's analysis of progress data indicates that most boys, girls, and high attainers make better than expected progress across phases 2, 3, and 4, except boys and high attainers in the CCSS curriculum, most of whom make the expected progress. Most low attainers in phases 3 and 4 in the ENC make the expected progress. The school has not identified lower-attaining students in Phase 2 and Phase 4 CCSS. Students with additional learning needs, including students of determination, are not identified in ASL in the NCE phases. However, in the Phase 4 CCSS curriculum, most students make better than expected progress. Most gifted and talented students in phases 2 and 3 make better than expected progress, with no students identified in phase 4 of either curriculum.

Next Steps:

1. Strengthen students' ability to write complex paragraphs by enhancing their application of grammatical rules.
2. Accelerate students' progress in developing speaking and conversational 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	Very Good	Very Good	Good
	Progress	Not Applicable	Very Good	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 2 and 3 and in Phase 4 in the CCSS curriculum attain levels above curriculum standards. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school does not administer any external assessments for social studies.
- In lessons and in their recent work, the large majority of students in phases 2 and 3 and the majority in Phase 4 in the CCSS curriculum demonstrate knowledge, skills, and understanding that are above the MoE curriculum standards.
- Over the last three years, the school's internal assessment data indicates consistent outstanding attainment in phases 2 and 3 and in Phase 4 in the CCSS curriculum.
- The school analysis of internal assessment data for the AY2023/24 shows that most students in phases 2 and 3 and in Phase 4 in the CCSS curriculum make better-than-expected progress over time from their starting points.
- In lessons and their recent work, a large majority of students in phases 2 and 3 and in Phase 4 in the CCSS curriculum make above the expected progress in developing their understanding of the UAE geography, history, culture, and wider Gulf region.
- The school's analysis of internal assessment data indicates that boys and Emirati students make similar progress, as most in phases 2 and 3, and a large majority in Phase 4 in the CCSS curriculum make better than expected progress. Similarly, the progress of girls, students with additional learning needs, including students of determination, and gifted and talented (G&T) students is similar, with most in phases 2 and 3, and in Phase 4 in the CCSS curriculum making better than expected progress. The data also indicates that most high-attaining students in phases 2 and 3 make better than expected progress, while less than three-quarters in phase 4 in the CCSS curriculum make the expected progress. While most low-attaining students in Phase 4 in the CCSS curriculum and the majority in Phase 1 make better than expected progress, most low-attaining students in Phase 3 make expected progress.

Next Steps:

1. Implement targeted differentiation strategies to support low-attaining students and extend high-attaining students' learning.
2. Address the misalignment between internal assessment results and observed skills in lessons.

English

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Good	Good	Good	Good ↓
	Progress	Very Good ↑	Good	Good	Very Good

Findings:

- The school’s analysis of internal assessment data at the end of the AY2023/24, against the EYFS and the National Curriculum standards for English indicates that most students in phases 1, 2 and 3 attain above curriculum standards. Internal assessment data for Phase 4 against the American CCSS indicates that most students attain above curriculum standards. These high levels of attainment do not fully align with the levels of students' knowledge, skills and understanding observed in lessons.
- In GL-PTE progress tests for the previous academic year, less than three-quarters of students in phases 2 and 4 and few students in Phase 3 attained levels that are in line with international standards. In IGCSE examinations, most Year 11 students attain above curriculum standards in English as a second language examination. In Grade 9 under the CCSS curriculum, less than three-quarters of students attain levels that are in line with national and international standards in English reading and language use in the most recent MAP test in the Spring of the AY2023/24. In PIRLS 2021 assessment, Year 5 students achieved a score of 465 which is in the low benchmark range. In PISA 2022, 15-year-old students attained a score of 480.7 which exceeds the international standard but is below the school’s target.
- In lessons and their recent work, the majority of students in phases 1, 2 and 3 demonstrate knowledge, skills and understanding that are above curriculum standards. In Phase 4, under the CCSS curriculum, the majority of students attain levels that are above curriculum standards. Students across all phases demonstrate progressive development in English language skills. In Phase 1, students build foundational literacy by developing proper letter formation, answering comprehension questions, and expressing thoughts in basic sentences, while also beginning to develop reading skills. Phase 2 students advance to reading and understanding short texts, pronouncing words accurately, and explaining the meaning of key vocabulary. In Phase 3, students confidently engage in discussions, share opinions, and enhance their reading comprehension, incorporating some research skills. Phase 4 students perform text analysis, exploring visual imagery and figurative language to deepen their understanding of complex texts.
- Internal assessment information over the past three years indicates that students’ attainment in Phase 3 and in CCSS in Phase 4 has been consistently outstanding. In Phase 1, students’ attainment improved from very good in the AY2021/22 to outstanding in the past two years. Similarly in Phase 2, students’ attainment improved from very good in the AY2021/22 and 2022/23 to outstanding in the last academic year. In GL-PTE

and MAP assessments, students' attainment has consistently been weak over the past two years. Students' attainment on IGCSE English has however been outstanding over the past three years.

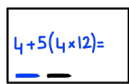
- The school's internal assessment data indicates that most students in all phases make better than expected progress relative to their starting points.
- Based on lesson observations and scrutiny of students' work, a large majority of students make better than expected progress in phases 1 and 4, and a majority in phases 2 and 3 make better than expected progress.
- The school's analysis of internal progress data shows that most boys, girls, Emiratis, and students with additional learning needs, including students of determination across phases make better than expected progress. Similarly, most gifted and talented students make better than expected progress in phases 2, 3 and 4, with no identified gifted and talented students in Phase 1. While most low attainers in Phase 4 and the large majority in Phase 3 make better than expected progress, most low attainers in Phase 2 make the expected progress, and no low attainers are identified in Phase 1. Most high attainers in phases 1, 2 and 3, and a majority in Phase 4 make better than expected progress.

