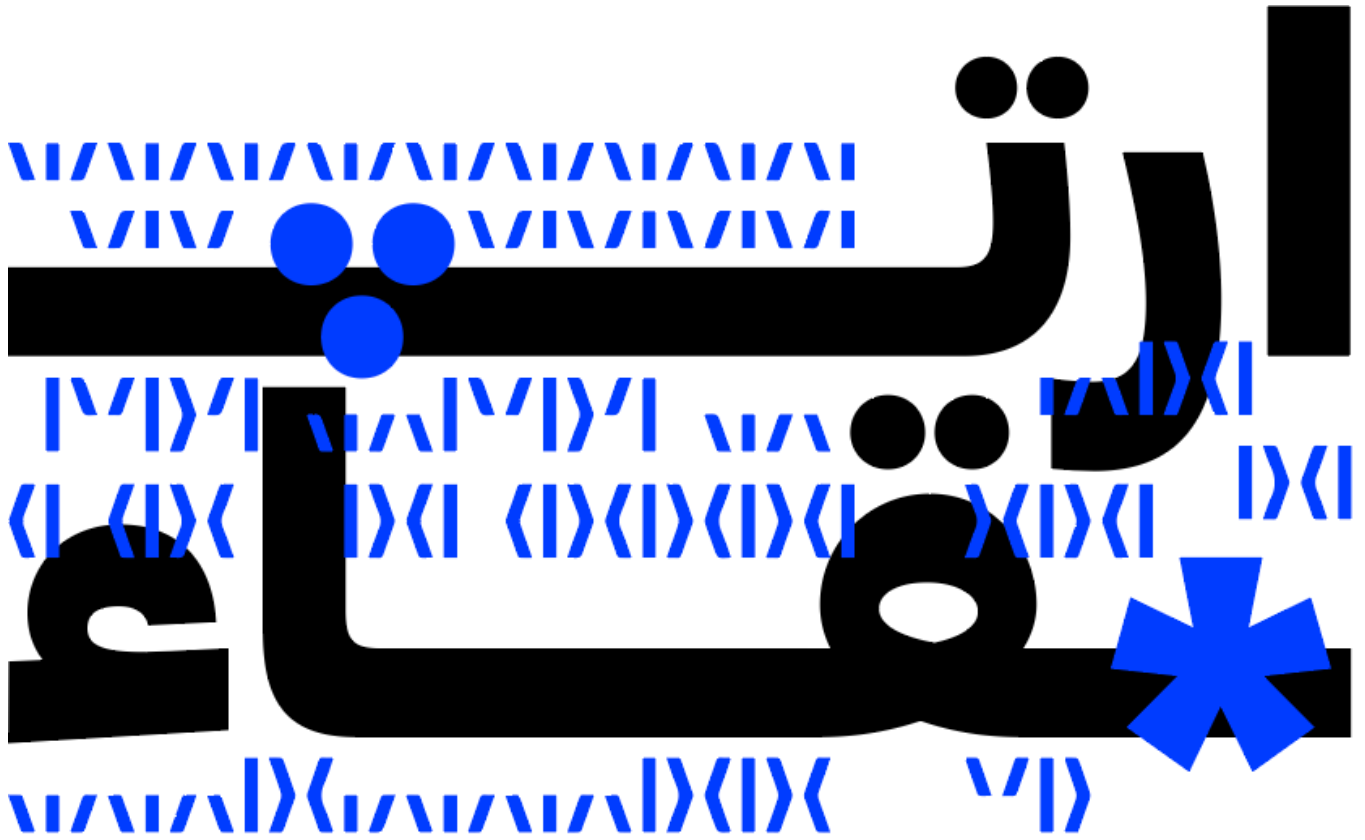




Irtiqa'a School Inspection

AY 2023/24

Al Isra'A Private School

Rating: Acceptable

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School Information

General Information		
	Name	Al Isra'A Private School
	Esis Number	9141
	Location	739, Mohammad Bin Draï Al Falahi St, Al Khibeesi, Al Ain, 33378
	Website	www.esraaps.com
	Telephone	037612155
	Principal	NOUR A M ALHAMALAWI
	Inspection Dates	22 to 25 Jan 2024
	Curriculum	MoE (UAE)

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	977
Number of Emirati students	4
Number of students of determination	1
Largest nationality group of students	Jordan - Syria - Egypt

Information On Teachers

Number of teachers	65
Nationalities	Egypt - Syrian Arab Republic - Jordan
Number of teaching assistants	5

Changes since the previous inspection

The overall performance of the school remains acceptable.

Attainment and progress in Arabic and Islamic education in Cycle 3 have improved to good. Attainment and progress in UAE social studies have improved to good in Cycle 2. This improvement is because teachers raised their expectations of what students can learn and do and questioning become effective in extending students' learning and develop their critical thinking skills.

Teaching and assessment remain at an acceptable level.

