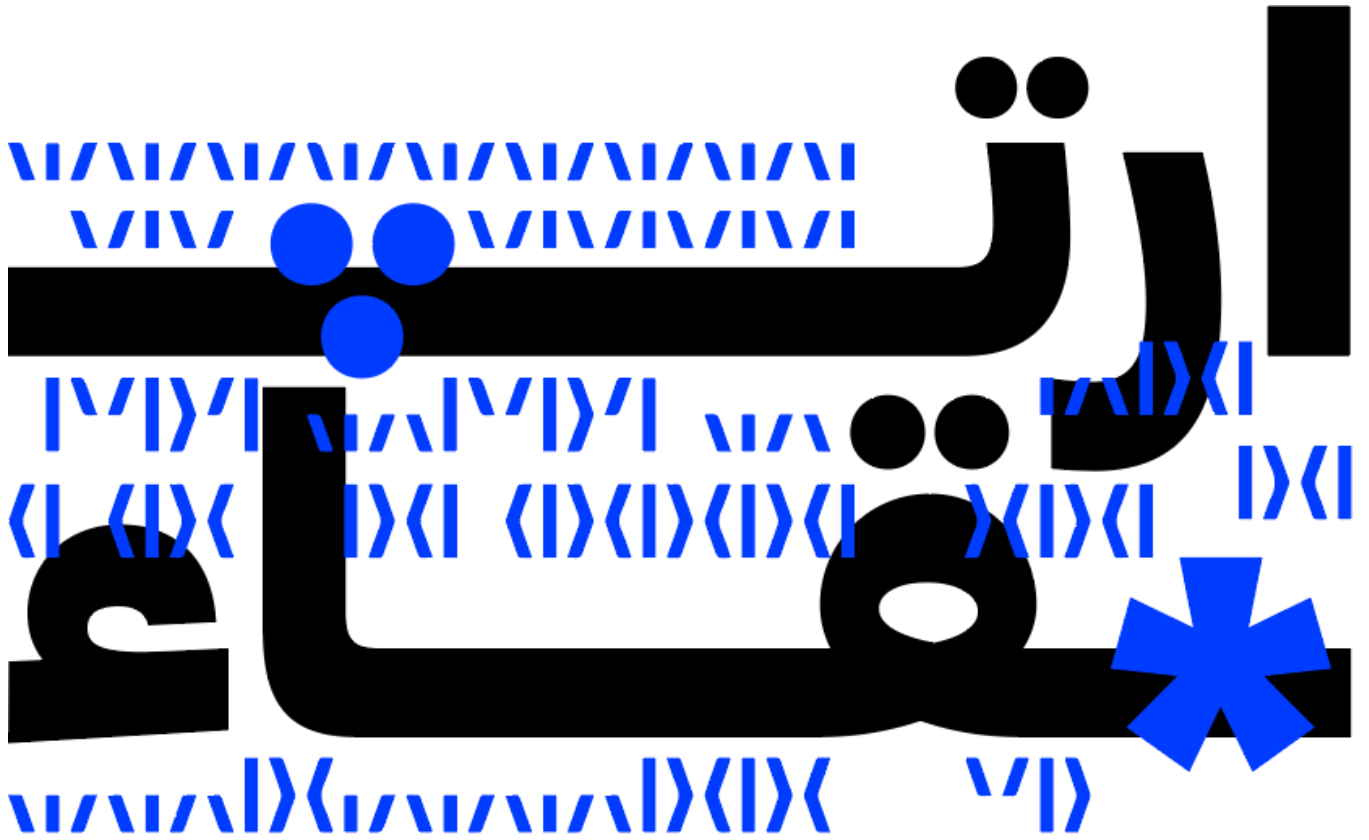




Irtiqa'a School Inspection

AY 2024/25

Al Eman Private School

Rating: Good

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School Information

General Information		
	Name	Al Eman Private School
	Esis Number	9092
	Location	650, Hazza' Bin Zayed The First St, Al Manhal, Abu Dhabi, 20045
	Website	http://www.imanpvtschool.com
	Telephone	024436723
	Inspection Dates	14 to 17 Oct 2024
	Curriculum	MoE (UAE)

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	746
Number of Emirati students	4
Number of students of determination	22
Largest nationality group of students	Egypt - Syria - Jordan

Information On Teachers

Number of teachers	33
Nationalities	Egypt - Syrian Arab Republic - Jordan
Number of teaching assistants	5

Changes since the previous inspection

Since the previous inspection, the school's overall performance judgment has remained at good.

Overall achievement in Arabic medium subjects has remained steady, with some improvement observed in specific phases and no areas of regression. In Arabic as a first language, achievement levels have remained stable in Phases 1, 2, and 3, while Phase 4 has seen an improvement from acceptable to good. This improvement is largely attributed to students demonstrating stronger performance in internal and external assessments and in-class activities. Islamic education has consistently maintained a good rating across all phases. Similarly, social studies remain at a good level in Phases 2, 3, and 4, with Phase 1 not being evaluated.

English-medium subjects have shown overall improvement, with some phases maintaining their previous performance levels and none experiencing any regression. Achievement in English has improved from acceptable to good across all phases, driven by concerted efforts to enhance student's performance through opportunities to develop and apply their skills and foster higher-order thinking abilities. In Mathematics, achievement has remained steady at a good level in Phases 1 and 2, with attainment also at good in Phases 3 and 4. However, progress in Phases 3 and 4 has improved from good to very good. A similar trend is observed in science, where achievement in Phases 1, 3, and 4 remains steady at good. In phase 2, students' progress has improved to very good.

Students' learning skills remain at a good level across all phases. They are actively engaged in lessons and demonstrate responsibility for their learning. They work confidently and collaboratively with peers.

Performance Standard 2 (PS2) was not evaluated during the previous inspection, focusing on students' personal

and social development and innovation skills. These areas have been evaluated, with both elements including personal development and understanding of Islamic values, awareness of Emirati and global cultures, and receiving a rating of good. Students have positive relationships with their teachers and with one another. They generally have a broad knowledge of UAE history and traditions and a particular pride in their culture and identity. This is supported in lesson planning and the delivery of assemblies to enhance students' knowledge of UAE values and heritage. However, ratings for social responsibility and innovation skills is evaluated at an acceptable level across all phases.