Next Steps:

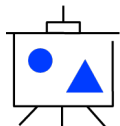
1. Provide personalized support for low-attaining students in Phase 2 and underperforming students in phases 3 and 4 to accelerate their progress.
2. Strengthen reading and language skills through evidence-based practices, particularly for Phase 2 students, to improve foundational literacy and performance in assessments like PIRLS.
3. Expand challenge for high-achieving students across all phases to ensure their progress is up to their capability.

Mathematics

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



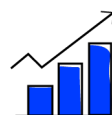
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Good	Good	Good	Good ↓
	Progress	Very Good ↑	Good	Good	Very Good

Findings:

- The school's internal assessment data at the end of the AY2023/24 measured against the English National Curriculum and against Common Core State Standards indicates that most students across phases attain levels that are above curriculum standards. These high levels of attainment are not in line with students' knowledge, understanding and skills observed in lessons.
- Results of the GL-PTM assessment of the AY 2023/24 indicate that less than three-quarters of the students in Phase 3 and few students in phases 2 and 4 attain levels that are in line with the curriculum standards. In IGCSE mathematics assessments, the large majority of Year 11 students attain levels above national and international standards, whereas less than three quarters of the students in years 12 and 13 attain in line with national and international standards in AS and AL mathematics assessments. Less than three quarters of the students in Grade 9 attain levels in line with the curriculum standards on the latest MAP test in the Spring of the AY2023/24. Most Grade 12 students taking AP Calculus assessment in the AY2023/24 attained levels above the curriculum standards. In TIMSS 2019, Grade 4 students scored at 410.72 and Grade 8 students scored at 465.3, both of which are within the low international benchmark range. 15-year-old students scored 509.4 in PISA 2022 which exceeds the international standard but is below the school target at 557.6.
- In lessons and most recent work, the majority of students in all phases demonstrate levels of knowledge, skills and understanding that are above the curriculum standards. KG2 students demonstrate secure foundational skills in numeracy, reading, writing, ordering, and comparing numbers, however, they could benefit from more opportunities to develop critical thinking and problem-solving skills. Phase 2 students display procedural fluency by performing calculations using decimals, percentages, fractions, and whole numbers. Phase 3 students build on these skills by making connections between numerical relationships and variables. Phase 4 students apply their conceptual understanding, thinking logically and critically to explore relationships among concepts and real-world situations. They demonstrate mathematical reasoning and reflect on possible error analysis.
- Over the past three years, the school's internal assessment data indicates that students' attainment has consistently been outstanding in phases 1, 3 and 4, both in the ENC and CCSS curricula. In Phase 2, students' attainment improved from very good in the AY2021/22 to outstanding in the last two years. GL-PTM data indicates weak attainment over the past two years. IGCSE Mathematics data indicates consistent very good attainment in Year 11 over the past three years, whereas, AS and AL Mathematics data indicates consistent

weak attainment in years 12 and 13. MAP assessments data indicates weak attainment in Grade 9 over the last three years. AP Calculus data indicates that Grade 12 students' attainment on the test regressed from outstanding in the AY2021/22 to weak in the AY2022/23 and improved again to outstanding in the last academic year.

- The school's analysis of internal progress indicates that most students in all phases make better than expected progress in relation to the individual starting points at the beginning of the academic year.
- In lessons, a large majority of phases 1 and 4 students and a majority of phases 2 and 3 students make better than expected progress.
- The school's analysis of the progress of different groups of indicates that most boys, girls and students with additional learning needs, including students of determination, make better than expected progress across phases and under both ENC and CCSS in Phase 4. Most Emirati students make better than expected progress in phases 1, 2, and 3 and in Phase 4 in relation to the CCSS. Most gifted and talented students make better than expected progress in phases 2 and 3 and in Phase 4 in relation to the ENC and CCSS. No gifted and talented students are identified in Phase 1. Most high attainers make better than expected progress in phases 1, 2, and 3; however, the majority make better than expected progress in Phase 4 in relation to the CCSS. Most low attainers make better than expected progress in Phase 4 in relation to the CCSS, whereas the large majority in Phase 2 make better than expected progress, and most in Phase 3 make the expected progress.

Next Steps:

1. Increase the use of hands-on materials and manipulatives across all phases, with particular emphasis on phases 1, 2 and 3.
2. Provide more opportunities for higher order thinking and problem solving where students apply their knowledge and skills to real world examples.
3. Implement focused interventions to raise students' attainment levels in phases 2 and 3 in GL-PTM and MAP assessments by analyzing assessment data and addressing specific gaps in understanding and skills.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

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

Findings:

- The school's internal assessment data against the ENC standards at the end of the AY2023/24 indicates that most students in phases 1, 2 and 3 and in Phase 4 biology attain levels that are above curriculum standards, while the large majority of Phase 4 students attain levels above curriculum standards in physics and chemistry. Data measured against the CCSS indicates that most students in phase 4 attain levels above curriculum standards in physics, chemistry and biology.
- GL- PTS assessment of the AY2023/23 results indicate that less than three-quarters of students in phases 2 and 3 and few students in Phase 4 attain levels that are in line with national and international standards. In IGCSE examination, most Year 11 students attain levels that are above national and international standards in physics, chemistry and biology. Whereas, in the AS and AL levels less than three-quarters of years 12 and 13 students attain levels that are in line with national and international standards in physics, chemistry and biology. In the most recent MAP test, in the Spring of the AY2023/24, less than three-quarters of Grade 9 students attain levels that are in line with national and international standards. In AP examinations, the majority of students attain levels that are above national and international standards in physics and the large majority of students attain levels that are above national and international standards in biology and most students attain levels that are in line with national and international standards in chemistry. In PISA 2022, 15-year-old students attained a score of 500.2 which exceeds the international standard but does not meet the school target at 556.1. In TIMSS, Grade 4 students scored 385.2 which is below the low benchmark, and Grade 8 students scored in the low benchmark with a score of 467.9.
- In lessons and their recent work, the majority of students in phases 1, 2 and 3, and the large majority in Phase 4 demonstrate levels of knowledge, skills and understanding that are above curriculum standards. In KG, the students' dependence on the teacher limits their ability to be innovative and deepen their scientific learning skills, and limited exposure to real life objects restricts them from making real world connections. Students' skills in writing hypotheses, making predictions, and experimenting independently are still underdeveloped, this is due to inconsistency in the opportunities provided in lessons.
- Over the past three years, the school's internal assessment data indicates that student attainment is consistently outstanding in phases 1, 2 and 3 and in Phase 4 against CCSS. Students' attainment in Phase 4

against ENC standards regressed from outstanding in the AY2021/22 to very good in the last two academic years in chemistry, it regressed from outstanding in the AY2021/22 and 2022/23 to very good in the last academic year in physics, and was fluctuating in biology; regressing from outstanding in the AY2021/22 to very good in the AY2022/23 and returning to outstanding again in the AY2023/24. GL-PTS data indicates that students' data has been consistently weak over the past two years. Year 11 students' attainment in IGCSE physics has consistently been outstanding in the last three years, while in AS and AL physics, attainment of years 12 and 13 students improved from good in the AY 2021/22 to very good in the AY2022/23 and regressed to weak in the last academic year. In IGCSE chemistry and biology, students' attainment regressed from outstanding in the AY2021/22 to very good in the AY2022/23 and improved again to outstanding in the AY2023/24. Whereas attainment in AS & AL chemistry and biology has been consistently weak over the past three years. MAP assessment data indicates that Grade 9 students' attainment has consistently been weak over the past three years. AP physics data is only available for the last academic year indicating good attainment by Grade 12 students. Students' attainment in AP biology demonstrates an upward trend improving from weak to acceptable and very good over the past three years. Also, in AP chemistry, students' attainment improved from weak in the AY2021/22 to acceptable over the past two years.

- The school's internal assessment information indicates that most students make better than expected progress in relation to their individual starting points at the beginning of the academic year in all phases, which also includes physics, chemistry and biology in phases 3 and 4 against ENC and CCSS.
- Based on lessons and students' work scrutiny, the majority of students in phases 1, 2 and 3, and the large majority of students in Phase 4 make better than expected progress in relation to appropriate learning objectives aligned with the curriculum standards.
- The school's internal progress data indicates that most boys, girls and students with additional learning needs, including students of determination, make better than expected progress across phases and in relation to both ENC and CCSS in Phase 4. Most Emirati students make better than expected progress in phases 1, 2 and 3, and in relation to CCSS in Phase 4. Most gifted and talented students make better than expected progress in phases 2 and 3, and in relation to CCSS in Phase 4. No gifted and talented students are identified in Phase 1. While most high attainers make better than expected progress in phases 1, 2 and 3 and in relation to ENC standards in Phase 4, the large majority of high attainers in Phase 4 make better than expected progress in CCSS biology, and less than three-quarters of high attainers make the expected progress in relation to CCSS physics and chemistry. While the majority of low attainers in Phase 2 make better than expected progress, most low attainers in Phase 3 make the expected progress across sciences. Most low attaining students in Phase 4 make the expected progress across sciences in relation to ENC standards, and most make better than expected progress in relation to CCSS across sciences.

Next Steps:

1. In KG, ensure students develop independent learning by engaging in simple practical activities and making connections to real life.
2. Provide more opportunities for experiential learning where students can predict, write hypotheses independently and test their hypotheses.
3. Provide the appropriate support to improve students' achievement on external assessments.

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:

- Students across phases demonstrate strong enthusiasm for learning and a proactive attitude toward their education. This is evident in their engagement in lessons, timely completion of tasks, and participation in school activities. In Phase 2, most students take responsibility for their learning by working collaboratively with peers for short periods of time, particularly in science. In Phase 4, target setting is more structured, helping students prepare effectively for board examinations. However, in Phase 2, the consistency in following up on targets, particularly in students' notebooks, requires further development to maximize their progress.
- Students engage in purposeful and productive interaction and collaboration in various learning situations to achieve common goals in all phases. They effectively communicate their learning. Students in all phases interact and collaborate well in a range of learning situations such as in lessons, science labs, in developing projects, and other inhouse events. Group work is common in majority of the lessons, where students discuss and debate various curricular themes in almost all subjects. Phase 4 students lead school events, assemblies, science projects and science fairs, and represent the school confidently in various events. In KG, students can collaborate and work with each other for short durations.
- Subject leaders follow a collaborative approach in developing interdisciplinary connections in their curriculum documents. Links are planned for different curricular areas, including sports and art, however, in lessons these are not discussed in depth to ensure transfer of learning. Students often draw meaningful connections between different areas of learning and relate these insights to their broader understanding of the world. Links to national identity are strong and effectively used in most lessons. Students occasionally quote from real life experiences, indicating their understanding of the concepts. Students' ability to see connections between different areas is inconsistent and limited in most subjects, particularly in Phase 2.
- Students demonstrate innovation and enterprise, utilizing research skills alongside learning technologies effectively, particularly in phase 4, where these are central to their learning. Phases 2 and 3 students are developing these skills through activities like problem-solving questions and discussions on "Big Ideas." The school fosters research skills and technological proficiency through initiatives such as the Innovation Room, science fairs, and programming lessons using Scratch and Python programming languages. Chrome books support independent research in phases 2 and 3, while Phase 4 students apply technology to design sustainable projects. However, KG offers limited opportunities to promote higher-order skills, and efforts to integrate critical and reflective thinking across all phases are ongoing. These initiatives collectively prepare students with essential 21st-century skills.