The health and safety of students, including child protection, regressed to acceptable levels due to inconsistent safeguarding arrangements and a lack of rigor and accuracy in record-keeping. The new students have not been trained yet on safeguarding procedures. The care, guidance, and support have regressed and are now at an acceptable level overall due to insufficient staffing to ensure all students consistently receive the guidance and support needed at all times. Identification and support procedures for students of determination (SOD), the gifted and talented, the more able, and the less able are inconsistent.

The school has terminated the contract with the Special Educational Needs Coordinator (SENCO) due to the decrease in the number of students with additional needs this year. The quality of leadership and management has remained acceptable. Since the previous inspection, the new principal and vice principal, who started in May 2020, have built stronger partnerships with parents, the board of governors, and the community.

The school's efforts towards meeting their targets on

international assessments: TIMSS, PISA, PIRLS

The school has benchmarked students' attainment against international standards. In 2019, the school entered students for the TIMSS (Trends in International Mathematics and Science Study) international assessment and participated in the PISA (Program for International Student Assessment) in 2022 and TIMSS 2023.

The school knows its targets for both international assessments. Students in grades 3 to 9 participated in the IBT (International Benchmark Test) for mathematics, science, and Arabic in 2022 and 2023. There is a comprehensive awareness of international benchmarking, and the school adequately promotes the importance of doing well and making a more global comparison. Teacher questioning skills have been developed through targeted training to ensure students are more familiar with the reasoning domain. Students are provided with some practice of challenging questions that they are likely to encounter in the test in lessons. The impact of training is not yet evident in lessons.

Performance in standardized and international assessments

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

Standardized Assessments

- The IBT (International Benchmark Test) administered in November 2022 for grades 3 to 9 indicates that students' results in mathematics and science are above the international average in most grades. Students' results in Arabic are above the Middle East average in most grades.

International Assessments: TIMSS, PISA, PIRLS

- The school's results in 2018 PISA were 424 in reading literacy, 429 in mathematics, and 459 in science, which are below the international benchmark.
- The school's results in the 2019 TIMSS have reached the low international benchmark in mathematics and science for grades 4 and 8. In mathematics, the results for grades 4 and 8 are 406 and 428, respectively. In science, the results for grades 4 and 8 are 404 and 438, respectively.
- Students in grades 9, 10, and 11 participated in the PISA 2022 international assessments. The results in reading literacy at 423.5, mathematical literacy at 392.4, and science literacy at 397.2 are all below the international standards and below the set target.
- In 2023 in TIMSS and are still awaiting the results.

Reading

The school promotes reading in English and Arabic through the provision of a small library with 1800 Arabic books and 300 English literary and scientific books suitable for all ages. In addition, the library is equipped with an electronic library rich in scientific and literary book series in both English and Arabic. The school has a full-time librarian. There is a schedule of daily visits to the library, and students in different cycles conduct research on subjects under the supervision of the librarian. There are no scheduled sessions for KG, but there are a few reading corners in the entrance and the hallways, reasonably resourced, to encourage children to look at little books.

Students practice reading in class and in the library. The school has developed, in conjunction with the Developmental Committee, a reading plan to enhance reading skills at all levels. A committee from ADEK review this plan, and work with the school and provide feedback every month. A plan for extra-curricular activities to further develop reading skills for all levels is in place and this includes reading in classes, 'Israa Reads' program, and engagement in external competitions such as the Arab Reading Challenge competition. Each subject has a plan of extra-curricular activities that support reading skills and are applied throughout the semester including research, projects, internal and external competitions, innovation, and creativity.

The Curriculum Enrichment Plans support reading through curricular and extra-curricular activities and competitions.

The school has developed an assessment tool that shows the most prominent tools for measuring reading, including easy pronunciation of letters, linking letters and sounds, focusing on the visual definition of words, and capturing strengths and weaknesses points. The school aims to enhance students' oral reading skills, knowledge of linguistic vocabulary and to understand written texts through providing suitable classroom environments for reading.

There are various identified activities such as reading stories and visiting external libraries, to support the enjoyment of reading. Students participate in competitions such as Spelling Bee. There are areas around the school, such as a heritage tent, where students used to be able to sit quietly and read. Currently, these areas are not in use. Students complete a diagnostic reading test at the beginning of the academic year. Monthly assessments take place in the form of quizzes, and these are used to measure and track progress. There is no systematic method of teaching either phonics or reading in place yet. There are no graded readers, and students are given books to read by the teacher. In Arabic lessons, students complete weekly comprehension exercises to support their understanding of the text.

Strengths of the school

- Students achieve well in Arabic, Islamic education, and UAE social studies in all cycles.
- Students apply a secure understanding of Islamic values and awareness of Emirati and their cultures to their daily lives.
- Relationships among staff and students are courteous and based on mutual respect.
- The school has active partnerships with parents and the community. This promotes a sense of shared responsibility and reinforces the school's commitment to providing a supportive education for students.