Teaching has followed a similar pattern to learning, maintaining a good level across all phases, while assessment has regressed from good to acceptable. The assessment approach relies heavily on "knowledge-based" and "application-level" tasks, providing few opportunities for analysis or critical thinking, leaving students under-challenged. Feedback on students' work, both in class and in assignments, is inconsistent and lacks depth, limiting students' understanding of areas for improvement. Furthermore, assessment processes lack rigor, and the outcomes of internal assessments are insufficiently accurate, highlighting key areas requiring immediate attention as the school moves forward with its improvement plans.

Performance Standard 4 (PS4), which addresses curriculum design and adaptation, was not part of the previous inspection process. These areas have been assessed this year, with curriculum design rated as acceptable in Phases 1, 2, and 3, and good in Phase 4. The planned curriculum generally builds on students' prior knowledge and understanding, supporting continuity and progression, especially in phase 4 across most subjects. However, in KG, curriculum development is less robust, particularly in mathematics and science, where students are not adequately prepared for subsequent stages. Curriculum adaptation has been evaluated as good across all phases.

Health and safety measures, including child protection and safeguarding arrangements, have sustained a good rating. However, the care and support provided to students has regressed from good to acceptable. This decline is attributed to the low identification rate of students of determination at only 2.95%, coupled with the lack of in-school support services (ISSS) for students with additional learning needs, including those identified as students of determination.

Indicators of leadership and management have experienced regressions in judgments, with leadership effectiveness, self-evaluation and improvement, governance, and management regressing from good to acceptable, while partnerships have maintained a good level. Although leaders demonstrate a solid understanding of teaching strategies, their grasp of effective assessment practices is less developed, and their capacity for innovation and improvement remains acceptable. Recent efforts, including increased resources and targeted recruitment, aim to improve achievement; however, the impact on student outcomes has yet to materialize. There is an urgent need for all leadership levels to prioritize enhancements in teaching, learning, and assessment practices. To support this, middle leadership has been offered multiple training programs to strengthen their ability to monitor, guide, and accurately evaluate their colleagues' development. Additionally, the relationships among various leadership levels require reassessment to ensure they support the level of accountability necessary for meaningful improvement. Communication with parents is ongoing, with regular updates, attachments, and recommendations shared via multiple channels, including the school website, where monthly updates and a comprehensive parents' guide are provided at the start of each term.

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

The school is actively implementing plans to improve students' reading levels to enhance its performance in international assessments such as PISA and PIRLS. These efforts include supporting the Arabic and English language departments by introducing initiatives like the "First Five Minutes of Class" daily reading project to promote a culture of reading.

Special enrichment classes have been added to the schedule to support reading in Arabic, while dedicated reading sessions in classroom libraries have been arranged to strengthen English reading skills. Furthermore, students participate in external competitions, such as the Creative Reader Challenge and the Arab Reading Challenge, alongside internal competitions to foster reading engagement in both languages.

School leaders share targets on international assessments with all relevant staff, and workshops have been conducted to outline strategies for improvement. Senior leadership promotes and encourages teachers to implement opportunities for independent learning, critical thinking, and problem-solving skills across the school. Teachers are incorporating PISA-style questions into classroom activities to familiarize students with the terminology and format of these assessments. While the school awaits its TIMSS results, its commitment to improvement is evident through these focused initiatives.

Performance in standardized and international assessments

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

Standardized Assessments

The school benchmarks students' performance in grades 3 to 9 against national and international standards through the ACER IBT standardized assessment in Arabic, mathematics and science. The school further selects some students to sit for ACER IBT English assessment.

Results of the ACER IBT assessments in the AY2023/24 indicate acceptable attainment in Arabic, mathematics and science across cycles 1, 2 and 3.

Five students from Cycle 1 and 15 from Cycle 2 were selected to take the English ACER IBT assessment in AY2023/24. The results indicate acceptable attainment in Cycle 1 and weak attainment in Cycle 2.

International Assessments: TIMSS, PISA, PIRLS

The school conducted the PIRLS international test in the most recent cycle in 2021, achieving below the international benchmark with a score of 469. The school's target score for the 2026 cycle is set at 509.

15-year-old students participated in the PISA 2022 international assessments. The results in reading literacy at 382.3, mathematical literacy at 382.8, and scientific literacy at 390.3 are all below the international standards and below the set targets.

The TIMSS 2023 test was conducted for Grades 4 and 8, but the results have not yet been received.

Reading

The school's library, stocked with fiction and non-fiction in both English and Arabic, offers accessible resources, with all classes attending weekly sessions. A full-time librarian provides support and guidance, including helping parents find online reading resources.

The school has implemented a range of activities to support reading development. Reading is promoted through scheduled Arabic and English lessons in the library, with additional visits to the Book Fair and Al-Bahiya Library. Each day begins with a dedicated five minutes for reading, and the library hosts workshops with partners like the National Archive to enhance reading engagement. Events such as a reading carnival during Reading Month and the upcoming participation in the "Kitabi" platform provide further enrichment, while creative activities such as drawing and crafting story characters from clay make reading more interactive. Students participate in external

competitions, such as the Arab Reading Challenge, Creative Reader Competition, and Young Writer Competition in the Big Book, and internal events like My Mom Reads to Me and The Young Storyteller.

Initiatives such as Read with Me encourage parental involvement, and teachers across subjects model and promote reading for pleasure.

Arabic and English teachers are trained to teach reading, with phonics instruction extending through Grade 4. The curriculum emphasizes reading skills, particularly phonics, in early grades, and word banks in upper grades support subject-specific vocabulary. However, inconsistent tracking of reading levels and progress across subjects limits the effective integration of reading across the curriculum, and library use remains low among older students, especially boys. While reading is promoted actively through various initiatives and partnerships, the school lacks consistent assessment and tracking of students' reading progress, reducing the ability to fully evaluate these efforts' impact.