Next Steps:

1. Guide students in setting meaningful and achievable targets with specific timelines.
2. Ensure the links planned in lessons are discussed in detail to enable meaningful transfer of learning.
3. Ensure students develop innovative and independent learning skills through open-ended interdisciplinary projects that allow them to explore and learn through hands on experience.

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:

- Across the school, students have positive attitudes towards learning and are keen to be engaged in learning. They are self-reliant and most of the time work independently without close supervision. They respond well to teachers' feedback in the classroom. However, opportunities to actively share critical feedback with their peers are inconsistent.
- Students demonstrate respectful behavior throughout the school, showing cooperation in resolving difficulties. School rules are followed both in and outside of lessons. However, students in the boys' section generally require more intervention to maintain self-discipline. Students report that bullying is rare, and when incidents occur, action is taken immediately.
- Relationships across the school are respectful and friendly among students and with staff. Students are sensitive to the needs and differences of others, including those with special needs. They are helpful to their peers and others both during lessons and outside the classroom.
- Across the school, students demonstrate a sound understanding of safe and healthy living. They promote this understanding during assemblies, sports activities, and various initiatives and competitions. They demonstrate wise choices in what they bring in lunch boxes that show nutritious food. However, a few students need further support to reach the optimal levels of health and fitness.
- Overall attendance in the school is very good with a percentage of 96%. However, there is a need to strengthen strategies for promoting punctuality, as some students frequently arrive late to classes. This affects their ability to fully engage with lessons from the start and disrupts the learning environment for others.

Next Steps:

1. Expand students’ opportunities to actively share critical feedback with their peers across all phases.
2. Raise students’ awareness healthy eating and fitness across all phases.
3. Enhance students' punctuality in arriving at school and their lessons on time across all phases.

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 demonstrate a clear understanding and appreciation of Islamic values and how they influence the contemporary society in the UAE. Students listen attentively to Holy Qur'an in the morning assembly and in Islamic lessons. Students' participation in celebrating Islamic occasions, their displays in classes and throughout the school help students understand the practical application of Islamic principles in UAE contemporary contexts. However, there is scope to increase and enhance activities to further deepen their understanding and integration of Islamic values into daily life in the UAE.
- Students are consistently respectful for and knowledgeable about the UAE's heritage and culture. They sing the National Anthem with respect and pride. The various displays and models and corners representing UAE heritage around the school promote understanding and awareness of the Emirati culture. In lessons, students consistently link their learning to the life, culture and society in UAE. Students participate in cultural events and national occasions, such as Flag Day, Martyr Day and UAE's National Day. Students can however benefit from additional activities to further enhance their understanding of the Emirati culture.
- The majority of students are Emiratis with other students from diversified cultures across the world. Students have a deep understanding and appreciation of their own culture; and can describe the aspects in which their cultures are similar to and different from other cultures. Students embrace the diversity of cultures in their school. However, they are less secure in their understanding of other cultures. The school features heritage corners representing different cultures in hallways. However, students can benefit from extended initiatives and activities to promote their understanding of other cultures.

Next Steps:

1. Increase cultural activities that promote students' appreciation and understanding of Emirati culture and heritage.
2. Further, students' participation in activities that deepen their appreciation and awareness of Islamic values and how these influence life in the UAE should be extended.

Social responsibility and innovation skills

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

Findings:

- Students of all phases actively engage in various volunteering activities and social contributions, positively impacting their school and the broader community. Each phase has dedicated volunteering teams responsible for organizing and managing specific events and tasks. Phase 4 students' volunteering efforts extend to the school's logistical needs, with students managing traffic and participating in clean-up initiatives with Al Ain municipality. Furthermore, Grade 12 students collaborate with the waste management team to donate unused books, showcasing a commitment to environmental stewardship. Students of all phases also participate in national events. KG students engage in celebratory activities during the holy month of Ramadan. Students develop organizational, social, and civic responsibility through these initiatives, benefiting their school and local community.
- Students demonstrate a positive work ethic by responding to the school's behavior policy, participating in Moral and Social Studies classes, and engaging in activities like morning assemblies and classroom tasks. Their engagement is encouraged through certificates and rewards for individual and group achievements. Students across grades showcase innovation and critical thinking through problem-solving tasks, STEM activities, and projects in programming and robotics, with Phase 3 students excelling in Python and robotics. Phase 4 students exhibit entrepreneurial skills by preparing business plans and organizing school events where they manage programs and reward younger participants, fostering a culture of leadership and enterprise. Younger students also display emerging leadership qualities as student council members, although enterprise-related opportunities could be expanded to further enhance these skills.
- Students demonstrate environmental awareness and sustainability skills by participating in school assemblies and art-from-waste competitions. The school plans an emerging sustainability curriculum to enhance students' knowledge of the environment and sustainability. KG students engage in recycling activities, while Phase 1 students creatively use recycled materials to construct models and simple machines, promoting eco-friendly practices. Phase 4 students lead advanced initiatives, including waste, water, and energy audits, and research carbon emissions from petrol and electric cars, showcasing their critical thinking and commitment to conservation. Their involvement in events like COP 28 further emphasizes students' engagement in addressing global environmental issues and preparing for responsible citizenship.