Key Recommendations

1. Improve the quality of teaching and students' achievements to a consistently good or better level in mathematics, science and English and across all cycles by:

- engaging students in active learning from the start of the lesson in all subjects and grades, particularly in the KG phase and Cycle 1 and 3
- raising expectations of what students can achieve and do in all subjects, particularly in the higher grades
- providing students with regular opportunities to develop their scientific investigation and practical skills following the scientific method in science, particularly in KG and Cycle 1
- providing sufficient opportunities for children to develop their phonics skills and students to develop their reading, writing, and speaking skills in English lessons across the school and particularly in the KG and Cycle 1
- improving students' mental mathematics, word problem-solving skills and linking learning to real-life through

- regular practice
- providing consistent opportunities in all lessons for students to develop their collaboration and communication skills, particularly in science and English through increased discussion, debate and question and answer sessions in lessons
- planning regular opportunities for students to develop their critical thinking, problem-solving, inquiry, and independent learning skills in lessons across subjects and grades.
- providing children in KG with regular opportunities to explore and learn through play
- ensuring that teachers consistently plan well-differentiated work to effectively support the lower-attaining students and challenge the higher-attaining students in lessons across subjects and grades.

2. Improve the quality of assessment to reach at least a good level by:

- ensuring teachers of all subjects effectively analyze all types of assessment data, including internal and external, and use the information to modify lesson plans and match activities to students' needs
- ensuring that assessment data is used effectively to monitor, benchmark and track students' progress both individually and as groups
- ensuring written feedback is consistent and constructive across subjects and cycles
- sharing specific success criteria/rubrics with students for self and peer assessment to help them identify their strengths and areas for improvement, particularly in science, mathematics and English.

3. Improve the identification procedures and the educational provision of the more able , the talented and students with additional needs to reach at least a good level by:

- appointing a suitably qualified SEN specialist to establish a thorough system to identify students with additional learning needs, including students of determination and those who are gifted and talented from the school population
- ensuring effective implementation of the school inclusion policy in line with the national guidelines
- providing effective support for students with additional learning needs, including students of determination, both in lessons and during additional outside support sessions according to their IEPs
- planning regular opportunities for the more able students to develop their skills and nurture their talents particularly in lessons.

4. Improve the school leadership to raise effectiveness to at least a good level by :

- ensuring the school's self-evaluation (SEF) is accurately aligned with the UAE inspection framework, and using various sources of evidence, including benchmarked internal and external assessment data and lesson observations, to inform judgments
- developing a school improvement plan informed by the SEF improvement priorities, ensuring targets are SMART (specific, measurable, achievable, realistic and timely), and success criteria are linked to students' achievement and rigorously monitoring targets
- improving monitoring of teaching and learning processes and tools to focus on the impact of teaching on students' outcomes
- reviewing staffing levels, roles and responsibilities to improve the training, monitoring and record keeping to ensure all health and safety requirements are met.
- ensuring the governing board is rigorously engaged in rigorously monitoring the school's actions and that it holding senior leaders accountable for the quality of the school's performance
- developing a more rigorous system of continuous professional development plan for middle leaders focusing on best practices in teaching and analyses of assessment data to drive instruction
- providing more subject-specific resources for hands-on learning across the school particularly mathematics, science, other subjects, and in the KG phase
- creating a systematic method of teaching phonics and reading and a more conducive ethos in the library that encourage all students to read, particularly in English.

Overall School Performance: **Acceptable**

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good	Good	Good 
	Progress	Good	Good	Good	Good 
Arabic as a first language	Attainment	Good	Good	Good	Good 
	Progress	Good	Good	Good	Good 
UAE Social Studies	Attainment	Good	Good	Good 	Good
	Progress	Good	Good	Good 	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Acceptable	Acceptable	Acceptable	Acceptable
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	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

PS4: Curriculum

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

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
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	Acceptable
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 at the end of the 2022/23 academic year against the MoE curriculum standards indicates that all children in KG and most students in cycles 1, 2, and 3 attain above the curriculum standards. This high level of attainment does not align with that observed in lessons.
- The school does not currently have external assessments for Islamic education. However, the Grade 12 students' results in the MoE national examination at the end of the 2022/23 academic year are outstanding.
- In lessons and in their recent work, the majority of students attain knowledge, skills, and understanding that are above the curriculum standards. The majority of children in KG show a secure understanding of Islamic values, like kindness to parents. They name the days and some Islamic months, like Ramadan. However, a few of them do not memorize all the prescribed Holy Qur'anic verses and Hadith they are expected to learn. The majority of students in Cycle 1 show broad knowledge and understanding of the divine revelation and Seerah (the Prophet's biography). Students in Grade 4 explain why the Prophet felt sad when his wife Khadijah died. However, a few students have developed limited knowledge about the significant roles that Muslim women play in Islam. They apply recitation rules when they recite verses from the Holy Qur'an. They can explain the overall meaning of the assigned holy verses and Hadith. However, a few students show a less deep understanding of the precise meaning of Qur'anic words. The majority of students in Cycle 2 can explain the overall meaning of Hadith. They can identify the Prophet's (PBUH) guidance and relate their understanding to real-life situations. However, a few students in cycles 1 and 2 cannot explain the precise meaning of all of the words in Hadith. The majority of students in Cycle 3 memorize the assigned holy verses from Surah and show a secure understanding of their meaning. However, a few students do not show a deep understanding of the meaning of some Qur'anic words.