Strengths of the school

- The school has clear policies for all staff and students, covering child protection, cultural considerations, and cybersecurity.
- The school offers a welfare program for students and teachers that is continually enriched to support their well-being and development.
- The school maintains strong partnerships with parents, who actively support school initiatives and student learning.
- Students and teachers maintain positive relationships, creating a supportive and respectful environment throughout the school community.
- Students demonstrate positive behaviors and actively engage in initiatives that support diverse learner groups.

Key Recommendations

1. Enhance students' achievements to consistent very good by:

- differentiating learning activities to address the diverse needs of all students, including high- and low-attaining learners, across all cycles.
- using assessment data effectively to inform teaching strategies and monitor individual and group progress to close learning gaps.
- providing students with more hands-on, inquiry-based activities to develop their problem-solving, critical thinking, and independent learning skills.
- improving opportunities for extended writing across all phases, with a focus on grammar, punctuation, and sentence structure to support literacy development in both Arabic and English.

2. Improve curriculum design and delivery to meet the needs of all learners by:

- reviewing the curriculum to provide greater continuity and progression, particularly in transition from KG to Cycle 1.
- incorporating more planned meaningful cross-curricular links that integrate UAE culture, innovation, and environmental awareness.
- expanding curriculum choices in Cycle 3 to support students' transition and readiness for future education.
- integrating regular opportunities for students to develop their entrepreneurial, research, and innovation skills through project-based learning.

3. Enhance support and/or challenge to accelerate progress of all groups of students by:

- providing appropriate differentiated support strategies for groups of students not making the expected progress, including students with additional learning needs, low attainers, and gifted and talented students.
- providing teachers with training in responsive teaching strategies and personalized planning in line with IEPs and ALPs.
- expanding challenge for high-attaining students to accelerate their progress in cycles 1, 2, and 3.
- offering additional enrichment opportunities to foster the academic, and creative potential of gifted and talented students.

4. Strengthen leadership accountability and impact on school improvement by:

- establishing more robust self-evaluation processes to identify priorities and inform school development planning.
- providing targeted professional development for middle leaders to enhance their knowledge of best practices in teaching, learning, and assessment.
- reviewing and monitoring the effectiveness of school development plans to ensure impact on student achievement.
- fostering a culture of accountability focused on measurable student outcomes.

Overall School Performance: **Good**

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	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	Good	Good	Good	Good
Care and support	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school's analysis of internal assessment data for AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students attain levels above curriculum standards in KG and cycles 1, 2 and 3. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the cycles.
- The Islamic Studies (MoE) examination results for grades 3 to 9 students indicate that most students attain levels above curriculum standards.
- In lessons and their recent work, the majority of students across the school attain levels above curriculum expectations, demonstrating knowledge of the Holy Qur'an and Hadeeth, Seerah (life of the Prophet PBUH), and the Islamic values and principles.
- Over the past three years, the school's data shows that most students across KG and all cycles consistently attain above MoE curriculum standards.
- The school's analysis of their internal progress data in KG and across all cycles indicates that most students make better than expected progress over time or from their starting points against learning objectives aligned to curriculum standards.
- In lessons, in KG and across all cycles, majority of students make better than the expected progress in developing their knowledge of Islamic teachings and Seerah (life of the Prophet PBUH) and understanding of the Holy Qur'an.

- The school's assessment data indicates that, in KG and across all cycles, most boys, girls, and students with additional learning needs, including students of determination and gifted and talented students, make better than expected progress. A large majority of high attainers in Cycle 1 make better than expected progress, while most high attainers in cycles 2 and 3 only make the expected progress. Most low attainers in Cycle 1 and Emirati in Cycles 1 and 2 make better than expected progress.

Next Steps:

1. Enhance students' Quran understanding and recitation in Cycle 1.
2. Accelerate the progress of high-attaining students in cycles 1, 2, and 3.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data for AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students across all levels attain levels above curriculum standards. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the cycles.
- Grades 4 to 9 Arabic IBT results show acceptable attainment across all levels, with Grade 7 showing weaker performance. Arabic MoE external examinations indicate outstanding results in Cycles 1 and 3, and very good results in Cycle 2.
- In lessons and their recent work, and the majority of students in KG and cycles 1 and 2, and the large majority of students in cycle 3 attain levels above curriculum standards.
- Over the last three years, the school's internal assessment data indicates that most students in KG and all cycles consistently attain above MoE curriculum standards. However, external data indicates a regression from outstanding to very good in Cycle 2 for the last two years.
- The school's internal assessment data shows that most students in KG and across all cycles make better than expected progress. ACER IBT progress results indicate acceptable progress across Cycles 1, 2 and 3.
- In lessons, the majority of students across KG, cycles 1 and 2 make better than expected progress against learning objectives aligned to curriculum standards, while a large majority of students in Cycle 3 make better than expected progress against learning objectives aligned to curriculum standards.

- The school's assessment data indicates that most boys and girls across all cycles make better than expected progress across all phases. Most Emirati students in cycle 1 make better than expected progress, while most in cycle 2 make only the expected progress. The school data also shows that most of the high-attaining students in KG make better than expected progress, while most in cycles 1, 2, and 3 make only the expected progress. The school did not provide data on the progress of low-attaining students in KG. Most low-attaining students in KG and Cycle 3 make better than expected progress, while most low-attaining students in Cycle 2 make expected progress. Most students with additional learning needs, including students of determination and students across the school and gifted and talented students in Cycles 1 and 3 make better than expected progress across all cycles.