Next Steps:

1. Increase hands-on STEM activities and entrepreneurial initiatives across all phases to enhance innovation and enterprise skills.
2. Expand students' involvement in environmental projects through collaborations with external organizations.
3. Integrate social responsibility into the curriculum with real-world projects.

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 effectively apply their knowledge, creating learning environments pitched at the right age and stage. In KG, most teachers have secure subject knowledge to aid students in making good to very good progress. However, teaching strategies are sometimes instructional rather than student-centered and hands-on and involve students in their own learning, particularly in Phase 2. In Phase 4, teachers guide students to take more responsibility for their learning.
- Teachers across the school plan lessons that are curriculum-linked and cater to the range of abilities in classes. Resources are used effectively in most lessons to support progress, although digital presentation technologies are not always used effectively to support independent learning opportunities for students. Teachers across all phases manage the lesson time well, although time spent moving between classes does impact the teaching time.
- Teacher questioning is often targeted and wide-ranging. It develops deeper and more critical responses from a range of different student groups, supporting the development of higher-level thinking skills, particularly in the upper grades. However, in Phase 2, factual recall questions sometimes dominate. Teachers generally create opportunities for students to reflect on their peers and learning. A positive learning atmosphere is observed in most lessons.
- Teachers provide effective support and challenges for different groups of learners through differentiated groupings within the class, all with specific tasks and questions related to each group's abilities. Teaching assistants work with teachers to support students with additional learning needs, including students of determination and low-attaining students, ensuring they progress. However, high-attaining, gifted, and talented students are inconsistently challenged in core subjects.
- The school has a systematic approach for the development of skills through its 'Al Dhafra Learner Profile'. Teachers support students' use of a variety of strategies that build problem-solving skills and provide opportunities for students to reflect and improve their work, particularly in phase 4. Teachers regularly encourage students to think critically, find things out for themselves, and be more independent. However, this remains inconsistent across subjects and grades.

Next Steps:

1. Consistently incorporate hands-on, interactive teaching strategies and critical questioning techniques, particularly in Phase 2.
2. Provide the appropriate challenge for high-attainers and gifted and talented students, ensuring they make the progress they are capable of.
3. Enhance the use of digital technologies to promote independent learning and critical thinking in all phases.

Assessment

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

Findings:

- Internal assessment processes at the school provide valid and broad measures of students' academic progress against curriculum standards. Assessments are linked to the Early Learning Goals and National Curriculum for England for KG1-Grade 8. Students then can continue in the IGCSE and A level, although most students follow the American Common Core State Standards (CCSS) between grades 9-12. In Arabic medium subjects, MoE curriculum standards provide measures of students' progress. However, the variations in internal assessment results do not always align with what is observed in lessons and in students' work across all phases.
- The school has efficient processes for comparing its students' performance with those of students internationally. PISA (Program for International Student Assessment), PIRLS (Progress in International Reading Literacy Study), TIMSS (Trends in International Mathematics and Science Study), and MAP (Measures of Academic Progress) results are analyzed to identify performance and compare the school's students with students both locally and internationally. Students also have the option of sitting for IGCSE, A Level, and AP exams in Phase 4. Students' outcomes in the Arabic medium subjects are benchmarked against the Ministry of Education standards through the MoE examinations.
- Assessment data is analyzed in some depth to identify trends, patterns of attainment, and individual and group progress, in addition to identifying areas for improvement for both individuals and the cohort. This information is tracked systematically for groups and individuals over time. The resulting information is routinely shared so that teachers can evaluate performance and adapt their teaching accordingly.
- The majority of teachers use the assessment data to inform their teaching strategies, although this information is often general in nature. It does not always sufficiently enable teachers to personalize learning for individuals and groups of learners so that they can achieve even higher attainment and progress.
- Teachers offer verbal feedback to students in lessons, although the quality of written feedback in workbooks is inconsistent. In the best lessons, students are encouraged to participate in assessing their own learning and that of their peers, although time issues sometimes limit this practice. Levels of challenge offered to students are not always personalized to individual students, but when they are, new learning is clearly evident.

Next Steps:

1. Ensure that formative and summative assessment data are effectively used by teachers in lesson planning and in lessons.
2. Ensure providing timely constructive written feedback on students' work so that they are aware of next steps for improvement.
3. Provide students with appropriate levels of challenge in their learning activities to develop their independent learning skills and ownership of learning.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum has a clear rationale that aligns with the school and national vision, and the UAE national goals. The school uses the Early Years Foundation Stage (EYFS) in FS2 and the National Curriculum in England (NCE) for Year 1 through Year 13. The school provides an alternate pathway in grades 9 -12 that uses the Massachusetts Common Core State Standards (MA CCSS) for mathematics and English, the Next Generation Science Standards (NGSS) for science and offers Advanced Placement (AP) in mathematics and science. Arabic medium subjects follow the Ministry of Education (MOE) guidelines for Arabic, Arabic as a Second Language, Islamic Education, Social Studies and Moral Education. The curriculum is broad and balanced, developing knowledge, skills and understanding across all phases.
 - The curriculum is well-structured and planned to ensure a logical progression of concepts and content across key subjects throughout the phases. However, the transition between phases 2 and 3 curricular areas would benefit from a greater emphasis on the alignment of skills and knowledge. FS and Year 1 teachers support transitions by focusing on filling learning gaps during the first two weeks of school; however, more backward planning could be implemented to ensure these gaps are effectively closed.
 - The school offers a diverse and well-rounded curriculum designed to cater to a wide range of student interests and future aspirations. The curriculum offers a range of course options, including Java, Python, Animation, Video Editing, Business Studies, Arabic Poetry, French, Pure Mathematics, and AP courses including Computer Science, Chemistry, Physics, and Biology, Calculus AB and Pre-Calculus. Primary students take both Art and Music and are given an opportunity to choose between Geography and French in grades 5 through 8.
 - Cross-curricular links are thoughtfully planned and structured, incorporating real-world connections. However, learning skills are not consistently embedded into the curriculum across different subjects. Projects and learning activities that incorporate knowledge and skills from various subjects are developed inconsistently, which limits students' opportunities to connect topics, standards, and practices, and therefore apply their learning in different contexts. The EYFS curriculum is appropriately modified to include links to UAE culture and heritage; however, cross-curricular links are not planned, and there is limited connection between subjects.
-
- The school conducts an annual curriculum review, where grade-level and subject teachers meet regularly