- Over the past three years, internal assessments indicate that almost all children and students across the school consistently attain knowledge, subject skills, and understanding above the curriculum standards.
- The internal assessment information indicates that almost all children and students across the school have been consistently making above-expected progress, which does not align with the progress observed in lessons.
- In lessons and recent work, a majority of children and students make better-than-expected progress against learning objectives aligned with curriculum standards. Children in KG make strong gains in their knowledge about the Noble Hadith. However, a few children are slower in learning all the assigned holy verses and Hadith. By the end of Cycle 1, students' progress in gaining knowledge and understanding of Seerah is secure. The majority of students in Cycle 2 make better than expected progress in their understanding of the divine revelation. However, a few students have made slower progress in gaining a deep understanding of the Islamic rules (Fiqh). The majority of students in Cycle 3 make good progress in gaining a deep understanding of Islamic jurisprudence. However, only a few students make the expected progress in linking their understanding of the five necessities strongly and clearly to the Prophet's (PBUH) guidance.
- The school does not track the progress of different groups. In lessons and recent work, the majority of groups make above the expected levels of progress with no noticeable difference between boys and girls, Emirati and non-Emirati students. Students with additional needs, including students of determination, make the expected progress in relation to their individual targets. The high-attaining and low-attaining students make the progress they are capable of.

Next Steps:

1. Extend students' knowledge of the life of the Prophet (PBUH) in Cycle 1.
2. Enhance students understanding of the role of Islam in sustaining stability and cohesion of society in Cycle 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	Good ↑
	Progress	Good	Good	Good	Good ↑

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the MoE curriculum standards indicates that all children in KG and students in cycles 1, 2, and 3 attain above the curriculum standards. Classroom observations do not verify these high levels of attainment.
- The school has no external national or international assessments for children in KG. The school has administered the International Benchmark test (IBT) in 2022 and 2023 to benchmark students' attainment in Arabic for Grades 3–9, and the 2022 results are above the Middle East average in most grades. The results of the MoE national exam for Grade 12 at the end of the academic year 2022/23 indicate very good attainment.
- In lessons and in their recent work, the majority of students attain knowledge, skills, and understanding that are above the curriculum standards in all cycles. In KG, children gain good early literacy skills. They can recognize letters, match them to words, and read sight words. A few children find it difficult to differentiate between some letters. The majority of students in Cycle 1 read a simple text fluently and understood its content. In Cycle 2, the majority of students can read fluently texts of different genres of writing. They summarize stories using time and place connectives. However, a few students sometimes use words from the local dialect to communicate their learning clearly. The majority of students in Cycle 3 read aloud fluently and expressively. They can participate in class discussions about familiar topics. They show a good understanding of informational texts and scan and extract specific information.
- Internal assessment results indicate that all children and students across the school consistently attained knowledge, subject skills, and understanding above the curriculum standards over time.
- The internal assessment information indicates that all children and students across the school have been consistently making above-expected progress. This does not align with the progress observed in lessons. In lessons and recent work, a majority of children and students make better-than-expected progress against learning objectives aligned with curriculum standards.
- Children in KG have made better-than-expected progress in recognizing, reading, and writing a range of letters. They make good progress in reading and writing sight words and familiar words. Their handwriting

skills have progressed well, and they can now copy words. However, only a few make the expected progress in distinguishing between short and long vowel sounds. By the end of Cycle 1, students had progressed well in their knowledge and understanding of grammar. However, a few have not made rapid progress in applying rules of grammar in their writing. The majority of students in Cycle 2 make better-than-expected progress in their reading and comprehension skills. They make better-than-expected progress in understanding new vocabulary by giving either synonyms or antonyms. The majority of students in Cycle 3 make better than expected progress in analyzing and understanding informational texts. They find out the key ideas and communicate their thoughts using standard Arabic. A few students only make the expected progress in using standard Arabic. A few more-able students ask questions to sustain discussions; however, a few students cannot form a sequence of well-connected sentences.

- The school does not track the progress of different groups. In lessons and recent work, the majority of student groups make above the expected levels of progress with no noticeable differences between boys and girls, Emirati and non-Emirati students. The high-attaining students do not make the progress of which they are capable, and students with additional learning needs, including SOD, make the expected progress in relation to their individual targets.

Next Steps:

1. Enhance children's phonics skills in KG and extend their speaking skills by learning more vocabulary and practicing conversations.
2. Further develop reading comprehension skills, particularly in cycles 1 and 2, through analyzing more complex texts.
3. Improve students' skills of extended writing in Cycle 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	Good	Good	Good ↑	Good
	Progress	Good	Good	Good ↑	Good