Next Steps:

1. Provide more opportunities for students to practice correct grammar application in extended writing, particularly in cycles 2 and 3.
2. Further develop students' expressive reading and speaking in standard Arabic across cycles 1, 2 and 3.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students across KG and other cycles are above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external, national, or international social studies assessments for grades 1-9.
- In lessons and their recent work, the majority of students across all cycles attain levels above curriculum standards.
- Over the past three years, the school's internal data suggests that most students have consistently attained levels above the MoE curriculum standards across all cycles.
- The school's analysis of internal assessment data indicates that most students make better than expected progress over time and from their starting point at the beginning of the academic year across KG and all cycles.
- In lessons and recent work, the majority of students across cycles make better than expected progress against learning objectives aligned to curriculum standards.
- The school's assessment data indicates that almost all students, including boys, girls, students of determination, including those of special needs, gifted and talented students and Emirati students in Cycles 1 and 2 make better than expected progress. Most high attainers in cycles 2 and 3 make the expected progress, while the large majority in Cycle 1 make better than expected progress. The school provided data for low attainers of cycle 2 only, where most students made better than expected progress. In lessons, lower and higher-attaining students do not make the progress they are capable of.

Next Steps:

1. Accelerate the progress of high-attaining students in cycles 2 and 3.
2. Provide targeted support in lessons for low-attaining students and sufficient challenge for high-attaining students.

English

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data for AY 2023/24Internal data indicates that most students in cycles 1 and 3 and large majority of students in KG and cycle 2 attain levels above curriculum standards.
- In PISA 2022, the school did not meet the PISA target of 437.6 or the international standard with a score of 382.3. In PIRLS 2021, grade 4 scored below the international benchmark. in reading. ACER IBT assessments indicate acceptable attainment in cycles 1 and 3 and weak attainment in cycle 2. There are no standardized tests for KG. External assessment data of English MOE examination indicates very good results in cycle 1 and good results in cycles 2 and 3.
- In lessons and work scrutiny, the majority of students across the school attain levels above curriculum standards.
- Listening skills are consistently strong across the school, while reading skills show improvement as students progress from one grade level to another. The school has a dedicated emphasis on reading, and a structured reading program is in place.
- Communication in English is stronger in grades 7 to 9, where most students are comfortable to hold short conversations, express opinions and discuss common lesson topics. Students sometimes find difficulty in mounting an argument and reasoning. Writing is seen as a stronger skill in girls than boys. In grades 8 and 9 students become more proficient across a range of writing tasks.
- Over the past three years, the school’s internal attainment suggests most students across the school have consistently attained above curriculum standards with slight regression from outstanding to very good in KG and cycle 2 in the last year. The school’s external data indicates that attainment regressed to very good in cycle 1, regressed from outstanding to good in cycle 3, and remained at a good level in the last two years in cycle 2.
- Most students in KG and cycle 1 large majority of students in cycle 2 and majority of students in cycle 3 make better than expected progress.

- In lessons and work scrutiny, majority of students make better than expected progress across the school. Progress shows improvement since the previous inspection due to strong teaching in the upper cycles of the school.
- The school identifies progress as being better than expected for most boys, girls and gifted talented students in KG and cycle 1 and for a large majority in cycles 2 and 3.
- Progress for most low attainers in cycles 1 to 3 and Emirati in cycle 1 is better than expected.
- Most high attainers make expected progress in cycles 2 and 3, while most in KG and large majority in cycle 1 make better than expected progress. In lessons, gifted and talented students are not challenged to their full potential.

Next Steps:

1. Expose students to a wider range of reading texts, especially in Phase 2.
2. Provide more opportunities for practicing speaking in realistic contexts, particularly in peer discussions.
3. Develop students' extended writing skills across the school.

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	Good	Good	Very Good ↑	Very Good ↑

Findings:

- Internal assessment data for students’ attainment measured against the Ministry of Education (MoE) curriculum standards in Mathematics shows that most students in KG, cycles 1 and 3 and large majority of students in cycle 2 attain levels above the curriculum standards. The high level of attainment does not align with the levels of students' knowledge and skills observed in lessons across all phases.
- Cycles 1,2 and 3 IBT (ACER) results for AY 2023/2024 indicate acceptable attainment across all levels. Math MoE external examination indicates outstanding results in Cycle 1 and very good results in Cycles 2 and 3.
- In PISA2022, 15-year-old students attained a score of 382.2, which is below the school-set target of 433.4 and below the international standard.
- In lessons and their recent work, the majority of students in all cycles attain levels that are above curriculum standards.
- Over the past three years, internal assessment data shows consistently outstanding attainment in KG and Cycles 1 and 3, with Cycle 2 experiencing a slight decline last year from outstanding to very good.
- In external IBT (ACER) examinations, performance remained weak for two years but improved to acceptable in the last year. Trends in external assessment results reveal consistently outstanding performance in Cycle 1, an improvement from good to very good in Cycle 2, and fluctuations in Cycle 3 between very good and outstanding, landing at very good in the last year.
- The school’s internal assessment data analysis indicates that most students in KG, cycles 1 and 2, have made better than expected progress over time and from their starting points, while students in cycle 3 have made the expected progress over time in relation to the starting points and curriculum standards.
- IBT (ACER) external assessment data indicates that most students across cycles 1, 2, and 3 make the expected progress in relation to their starting point in standardized assessment standards.
- In lessons and in recent work, the majority of KG and Cycle 1 students make better than expected progress, while the large majority of Cycles 3 and 4 students make better than the expected progress.

- The school's analysis of group progress data shows that most groups of boys and girls in KG and cycles 1 and 3, Emirati students in Cycles 2 and 3, high attainers in KG, students of determination in KG and Cycle 3, gifted and talented students in Cycles 1 and 3 make better than the expected progress. In Cycle 2, a large majority of boys, girls, low attainers, students of determination in addition to Cycle 1 students, and gifted and talented students make better than expected progress. Most high attainers across Cycles 1, 2 and 3 make expected progress.
- In lessons, boys and girls across the school progress similarly from their starting points. Most groups in KG and Cycle 1 achieve expected progress, while many exceed these expectations in Cycles 2 and 3. However, students of determination and those with additional learning needs tend to make progress aligned with their starting points.

Next Steps:

1. Provide more opportunities for students to develop critical thinking, problem-solving, and innovation skills.
2. Provide personalized support and/or challenge to enable all groups of students to make the progress they are capable of, particularly high attainers in cycles 1, 2 and 3.
3. Implement teaching strategies that enhance students' analytical skills and problem-solving abilities.