to review aspects of the curriculum. While the curriculum generally provides sufficient support for most students to achieve their personal and academic development goals, the processes are not systematically and continuously developed.

Next Steps:

1. Ensure that curriculum progression and continuity are fully developed, with clear alignment of standards to learning objectives and student outcomes across all subject areas, with particular emphasis on the transition from phase 2 to 3.
2. Embed cross-curricular learning into all phases and subjects of the curriculum to clearly demonstrate the transfer of learning across subjects.
3. Establish and implement systematic curriculum review processes to strengthen support for students' personal and academic growth.

Curriculum adaptation

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

Findings:

- The curriculum has effective adaptations. The school utilizes internal and external assessment data to plan modifications of the curriculum to best meet students' abilities and needs using tiered activities. In Islamic Education and Arabic as a Second Language, differentiated activities are embedded in planning for individualized support and challenge. High achievers and gifted and talented students have some opportunities for personalized learning, but this is not consistently developed or implemented in lessons.
- The programs within the curriculum are planned so that the sequence and timing of the content maintain most students' interest. The school provides a range of activities and experiences across all phases, including sports and extracurricular clubs, as well as field trips and community partnerships. However, opportunities for entrepreneurship and innovation are limited and are not consistently integrated into the curriculum to benefit all students.
- Relevant links with Emirati culture are appropriately embedded through most aspects of the curriculum, enabling students to develop a clear understanding of the UAE society. In most lessons, teachers use examples connecting UAE culture and society or linking learning with relevant UAE contexts. The school is developing stronger links to the National Identity with learning experiences and visits to historical and cultural sites in the UAE, daily morning assemblies in all phases, and Arabic readings and poetry.

Next Steps:

1. Ensure curriculum modifications are tailored to meet all students' diverse needs and abilities, with particular attention to high achievers and gifted and talented students.
2. Create opportunities within and outside the school to enhance students' innovation skills and engagement with the wider community.
3. Integrate Emirati culture and UAE society more comprehensively into all aspects of the curriculum to fully develop students' understanding and appreciation of the UAE's culture and heritage.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has rigorous safeguarding procedures, including a written child protection policy which is shared with all staff, parents, and students through different means of communication. All staff members receive training on child protection and safeguarding and are required to sign a copy confirming their attendance. The school is effective in monitoring all forms of abuse through their Child Protection Online Management System (CPOMS) including bullying. Students feel safe and are confident to report any concern to teachers and the school counselor. Comprehensive and secure records of incidents and subsequent actions are maintained. Policies are regularly reviewed, and staff receive frequent training on updates or changes.
- The school provides a very safe, hygienic, and secure environment for the school community. Safety checks are regular and thorough, and the school meets all legal requirements, including conducting emergency and evacuation drills. Risk assessments are carried out for student activities. Students are effectively supervised throughout the school, on transportation, and during break times. However, there is room for increased rigor in this area.
- The buildings and equipment are very well-maintained. However, a small part in the playground is uneven. The school maintains comprehensive, secure, and up-to-date records with details of any action taken, such as medical records for all students with known medical conditions, which are stored digitally and signed by the parents. Medication is securely locked in a safe cabinet and administered by the nurse when necessary.
- The school is clean and very well maintained. Learning environments such as classrooms, science labs, computer labs and libraries are very well suited and support the educational needs of all students, including those with special educational needs and students in early years. Ramps and lifts are available in each building to ensure easy accessibility for all, including individuals with mobility issues.
- The school systematically promotes healthy living through awareness workshops for students and parents, as well as within the curriculum. A variety of healthy food options are provided in the school canteen. Teachers throughout the school check lunch boxes, though a few students still occasionally bring unhealthy foods. Students have opportunities for exercise during morning assemblies, PE lessons and sports days, but are not sufficiently encouraged to exercise more frequently beyond this. Shaded playground areas provide protection from the sun.

Next Steps:

1. Ensure that supervision of the students is rigorous throughout all the school day and on transportation to and from the school.

2. Enhance efforts to ensure that all students bring healthy food to school.
3. Encourage students to engage in physical exercise more frequently in school and beyond.