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the MoE curriculum standards indicates that the majority of KG children and the majority of students in cycles 1, 2, and 3 attain above curriculum standards. This aligns with the lessons observed.
- Students' attainment is not benchmarked to any external examinations. The Grade 12 students' results in the MoE national examination at the end of the 2022/23 academic year are outstanding.
- In lessons and in their recent work, the majority of children in KG and students in cycles 1, 2, and 3 acquire knowledge, subject skills, and understanding above curriculum standards. In KG, children sing the National anthem and identify the colors of the UAE flag. Students in Cycle 1 show secure knowledge of the biography of the late Sheikh Zayed and explain his great overall achievements. They also recognize the UAE's role in scaling up charitable projects to help people around the world. However, a few students show a less deep understanding of their roles as members of society to preserve the environment and promote national values, such as resilience. The majority of students in Cycle 2 have secure knowledge of the environment, climate, and natural resources of the UAE and a secure understanding of the geography of the world. In Cycle 3, students show a secure understanding of economics and link it to the UAE.
- The school's internal assessment information indicates that over the past three years, the majority of students in cycles 1, 2, and 3 have consistently achieved higher than curriculum standards.
- Internal assessment data for the school indicate that most students are making better than-expected progress against their starting points over time and curriculum standards. This does not align with the progress observed in lessons.
- In lessons and in recent work, the majority of children in KG and students in all cycles make better-than-expected progress toward the learning objectives aligned with curriculum standards. In Cycle 1, students make better than expected progress in their abilities to explain new concepts related to the topic, such as knowledge of political boundaries. They advanced in their awareness of the roles of the founding fathers, especially the late Sheikh Zayed, who founded the Union. The majority of students in Cycle 2 make better than expected progress in their knowledge and understanding of the UAE environment. They explain the

features of the desert environment, vegetation, and climate. The majority of students in Cycle 3 make better than expected progress in their knowledge and understanding of the UAE economy and the global economy. They are able to explain the role of conventional energy if their growing awareness of global environmental issues is on conventional resources.

- The school does not track the progress of different groups. In lessons and recent work, all groups, including boys and girls, lower-attaining and higher-attaining students, and those with additional and special educational needs, make better than expected progress.

Next Steps:

1. Deepen students' understanding of subject-related concepts, such as sustainability, investment, and resilience in Cycle 1.
2. In Cycle 2, strengthen students' understanding of the impact of historical events, such as the Renaissance, on the world economy.

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

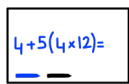
- The school’s analysis of internal assessment data at the end of the 2022/23 academic year against the MoE curriculum standards indicates that a majority of students in cycles 2 and 3 attained the above curriculum. Data is not available for children in KG. This high level of attainment does not align with students' attainment observed in lessons.
- The school does not benchmark students’ attainment in English against any external examinations. The MoE national exam results for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment. PISA 2022 results in reading literacy, at 370.1, are below the international benchmark.
- In lessons and their recent work, most students in all cycles demonstrate literacy levels that are in line with curriculum standards. Children in KG occasionally find it difficult to speak and communicate their learning verbally in clear phrases. In cycles 1 and 2, students face difficulties writing with the correct language structure, and their reading at times is hesitant. In Cycle 3, girls have a strong vocabulary and can speak clearly, but their extended writing skills are limited. Boys’ vocabulary is more limited.
- Over the past three years, the school’s internal data indicates that most children in KG and most students in all cycles have consistently attained levels above the curriculum standards.
- Across all cycles, most students make better-than-expected progress in relation to individual starting points and the curriculum standards.
- In lessons, most students make expected progress in relation to appropriate learning objectives aligned with the curriculum standards, and a few make better progress. Listening and speaking progress reasonably well through the cycles and are stronger among girls in Cycle 3. However, students make less than expected progress in writing short paragraphs in all cycles.
- The school does not analyze assessment data to track group progress. In lessons, girls make better progress than boys in cycles 2 and 3. Lower-attaining students make inconsistent progress. Higher-attaining students do not always make the progress they are capable of making. Students of determination make expected progress towards their individual targets.

Next Steps:

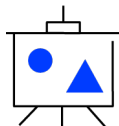
1. Improve speaking and communication skills, particularly in KG and Cycle 1.
2. Strengthen reading and writing in cycles 1, 2, and 3.
3. Extend students' acquisition of new vocabulary words that can support them in improving their speaking and writing skills.

Mathematics

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



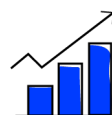
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the MoE curriculum standards indicates that the large majority of children and students across all cycles attain above curriculum standards. This does not align with the attainment observed in lessons and students' recent work.
- The school's results in 2019 TIMSS have reached the low international benchmark, and the results for grades 4 and 8 were 406 and 428, respectively. IBT (2022) results for Grade 3 to 9 students are above the international average in most grades. The results of the MoE national exam for Grade 12 at the end of the academic year 2022/23 indicate very good attainment in the Advanced stream and good attainment in the General stream. PISA 2022 results for the eligible students in the high phase in mathematical literacy at 392.4 are below the international benchmark.
- In lessons and their recent work, most children and students in KG cycle 1, 2, and 3 attain mathematical knowledge, skills, and understanding that are in line with MoE curriculum standards. In KG, most children demonstrate a basic understanding of numbers and shapes. They have difficulty using objects to solve simple problems. In Cycle 1, students demonstrate a reasonable understanding of fundamental mathematics and calculation. However, their ability to use mathematical vocabulary accurately or apply their knowledge and skills to solve word problems is limited. In cycles 2 and 3, students are building their understanding of algebra and geometry. However, students are less confident in problem-solving, linked to real-life situations, particularly boys.
- Over the past three years, the school's internal data suggests that a large majority of students have consistently attained levels above the MoE curriculum standards in all cycles.
- The internal assessment information indicates that the majority of children and students across the school are making better-than-expected progress. This does not align with the progress observed in lessons.
- In lessons in KG, most children make the expected progress in gaining new mathematical knowledge and skills. Children make less progress in developing their calculation skills and ability to sort out similar shapes. In Cycle 1, most students make expected progress. The progress of a few in applying mathematical reasoning to solve word problems is less than expected. In Cycle 2, most students make the expected amount of progress, particularly in geometry. In Cycle 3, most students make expected progress in solving