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	Good
	Progress	Good	Very Good ↑	Very Good ↑	Good

Findings:

- The school's Internal assessment data indicates that attainment in science is above the expected curriculum standards for most students in KG and Cycle 1. In Cycle 2, a large majority of students attain levels above the curriculum standards. In Cycle 3, most students in Biology and a majority of students in Physics attain levels above curriculum standards.
- ACER IBT Science assessments show acceptable attainment across Cycles 2, 3, and 4, while there are no standardized tests for Phase 1. External Science MOE exam data indicates outstanding results in Cycle 1 and Cycle 3 Biology, with very good results in Cycle 2 Science. However, Physics MoE assessments show weak results.
- In PISA 2022, 15-year-olds scored 390.3, which is below the school-set target of 445.6 and below the international standard.
- In lessons and work scrutiny, the majority of students attain levels above the school's curriculum standards. Students are not sufficiently strong in observation, prediction, and investigation skills because the learning environment limits practical work. In phases 3 and 4, students identify different forms of thermal energy, methods of heat transfer, and their practical applications. They can explain material properties, states, and phase changes. The availability of a science laboratory, which results in an increase in practical experimentation, improves student observation and predictive and investigative skills.
- Trends in internal and external data indicate consistently above-standard attainment across Cycles 1 and 2, as well as in Cycle 3, Science and Biology. However, a significant decline from outstanding to weak is noted in the external assessment trends for Physics.
- Progress data of internal assessments indicates that most students in KG, cycle 1, and Biology of Cycle 3 make better than the expected progress, while a large majority of students in Cycle 2 and the majority of students in Physics of Cycle 3 make expected progress.
- ACER IBT Science assessment results show acceptable progress across cycles 1, 2, and 3.

- In lessons and work scrutiny, the majority of students in KG and Cycle 3 and a large majority of students in cycles 1 and 2 make better than expected progress against learning objectives aligned to curriculum standards.
- The school's data indicates that in KG and Cycle 1, most boys, girls, low attainers, and students of determination make better than expected progress. Most gifted and talented students in Cycles 1 and 2 make better-than-expected progress. A large majority of boys and girls in Cycle 2 and high attainers in Cycle 1 make better than expected progress. While most Emiratis and high attainers in cycle 3 make the expected progress. In lessons, groups of students do not make the expected progress they are capable of.

Next Steps:

1. Improve students' achievement in KG and Cycle 3.
2. Provide more opportunities for practical science activities.
3. Increase students' access to conduct practical experiments in the science lab to enhance their scientific skills of observation, prediction, and investigation.

Learning Skills

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

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

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

Findings:

- Across all subjects and phases, most students display a positive attitude toward learning, showing enthusiasm and a strong desire to engage with teacher questions, particularly in Cycle 1 and the early stages of Cycle 2. In Grade 9, the only grade level in Cycle 3, students exhibit greater autonomy and are increasingly capable of taking responsibility for their learning. Students demonstrate an awareness of their strengths and areas for improvement.
- Students enjoy the engaging atmosphere of the school community, communicate and interact well with one another, and collaborate well on table group tasks when offered the opportunity.
- Older students make clear connections between areas of learning and relate these to their understanding of the world, which is seen at its strongest in experiments and presentations as part of the school's mini science fair.
- Students use learning technologies daily and with expertise in grades 7 to 9 to research, engage in simulation activities, and draft pieces of work. Students' innovation, enterprise, and critical thinking skills are still developing.

Next Steps:

1. Provide more opportunities to develop independent learning skills.
2. Enhance problem-solving skills in all subjects across all school.
3. Develop innovation and enterprise skills across all subjects.

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

Personal Development

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

Findings:

- Students consistently exhibit a positive attitude toward learning across all phases, showing responsiveness to teachers' instructions and feedback. In Cycle 3, students demonstrate a sense of self-reliance and independence, actively taking ownership of their learning. However, in Cycles 1 and 2, most lessons remain teacher-led, with fewer opportunities for students to take initiative and lead their own learning.
- Students exhibit positive behavior across all phases, with only minor exceptions in a few Cycle1 and grade 5 and 6 classes. They demonstrate a strong understanding of classroom routines, contributing to an engaging and focused learning environment. Throughout the school, students are consistently polite and respectful toward staff and peers, fostering a safe environment. In Cycles 1 and 3, students display greater self-discipline and independence, adhering to school values with no noticeable differences in behavior between boys and girls. Students accept and behave well toward Students of Determination (SOD); bullying is not observed fostering an inclusive and welcoming environment for all learners.
- Students understand the school’s code of conduct and are supportive of one another, particularly in the girls' classes. Across all phases, they maintain respectful and cordial relationships with staff and peers. Students actively engage in school activities, volunteering, assembly, and graduation ceremonies, and many help facilitate events through their roles in the student council.
- Students exhibit a sound understanding of healthy living, including the importance of balanced nutrition and fitness. While the school actively promotes healthy habits, some older students still bring unhealthy lunches. Many students engage in physical activities during break times and participate in daily exercise routines during assemblies, which fosters a culture of health and wellness throughout the school.
- The school's attendance rate is 95%. Consistent procedures are in place to address tardiness and absenteeism, including an award system for "Student of the Week." These measures contribute to maintaining an attendance percentage above 94%.

Next Steps:

1. Continue to enhance attendance initiatives to achieve a higher overall attendance percentage.
2. Strengthen the school's initiatives to encourage healthy eating habits, particularly among older students.
3. Enhance students' leadership in organizing physical activities and behavior awareness campaigns.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students across all phases demonstrate a good understanding of Islamic values. This is clearly evident in their celebration of all National events, their understanding of the UAE humanitarian initiatives, and their participation in National competitions. Students show their clear appreciation for the UAE through their Art projects and paintings, which are displayed across the hallways, as well as their assemblies.
- Students demonstrate respect and appreciation for UAE culture and heritage across all phases. They participate in national celebrations, particularly the older ones, throughout the academic year. Students understand the value of Emirati heritage and culture, which is evident in their displays around the school.
- Students across all cycles demonstrate a good understanding of their culture but basic knowledge of other world cultures. They are aware of cultural diversity and are aware of some habits and traditions of other countries in the region. However, their knowledge of other international world cultures is not sufficiently developed.