Care and support

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

Findings:

- Members of the staff have positive and purposeful relationships with all students. The school's systems and procedures for behavior management are effective in the girl's sections and phases 1 and 2. However, managing student behavior in the boys' section is adequate and requires more intervention. ClassDojo is used as a positive behavior management system but is inconsistent across the school. Bullying is rare and when incidents occur, they are addressed and monitored through their Child Protection Online Management System (CPOMS).
- The school's approach is successful in promoting very good attendance. Unexcused absences and punctuality issues are addressed immediately with parents through phone calls, emails, and meetings if required. The impact of the system is less effective regarding student punctuality. The school successfully monitors and analyzes student attendance and punctuality through CPOMS per ADEK guidelines. To promote attendance and punctuality the school shares the policy with parents through messaging, the school website and the principal's letter. Recognizing the need for further improvement in punctuality, the school has set this as a key target for the current year.
- The school has identified 1.28% of their students as students with additional learning needs, including students of determination, and less than 1% as having gifts or talents. Identification of students with special educational needs and gifted and talented is a thorough process of analyzing medical records, referrals from parents, teachers and student self-referrals, class observations, CAT 4 results and internal assessments.
- The school provides effective support for all students with special educational needs although In School Support Services (ISSS) are not provided. Individualized Education Plans (IEPs) are developed collaboratively with the Inclusion team, parents and teachers. They include personalized long- and short-term goals, time bound targets and an outline of curriculum modifications aligned with student's strengths and weaknesses, however they do not include review dates. A majority of Students of determination receive effective support in lessons. The quality support for students with special educational needs enables most students to make consistent academic progress and personal growth. The school provides appropriate support for students who are gifted and talented. The developed Advanced Learning Plans (ALPs) include personalized goals and notes for students and parents, but do not indicate curriculum modifications or parental involvement in the development of the plan. The school recognizes the need for further support of their gifted and talented students to further improve their personal and academic progress.
- The school routinely monitors the wellbeing and personal development of all students and provides them with effective personal and academic guidance. Students are offered 2 advanced curriculum options. The guidance counselor provides senior students with personal counseling sessions, career counseling sessions, guidance on elective courses, college applications and support classes. Parent evenings are offered by the guidance counselor raising awareness on exam equivalency and elective courses.

Next Steps:

1. Implement strategies to increase students' punctuality to school and lessons.
2. Further develop support for students with gifts or talents to ensure their needs are met.
3. Enhance behavior management systems to improve behavior in the boys' section.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good 

Findings:

- The senior leadership team, comprising the principal and vice principals, set a very clear direction, vision and purpose aligned to the curricular expectations of the school. This vision and statement of purpose is shared by the whole school community. There is a clear commitment to UAE's priorities and to the National Agenda. There are almost 40 students of determination enrolled in the school.
Plans are in place to further support students to succeed in international and standardized benchmarking examinations although currently, the alignment of these assessments with internal assessments is not consistent. The principal demonstrates a strong commitment to ensuring that staff and students alike are included, valued and respected. The school maintains an inclusive admission policy and effectively supports students with additional learning needs. All stakeholders have a sense of belonging to their school community.
- Senior leaders demonstrate a clear and thorough understanding of the curriculum and best practices in teaching, learning, and assessment. The senior leadership team, along with all other middle leaders and teachers, contribute to a positive learning environment and atmosphere across the school. They have established a positive learning culture focused on developing students' knowledge, understanding and learning skills. Students are encouraged to take responsibility for their own learning, although this element is still in the developmental phase. Tolerance, cooperation and guidance underpin the students' learning experience at the school.
- Relationships are positive between all stakeholders. Leaders delegate effectively, ensuring middle leaders are aware of their roles and responsibilities and will be held accountable for raising students' achievement along a structured and measured learning path. Middle leaders observe lessons and support teachers within their departments to help them improve, sometimes using a common performance management system, and a peer observation model. This is a particular focus with new teachers in the school. Communication within the school is professional and effective, at both a formal and informal level. There are regular departmental meetings, in addition to internal digital communication and conversations. Morale within the school is high.
- Most leaders have a clear understanding of what they need to do to improve the school, informed by the recommendations from the previous inspection report, ADEK evaluation criteria, and the school's development plan. Senior leaders have identified raising the achievement levels in science as a key area for improvement and have been targeting resources and professional development in this area. Overall, school leaders demonstrate a strong capacity to improve the school.

- Leaders hold staff to account through regular analysis of student's performance data, lesson observations and reviewing the effectiveness of how the bespoke learning resources are delivered to learners as they progress through their subject learning. Leaders at all levels are ultimately held accountable by the governing board, with a clear expectation of achieving results in a range of key performance indicators. The school has consolidated standards in most subjects, and has maintained high performance levels, especially in areas such as the levels of care and support provided for students. Leaders ensure that the school is compliant with statutory requirements.

Next Steps:

1. Ensure that the gap between internal and external examination performance is narrowed.
2. Enhance the opportunities provided in lessons where students are expected to take responsibility for their own learning.
3. Develop the peer observation program for teachers and establish a community of practice among teachers across the school, and with other schools in their group.

School self-evaluation and improvement planning

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

Findings:

- The school takes a systematic and accurate approach to self-evaluation. The self-evaluation process relies on using data gathered from a range of sources, including internal achievement data, external achievement data, lesson observation data, and stakeholder feedback. The senior leadership team involves staff, parents and the Board of Governors in the self-evaluation process. Senior and middle leaders display a secure understanding of the school's strengths and areas requiring improvement, which underpins the school development planning process.
- The monitoring of teaching and learning is a continuous process, incorporating informal walkthroughs that provide formative feedback and set targets, alongside formal observations that offer teachers constructive insights into their strengths and areas for development. This process enables school leaders to gain a comprehensive understanding of the overall quality of teaching and learning. The lesson observation tools are aligned with the UAE Inspection Framework, with a strong focus on students' achievements. However, there is scope for improvement in making the observation templates more evaluative rather than descriptive, ensuring they serve as a stronger foundation for meaningful and actionable feedback to teachers.
- The school development plan identifies specific areas for improvement and aligns with the six performance indicators of the UAE Inspection Framework. It outlines SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) targets, appropriate strategies, and success criteria, and it addresses the recommendations from the previous inspection report. The plan is comprehensive and builds upon the next steps identified in the self-evaluation. Additionally, departmental action plans and performance development plans are generally aligned with these priorities.
- The school has continued to show sustained improvement over time in many areas. The school has addressed almost all the recommendations from the previous report. Through SEF sub-committees, teacher and parent voice is now part of the school's self-evaluation process, although they could be involved in an earlier stage in the process.