mathematical problems but less progress in applying learning to solve problems linked to real-life situations.

- The school does not track the progress of different groups. In lessons and students' recent work, most groups make expected progress in cycles 1 and 2. Girls make better progress than boys in all cycles. Higher-attaining students do not make the progress of which they are capable. Students of determination make expected progress toward their targets. Lower-attaining students make inconsistent progress.

Next Steps:

1. Raise KG students' math skills by strengthening number identification, accurate counting, comparing, classifying, and problem-solving.
2. Raise attainment in Cycle 1 to at least a good level, by improving students' ability to use mathematical vocabulary accurately and apply mathematical reasoning to solve word problems.
3. Raise the attainment and progress of students in Cycle 3 to at least good levels by applying mathematical reasoning and solving complex real-life problems, especially for boys in Cycle 3.

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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that a large majority of children in KG and students in all cycles attain levels that are above curriculum standards. In the Grade 12 General Stream, a majority attain above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for KG children. Students took the IBT (International Benchmark Test) in 2022 in Grades 3 to 9, and their results were above the international average in most grades. The results of the MoE national exam for Grade 12 at the end of the academic year 2022/23 indicate very good attainment in the Advanced stream and good attainment in the General stream. The school's results in the 2019 TIMSS have reached the low international benchmark in science for grades four and eight. In science, the results for grades 4 and 8 are 404 and 438, respectively. PISA 2022 results for eligible students in the high phase at 397.2 are below the international benchmark.
- In lessons and their recent work, most children in KG, cycles 1, 2, and 3, demonstrate scientific knowledge and understanding that are in line with curriculum standards. In KG, most children show basic knowledge of why certain foods are considered healthy and others unhealthy. In Cycle 1, most students acquire basic knowledge of scientific concepts. They demonstrate limited observation, inquiry, and exploration skills. In cycles 2 and 3, students demonstrate secure knowledge and understanding of scientific concepts. They are developing adequate laboratory skills but often need teacher support and guidance.
- Over the past three years, the school's internal attainment data suggests that a large majority of children and students have consistently attained levels that are above MoE curriculum standards.
- The school's analysis of internal assessment data indicates that most students make better-than-expected progress over time and from their starting point in all cycles. This does not align with the progress observed in lessons.
- In lessons and students' recent work, most children and students in KG and Cycles 1, 2, and 3 make

expected progress against learning objectives aligned with curriculum standards. Most children in KG and students in Cycle 1 make expected progress in developing scientific vocabulary and concepts. They make limited progress in applying what they know to investigations. In cycles 2 and 3, most students make the expected progress in biology, physics, and chemistry. Across the school, students make minimal progress in developing and practicing practical work, drawing conclusions, and writing reports following the scientific method.

- The school does not track the progress of different groups. In lessons, most groups of students across the school make the expected progress, particularly in cycles 2 and 3. Students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Lower- and higher-attaining students do not consistently achieve the progress they are capable of due to a lack of challenge.

Next Steps:

1. Raise students' attainment and accelerate their progress in KG and Cycle 1 to reach at least good levels, with a particular focus on their scientific skills, including observation, sorting, inquiry, and exploration skills.
2. Raise attainment and accelerate progress in cycles 2 and 3 to reach at least good levels, focusing on applying scientific methods, developing practical and independent laboratory skills, and promoting students' skills in conducting experiments and independently writing laboratory reports.

Learning Skills

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

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

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

Findings:

- Across all phases, students engage in learning, particularly in Arabic, UAE social studies, and Islamic education. However, students are not fully engaged over longer periods without teacher intervention because they rely on teacher direction to guide their learning. This is particularly evident in mathematics and science in KG and Cycle 1. In Cycle 3, girls and students in the advanced sections can articulate their learning with some general areas for improvement. Self-reflection is not an embedded feature of student learning across the school.
- When given the opportunity, students across the school can work in groups and communicate their learning adequately. However, this still requires occasional teacher support to ensure meaningful interactions in Cycle 1. Student collaborations in most subjects ensure children and students make expected progress.
- Students make relevant connections with the real world in Cycle 3 sciences and in mathematics when solving real-life problems. In other subjects and phases, students are guided by the teacher or textbook content to make the connection. Students make adequate links between different subjects, particularly Arabic, Islamic education, and UAE social studies. They often transfer their Arabic literacy skills, for instance, using standard Arabic when discussing learning across other subjects.
- Students in the lower phases occasionally develop their critical thinking skills when solving problems in mathematics or providing alternative viewpoints in Islamic education. Older students demonstrate a range of skills to solve problems; however, this is generally inconsistent across the school. Along with innovation, enterprise, research, and independent inquiry skills, the use of technology in lessons is rare and occurs only during computer technology classes.