Next Steps:

1. Expand students’ knowledge of other world cultures.
2. Develop students’ understanding of the UAE society, particularly in the lower grades.

Social responsibility and innovation skills

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

Findings:

- Students across all cycles demonstrate awareness of their responsibilities to the school community. Their sense of civic responsibility is evidenced in various social activities they promote, participate in, or lead. They volunteer in various charity initiatives to help the poor and needy in collaboration with organizations such as the Red Crescent and support the community through activities like beach cleaning with the Environment Friends Society. However, only a limited number of students demonstrate strong abilities and skills to lead initiatives that are limited to the local community.
- Students show positive attitudes to work. They are enthusiastic about participating in inter- and outside-school competitions, such as the Quran, sports, and the arts. Students have hosted Little Merchant Day; however, their ability to make sensible and relevant economic decisions is inconsistent.
- Students are aware of environmental issues such as sustainability, pollution, and climate change. They participate in initiatives like recycling the school's paper with the Environment Friends Society. However, they have participated in few opportunities to engage in projects beyond the school to promote ecological awareness.

Next Steps:

1. Provide more structured opportunities for students to take on leadership roles in projects and initiatives within the school community.
2. Develop opportunities that enhance students' economic decision-making and entrepreneurial skills.
3. Increase opportunities for students to engage with global environmental and social awareness activities.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers consistently apply their knowledge of their subjects and how students learn them which is a strength in the upper Phase 2 and Phase3, where teachers are generally highly competent.
- Teachers especially in grades 7 to 9 plan purposeful lessons, provide interesting learning environments and use time and resources effectively to enable students to be successful learners. Some teachers in lower Cycle 1 particularly do not make the best use of time and resources largely due to inadequate or inappropriate student management techniques and lack of adequately personalized lesson plans.
- In Cycle 3 generally most teachers' interactions with students ensure that they are engaged learners. Questioning promotes thought and considered responses dialogue engages students in meaningful discussions and reflection. Too often teachers' direct style of instruction does not allow opportunity for peer discussion and reflection.
- Teachers use strategies that adequately meet the needs of groups of students. They provide support generally, but this is not always sufficiently personalised, resulting lack of sufficiently challenging tasks and assessments. The support and integration of students of determination is variable due to limitations of extra adult support in the classroom and lack of alignment of IEPs and lesson plans.
- Teachers somewhat develop students' critical thinking, problem-solving, innovation and independent learning skills though opportunities for students to acquire and develop these skills are limited. Positive examples of independent learning skills and problem solving occur in more practical learning environments provided by activities such as the mini science fair.

Next Steps:

1. Enhance differentiation by personalizing teaching strategies and tasks to meet the diverse needs of all individuals and groups of students.
2. Increase opportunities to engage students in peer discussion, collaborative learning to promote communication and collaboration skills and students' reflection on their learning.
3. Increase hands-on, inquiry-based learning activities to develop students' independent learning, and critical thinking skills.

Assessment

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

Findings:

- The school carries out regular assessments of students' attainment in key subjects which are linked to the school's curriculum. These provide data on students' progress. The results of internal assessment are much lower than students' achievement in lessons or in external testing.
- The school conducts both the Ministry of Education tests and ACER IBT tests for Grades 3 to 9. The school also undertakes PISA, and PIRLS international benchmark assessments. There is no record that TIMSS has been undertaken to date. In each of the PISA tests (in 2022), for mathematics, science and reading, the school fell considerably short of its target and came out with a Proficiency Level of 1a. The PIRLS results also produced a Proficiency Level of 1a.
- The recording of assessment information is organized efficiently. Some analysis is undertaken to identify broad trends, patterns of attainment and individual and group progress. The resultant information is shared with staff across the school. As evident in the stark contrast between internal and external assessment outcomes, there is insufficient rigor in the monitoring and tracking of assessment.
- Staff make some use of data analysis, but the use of assessment outcomes information to inform planning for teaching and learning, and curriculum adaptation, is not consistently effective across the school. It is not used effectively enough to meet the needs of low attainers, high attainers, students of determination and those who are gifted and talented, right across the school.
- There is undue variability in the extent to which teachers know the strengths and weaknesses of their students and how they use this in providing challenge and support, as appropriate. Teachers often give oral feedback on their students' work. The quality of written feedback to students' written work is variable. Often there is a lack of constructive guidance towards improvement.

Next Steps:

1. Ensure that internal assessment outcomes are more closely aligned to the results of external tests.
2. Improve the effective use of the school's assessment information to inform planning for teaching, learning, and curriculum adaptation.
3. Enhance the quality of teachers' feedback on students' written work to provide clear, constructive guidance that supports targeted improvement.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum is broad and relevant and meets Ministry of Education statutory requirements. It offers a range of subjects and opportunities to help students develop their knowledge and understanding but focuses less on the acquisition of skills.
- The curriculum closely follows the MoE textbooks, ensuring that the required content is delivered. The planned curriculum builds on students' prior knowledge and understanding to ensure continuity and progression, particularly in Cycle 3 in most subjects. However, it is less developed in KG, particularly in mathematics and science, where students are inadequately prepared for the next stage. In Cycles 1 and 2, the school has introduced remedial sessions for students in the lower grades to help them develop their phonics and reading in Arabic especially for the minority non-Arabic speaking students who are from an Arabic nationality.
- The curriculum provides narrow options for students in Cycle 3, and all students go into the Advanced stream in Cycle 3. In addition to core subjects, the Advanced stream offers music, creative and innovative arts, physical education and computer science.
- There are some planned cross-curricular links that help students to transfer learning between subjects and real-life experiences in Cycles 1 and 2 particularly in Arabic and social studies. Cross curricular links are stronger in Cycle 3 and ensure students are consistently transferring their learning across subjects. Links are generally less meaningful and well planned in KG.
- Senior leaders sometimes review the curriculum based on feedback from teachers' surveys. Subject coordinators monitor the curriculum to ensure adequate provision. However, the results of these reviews have not yet been fully applied in lessons and consequently the curriculum does not consistently meet the needs of all students. The curriculum has not fully been reviewed to evaluate its impact on students' achievements.