Next Steps:

1. Ensure that stakeholders are involved in discussions about self-evaluation and planning early in the process.
2. Ensure that departmental action plans and performance development plans are aligned with the priorities that the school has identified.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- There are regular opportunities for parents to be actively and effectively involved in the life of the school both informally and more formally when monthly meetings are held. The Parent Council meets with the senior leaders of the school each month with agenda items that support the school and benefit all students discussed and minutes recorded. Parents help to coordinate and organize large school events such as National Day and charity events. Parents are very supportive of the school and feel that they are active partners in supporting their children. The strong links enable them to work in partnership in order to meet their children's academic and holistic development which they greatly value. Parents are aware of areas the school are working to improve, and their views are considered by the leadership team although some parents express the will to contribute at the start of the strategic planning process. Parents make a positive contribution in many aspects of school life and a strong and successful partnership between home and school is evident.
- The school's communication with parents is effective through a variety of communication methods such as the school website, Al Dhafra school app, WhatsApp groups, emails, and social media platforms. Parents receive immediate follow up from the school in order to address and resolve any identified academic or pastoral concerns swiftly. Parents feel empowered as partners and value the level of effective communication they have with the school. While parents of students of determination receive updates on their children's progress through Individualized Education Plans (IEPs), their involvement in setting goals for these plans remains an area for further development.
- Reporting on students' academic progress formally happens each term through written reports. These consist mainly of data. This is immediately followed by face-to-face parent-teacher consultations where report cards are discussed together with the social development of the student. Parents are very happy with the opportunities they have to discuss their children's progress but would appreciate more information on the reports detailing what they can do to help their children attain even higher.
- The school has established sustained and effective links with both the local and the broader community. The school cooperates with the local community wherever possible including supporting charitable acts and with government agencies such as ADEK which students benefit from. As part of the Al Dhafra group, the school also has networks across the UAE often taking part in sporting competitions between schools of the group. Partnerships are not yet developed internationally that would benefit the school beyond university applications.

Next Steps:

1. Review how report cards communicate next steps for student learning, ensuring parents understand how to better support their child's progress.
2. Expand the school's network and connections with national and international organizations that can positively support and impact students' academic and personal development.

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- The school's Board of Governors is very well structured and includes a wide representation from almost all stakeholders to ensure a high level of involvement in the functioning of the school. An Executive Committee holds decision-making authority within the Board. The Board is composed of the three principals from the Al Dhafra sister schools, an Arabic education consultant, a financial director, two school staff members, and two parents. Additionally, the Board may invite experts in specific areas as needed. Regular Board meetings keep members informed about the latest developments at the school.
- The Board holds the principal and senior leaders accountable for how the school performs, using information from regular reports, regular meetings of the schools in the group meetings, and stakeholder satisfaction surveys which makes the Board aware of how the school is progressing. Board members regularly visit the school to meet students, staff and parents. The Board has a particular focus on students' achievement, with information from this area shared at both Executive Committee and at Board meetings.
- The Board contributes positively to the school's leadership and direction. The Executive Committee has ensured that all staff members are suitably qualified and organizes regular, targeted professional development opportunities for both teaching and management staff, though topics could align better with the school priorities. While resources for teaching and learning are sufficient, the availability of digital technologies to support these purposes is limited. The Board effectively ensures that all statutory requirements are met at the school.

Next Steps:

1. Ensure the appropriate teaching and learning resources, including digital technologies, are available to support learners and learning across the school.
2. Ensure the professional development opportunities include topics that are subject-specific.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the school's day-to-day operations, procedures, and routines are well organized, fostering a conducive learning environment that enhances students' learning outcomes as well as their personal and social development. The routines, which include students' arrival, morning assembly, and departure, are well established. School leaders effectively fulfill their delegated responsibilities in their respective areas. These procedures and routines help create a calm and welcoming environment where staff and students can work respectfully together. The Senior Leadership Team (SLT) conducts regular walks around the school to ensure that all activities run smoothly. However, students' transition between classes in Phase 4 often results in lost learning time.
- The school is appropriately staffed, with all teachers qualified to teach their respective subjects effectively, although a few are less successful in delivering high-quality lessons. Teacher turnover is low, contributing to strong staff stability. The Senior Leadership Team (SLT) provides a detailed continuous professional development plan aimed at improving the consistency of teaching quality across all phases. However, the impact of these professional development initiatives on classroom practices is not yet fully realized. The SLT acknowledges the need for further efforts to ensure consistent, effective teaching across all phases and to enhance differentiation strategies that address the diverse needs of students from various groups.
- The school premises are effectively maintained and designed to meet the learning needs of students across all grades and phases. There are sufficient science laboratories, an adequately resourced library, and playing areas that are made safe for students with a shaded main playing area. The school is fully accessible for students with mobility difficulties. There are lifts throughout the school, enabling everyone to access all areas.
- The school is well-resourced to support effective teaching and learning. Most classrooms have smart boards with few rooms having a projector and white board, which teachers effectively use in their teaching. However, the integration of digital technologies to extend students' learning opportunities is limited. FS requires additional resources and hand-on-manipulatives to support students' play-based learning and discovery learning.

Next Steps:

1. Further enhance the effectiveness of continuous professional development on classroom practices to support the learning of all students from different groups.
2. Enhance the integration of digital technologies across the school to support best practices in teaching and learning.
3. Enhance resources in FS to support students' play-based and discovery learning.

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