Next Steps:

1. Improve students' skills in working collaboratively and taking responsibility for their own learning by decreasing teacher support and enabling them to identify their strengths and improvement needs, particularly in KG and Cycle 1.
2. In lessons across the school, promote students' critical thinking, innovation, enterprise, research, use of technology, and independent inquiry skills.

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

Personal Development

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

Findings:

- Children and students generally demonstrate positive attitudes in their classes and across the school. In KG, children respond to staff instructions and feedback, but a few need constant reinforcement from their teachers. Students in cycles 1, 2, and 3 take responsibility for their learning when given the opportunity. They appreciate critical feedback, especially in Cycle 3 in the girls' section. However, children and students generally rely on support from teachers across the school to complete tasks.
- Students across all cycles behave well in lessons and different parts of the school. Most are clear about the school behavior code of conduct, resulting in few bullying incidents. Positive behavior prevails throughout the school, but is more evident in the girls' section.
- In KG and all cycles, relationships between children, students, and teachers are respectful and courteous.
- In lessons, children and students cooperate well with others and help one another.
- Children and students are developing an adequate understanding of staying fit and healthy. Most participate in daily exercises, assemblies, and sports activities. Students generally know what constitutes healthy and unhealthy food choices when they participate in different activities that promote a healthy lifestyle. However, children and students tend to bring unhealthy snacks.
- School data for 2022/23 shows that attendance is 99.7%, which is outstanding. However, that was not evident during the visit, when an ample number of students were absent over the four days. Students also arrived late for assembly and lessons, especially in the boys' section.

Next Steps:

1. Improve children's and students' self-reliance and reduce their dependence on teacher's support.
2. Strengthen students' understanding of healthy eating choices and engaging in more physical activities.
3. Improve attendance and punctuality to assembly and lessons for all students.

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:

- Children and students across all cycles demonstrate a clear appreciation and understanding of Islamic values and practices. They are clear about the influence of Islamic values on their lives and their effect on UAE society, although this can be strengthened in KG and Cycle 1. This is evident from the students' displayed work around the school and discussions.
- Through various projects, artistic endeavors, and celebratory events, students across the school express a secure and detailed understanding and clear admiration for the heritage and culture of the UAE. They celebrate Islamic and national occasions with reverence, such as National Day and Flag Day, acknowledging the role of leadership of the UAE at the country and world level. Within the school, students actively participate in celebrations, and the older ones participate in the organization of national events and cultural celebrations.
- Children and students demonstrate a clear understanding of their own culture and that of a range of other world cultures. They benefit from the multicultural student body to learn about other cultures through a range of cross-cultural experiences and activities like World Cultural Day. As a result, most students are aware of similarities between various cultures and can speak about a wide variety of different foods, clothes, and flags represented across the student body.

Next Steps:

1. Extend students' understanding of the influence of Islamic values on contemporary UAE and how this is impacting their own lives, particularly in KG and Cycle 1.
2. Promote the engagement of all students, particularly younger children, in taking leadership roles in organizing UAE heritage events.
3. Enhance all students' understanding of all the elements of other world cultures through more regular cross-cultural events.

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 participate in initiatives within the school and broader communities, showing awareness of their responsible roles in society. Older students are keen to engage in charity activities with the UAE Red Crescent, but this is inconsistent across the school.
- Children and students are motivated to learn in lessons. Occasionally, they take the initiative, come up with creative ideas, and make suggestions, more evident in Cycle 3 in the girls’ section. Students enjoy participating in projects and working with others if given the opportunity. Students’ innovation, enterprise, and entrepreneurial skills across all cycles are still developing.
- Children and students across all cycles demonstrate a basic understanding of conservation and demonstrate a reasonable level of care for the immediate environment. Students engage in activities like planting the school garden; however, their involvement and participation in sustainability-promoting activities and their comprehension of how they can contribute to the environment beyond planting in the school are variable and inconsistent.