Next Steps:

1. Improve continuity and progression in the curriculum, particularly in KG.
2. Conduct regular reviews of the implementation of the whole curriculum and its impact on students' learning and achievement.
3. Provide more curriculum choices and pathways for students to facilitate their transition to Cycle 3.

Curriculum adaptation

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

Findings:

- The school has made some modifications to the curriculum to meet the needs of the less able and students with SEND but not yet to challenge the more able. In Arabic, school leaders and teachers have conducted an audit on the skills required to help students improve their reading skills from Grade 1 and have introduced more opportunities to help students develop reading skills, especially in Cycle 2. However, this modification is less consistent in most subjects especially in KG to meet the learning needs and abilities of all children, including those who are gifted and talented. For example, majority lessons observed in all subjects were set at one level with limited challenge for the more able or scaffolding to help lower ability students build on what they have already learnt.
- The curriculum provides ample enrichment opportunities through extra-curricular activities, including reading in Arabic, recitation of the Holy Qur'an, physical activities, and special events such as Flag days. In Cycle 3, students have the opportunity to be creative in their writing and to engage in art lessons, using creativity and imagination in their work. Older students take part in enterprise events, such as raising funds to help others who are less fortunate than themselves but there are not enough activities for students to fully develop their innovation skills in all cycles.
- There are established links in all subjects to help students learn about UAE culture and heritage. The school has planned and delivered focus days in line with UAE national celebrations. for example, in social studies in Grade 6, students discuss the year of giving . Taking part in singing the national anthem and celebrations of national events raises students' awareness of UAE culture, heritage and history.

Next Steps:

1. Modify the curriculum to better meet the needs of all groups of students, particularly the more able and the gifted and talented, especially in KG and Cycle 1.
2. Improve the provision of activities that develop students' innovation skills and creativity in lessons across all subjects and cycles.
3. Expand opportunities for students to explore UAE culture and heritage through cross-curricular activities.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has implemented comprehensive safeguarding policies and procedures, covering child protection, behavior management, and anti-bullying measures, which are communicated to all stakeholders through Facebook posts and newsletters. All staff, including support personnel and bus drivers, have undergone safeguarding training to effectively ensure student safety. These policies are reviewed and updated annually, and students are actively informed about the anti-bullying measures in place.
- The school carries out regular health and safety checks, including emergency fire drills and event risk assessments for all grades. Bus arrangements utilize the Salama system to effectively track arrivals and dismissals, featuring double attendance checks and rotating staff supervision. Security procedures for visitors are well-established, with supervisors monitoring key areas throughout the school, including corridors. Communication with parents is maintained as necessary.
- The school is well-maintained, despite its older infrastructure. It has effective contracts for health and safety services, covering fire alarm management and secure laboratory chemical storage, as well as regularly maintained drinking water supplies. A certified nurse manages the clinic, ensuring that medications and student medical records are securely stored. Detailed records of incidents, fire drills, and evacuation procedures are thoroughly kept enhancing student safety.
- The premises provide a safe and inclusive environment, effectively meeting the diverse learning needs of all students, including those with special educational requirements. Despite the school's small size, the administration adeptly reallocates classes when necessary to accommodate injuries or specific needs, fostering a supportive atmosphere for every learner.
- The school systematically promotes safe and healthy lifestyles by providing students with opportunities to learn about healthy living and mental health through awareness sessions led by the administration, career counselor, and social workers. As there is no on-site canteen, parents are asked to provide meals. Physical activities are restricted to football and a few games due to limited playground space, but all activities are conducted in shaded areas, and fresh drinking water is readily available.

Next Steps:

1. Improve the area adjacent to Cycle 1 by implementing consistent enhancements to create a more welcoming and supportive environment for students.
2. Strengthen older students' roles in mentoring younger peers on safety practices and anti-bullying measures during safeguarding training, fostering a sense of community and responsibility.
3. Offer a wider variety of physical activities to increase student engagement and cater to diverse interests.

Care and support

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

Findings:

- Teachers and staff maintain strong, respectful relationships with all students, including SOD, creating a supportive environment. Behavior expectations are clear and well understood, with no bullying incidents reported, though there are some discrepancies in behavior management in Cycle 1 classes.
- The school maintains effective protocols for recording and monitoring student attendance and punctuality, resulting in a commendable attendance rate of around 95%. Procedures include an award system, certificates, and celebrations during assemblies, effectively promoting strong attendance and punctuality.
- The school has a suitable system for identifying Students of Determination (SoD), who make up less than 5% of the student population due to space constraints. Individual Education Plans (IEPs) are created but lack effective implementation due to insufficient lesson plans, resources, and quantifiable assessments. Gifted and talented students are mainly recognized for music and sports, rather than academics, leading to a lack of sufficient challenge for these learners.
- Support for students with additional learning needs, including SoD, is provided but lacks consistency. IEPs are seldom integrated into lesson planning, limiting their effectiveness. Teachers often lack sufficient training in inclusive education, and most students with additional needs make only adequate progress. Gifted and talented students are identified primarily in music, art, and sports, with no academic differentiation, as they are treated as high achievers in class rather than receiving targeted support.
- The counselor prioritizes psychological and social support over academic guidance, focusing primarily on students' personal development. Career guidance and interdisciplinary skills, such as entrepreneurship, receive less attention, limiting support for students' future career choices. Peer support, led by the student council, plays a key role in promoting overall student well-being.

Next Steps:

- Deliver comprehensive training to all teachers on best practices for implementing inclusive education strategies.
- Identify gifted and talented (G&T) students and implement enrichment programs to foster and develop their unique academic talents.
- Create subject-specific lesson plans aligned with the IEPs of students with additional learning needs, including students of determination, ensuring clear learning outcomes, diverse teaching strategies, and data tracking to monitor progress effectively.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable 

Findings:

- Most leaders, including the newly appointed Acting Principal, set a direction and vision that reflect a commitment to UAE national priorities. The school maintains an inclusive approach, with Individualized Education Plans (IEPs) in place for each student of determination (SOD). Since the last inspection, there have been several leadership changes and 35% new teachers, including the recent appointment of the acting principal approximately one month ago.
- Most leaders demonstrate a basic understanding of effective teaching, learning, and assessment practices. Promoting inclusivity, student learning, and social skills is an emphasis in alignment with ADEK and MOE curriculum guidelines. Curriculum, teaching, and assessment decisions prioritize student needs. Support is provided for all students requiring additional help, with shadow teachers assisting in sessions, along with psychological, financial, social, and educational support; however, the impact of these initiatives remains inconsistent.
- Relationships are positive, and there is clear communication with clearly defined roles; however, the high workload prevents some leaders from effectively practicing their leadership responsibilities of monitoring teaching and learning in their subjects. The morale across the school is generally positive.
- Leaders demonstrate awareness of improvement but are inconsistent in addressing barriers that hinder progress.
- Some development priorities have led to improvements, helping to maintain adequate school performance in certain areas; clear plans and defined steps are needed to drive further improvements and enhance measurable outcomes across all areas.

Next Steps:

1. Support middle leaders by managing workload more effectively and providing professional development opportunities, enabling them to fulfill their leadership responsibilities effectively.
2. Continue to focus on effective development priorities while identifying and addressing areas for improvement to support overall school performance.
3. Ensure that leaders at all levels in the school are held accountable for their responsibilities.

School self-evaluation and improvement planning

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

Findings:

- Self-evaluation processes involve the senior leaders and the school's middle leaders. However, self-evaluation requires greater rigor and should rely on consistently robust assessment data as well as a range of evidence sources. Both self-evaluation and school improvement processes lack a sufficient focus on the quality of students' experiences, their attainment standards, and strategies for enhancing these areas. Additionally, improvement planning practices remain inconsistent, limiting the effectiveness of targeted development efforts.
- While the school has established processes for monitoring teaching and learning, these processes are not rigorous enough and do not give enough attention to the extent to which the quality of teaching impacts students' learning.
- The school is committed to improvement; however, improvement planning targets are often unclear, not measurable enough, and rarely assigned to individuals accountable for them.
- The school has made notable progress in addressing most of the recommendations from the previous inspection report, achieving improvements in several key areas over time; however, these improvements have varied in consistency.

Next Steps:

1. Increase the rigor of monitoring teaching practices, focusing on the impact on students' achievement, to ensure a thorough evaluation of teaching effectiveness.
2. Ensure that the school development planning process is firmly grounded in a more rigorous and comprehensive self-evaluation system.
3. Develop a systematic approach to measuring progress against set targets and previous recommendations, ensuring consistent monitoring and analysis over time to drive continuous improvement.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- The school is successful in engaging parents in students' learning, providing regular opportunities for them to be actively involved in school life. Parents express great satisfaction with the consistent involvement and communication about their children’s progress and school activities. Parents have frequent opportunities to be involved in the life and work of the school. They are welcomed into the school and the school takes their views seriously and acts upon them where this is possible.
- The school effectively keeps parents well-informed through a variety of frequent communication strategies and channels, ensuring they have timely access to important updates and information regarding their children's education and school activities.
- Reporting is regular in keeping parents well-informed, as the school provides frequent updates on their children's attainment, progress, and personal development, fostering a strong partnership in supporting their education. Parents express satisfaction with both the quality and frequency of this information.
- The school has established connections with the local community and national organizations, encouraging students to participate in various initiatives that benefit both. Regular social contributions enhance these links, providing further opportunities for student involvement. This is an area that the school could develop further to strengthen its community engagement.

Next Steps:

1. Enhance parents’ involvement in their children’s learning to help support their achievement.
2. Develop further purposeful and productive community links to help support students’ academic, personal, and social development.

Performance Indicator	Quality judgement
Governance	Acceptable 

Findings:

- The Governing Board has representation from the majority of parents and teachers, as well as the owner and other members with specific expertise in education, including inclusion. The Board meets regularly, at least once per term, and occasionally makes a decisive contribution to important matters affecting the school.
- The Governing Board periodically monitors the school's operations; however, it does not hold senior or middle leaders adequately accountable for the quality of the school's provision.
- The Governing Board exerts some influence on the school's leadership and direction. While it provides valuable guidance and ensures compliance with statutory requirements, its involvement in shaping the school's further development is insufficient.

Next Steps:

1. Develop accountability mechanisms for senior leadership regarding students' learning outcomes and personal development throughout the school.
2. Develop a structured agenda for the Board's termly meetings to ensure consistent and decisive contributions to important school matters.
3. Enhance the Board's involvement in school development with targeted training and resources, while continuing to ensure compliance with statutory requirements.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the school's day-to-day management are well-organized and run smoothly. Timetabling is efficient and allows all classes to start without delays. Students and staff respect the school routines. Easy communication between the leadership, staff, students, and parents ensures everyone is kept updated with the school's developments.
- The school is adequately staffed, and most of them are suitably qualified. While the school conducts professional development for its staff, they are not targeted, and their impact is not measured.
- The school's premises and facilities are adequate, and specialist facilities are available, but may be limited. Classrooms have limited facilities and are equipped with only basic technological resources; however, access to these resources is inconsistent, which affects students' ability to fully use technology to support their education. Access into and within the school is appropriate to the needs of all students, including students of determination.
- Resources are sufficient to support adequate teaching and learning. Textbooks, visual aids, digital content, and free access to the Internet are all available and in good quality. However, hands-on resources for all cycles are rare, and the science laboratory is underutilized. Consequently, students' innovation skills remain underdeveloped, leading students, particularly in the lower cycles, to be passive participants in their learning.

Next Steps:

1. Provide targeted professional development for teachers to develop the effective use of resources across all subjects and cycles.
2. Enhance hands-on learning resources, particularly in KG and cycle 1.
3. Improve the use and access of technology and specialist facilities.

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