Next Steps:

1. Improve students’ skills in taking responsibility for initiatives within the school.
2. Improve students’ innovation, enterprise, and entrepreneurship skills in lessons and through more regular, well-planned activities.
3. Improve students' understanding of sustainability and their roles in supporting local and global efforts in conservation.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers demonstrate secure subject knowledge and an adequate understanding of how their students learn their topics and concepts. They demonstrate the ability to provide a variety of methods, but this lacks consistency, particularly in the KG and in mathematics and science.
- Teachers across all phases plan lessons appropriately and ensure they are aligned adequately with the MoE requirements. Lesson plans are at least adequate. In Arabic subjects, lesson plans sometimes include detailed activities for diverse groups of learners. Teachers make little use of resources in most subjects other than the whiteboard. Additional hands-on resources in mathematics and science, particularly in the KG and cycles 1 and 3, are lacking. The use of time is variable, and activities in the best lessons are well-paced and keep students engaged, but in other lessons, the pace can be slow, and the work is repetitive.
- Teacher-student interactions are positive and help to ensure that almost all students are willing learners and mostly interested in lessons. Questioning in some classes is directed at a few students and does not always involve the whole class. Opportunities for discussion and dialogue are variable across the school. Teachers questioning Arabic subjects are more open to encouraging discussion and debate as a result of recent training. The impact of this training is less evident in English, mathematics, and science.
- Teaching occasionally sets low expectations, particularly in mathematics, science, and in KG. Consequently, students with higher attainment are not sufficiently challenged in lessons. Teachers use a range of strategies in Arabic, Islamic education, and social studies but are sometimes not personalized sufficiently to meet the needs of all students. In some lessons, teacher talk dominates, and students are not given sufficient opportunities to respond and discuss to make their learning more meaningful. In several lessons, teaching strategies did not encourage students to be active learners and did not sufficiently meet the needs of the wide range of diverse learning styles in each class.
- Teachers sometimes develop students' critical thinking, problem-solving, and independent learning skills. In a few lessons, students used technology to research and find ways to solve problems. Generally, teachers are not implementing a sufficient range of activities within lessons to support students' development of critical thinking, innovation, and problem-solving skills. There are a few opportunities to solve real-life challenges and develop students' independent learning skills.

Next Steps:

1. Engage students in more active learning activities, making more use of a wide range of resources, including the outside environment in KG.
2. Improve teaching strategies and questioning for children and students to engage them in discussion and develop their innovation, critical thinking, and problem-solving.

3. Plan and deliver differentiated learning activities across all cycles and the KG to effectively meet the needs of all groups of students, particularly the higher-attaining students.

Assessment

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

Findings:

- Internal assessment processes are coherent and consistent in Arabic, Islamic, and social studies. Processes in these subjects reflect a reasonable picture of individual student's performance in the various language skills. In KG, children's progress is not reviewed sufficiently to ensure they are ready for the next stage in their learning journey. Overall, assessment procedures do not consistently provide a reliable measure of students' achievement. Generally, pre and post-moderation of assessments and the use of standardized assessment rubrics are not common practice. The systems to track children's progress in the KG lack rigor.
- The school benchmarks students' academic outcomes against external, national, and international expectations. The school uses the IBT test to benchmark students' attainment in mathematics, science, and Arabic in grades 3 to 9. Grades 4 and 8 have completed the TIMSS 2023 international assessment but are still awaiting the results. The school engages eligible students in the high phase of the PISA 2022 international assessment to benchmark their attainment in English, mathematics, and science.
- Internal assessment data is analyzed to track the progress of students in each subject and per grade. However, results are not sufficiently accurate and, therefore, do not consistently reflect the actual level of students' attainment and progress. The school does not analyze assessment data to track the progress of individuals and groups of students.
- Internal and external assessment information is not used effectively to inform teaching, particularly in English, mathematics, and science. Some lesson plans might include different activities, but these are not well differentiated or matched to individual students' needs. The challenge is not always to deepen the understanding of higher-attaining children and students. Better use of analyzed data is seen in Arabic, Islamic education, and social studies; yet this remains inconsistent across the school.
- Teachers have reasonable knowledge of students' strengths and weaknesses through assessments and observation in lessons. Teachers give children sufficient verbal feedback and support in lessons to help children and students, including lower attainers and SOD, achieve the learning objectives, particularly in cycles 2 and 3 and in AMS. Feedback is less robust in KG and Cycle 1. Teachers do not always provide enough opportunities for children and students across all cycles and subjects to review their and others' work. As a result, they are not clear enough about their strengths and how and what they need to improve in their learning.

Next Steps:

1. Set up systems to record and track children's progress in KG classes.
2. Ensure assessment data from both internal and external assessments is analyzed in depth and information about students' progress as individuals and groups are identified and tracked.
3. Improve teachers' skills in using internal and external data to inform teaching and learning.
4. Ensure assessment procedures are effective and provide accurate and reliable data about students'

attainment and progress.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Ministry of Education (MoE) curriculum in KG and across all other cycles and incorporates all requirements. The school curriculum has a defined rationale, but implementation focuses mainly on imparting knowledge. Opportunities to develop learning skills are limited. The taught curriculum focuses on shaping students' attitudes through a comprehensive approach, primarily outside of regular lessons.
- The curriculum progression is based on the prescribed textbooks, and planning is aligned accordingly to ensure that course content is delivered each term. Diagnostic tests are administered to students when they enter the school, and this helps to inform curriculum planning. However, gaps in student learning are not yet fully addressed, particularly in English, mathematics, and science subjects. As a result, not all students are adequately prepared for the next stage in their education.
- The school offers two pathways for older students: the advanced and the general streams. This provides the older students with an adequate range of curricular options.
- Some cross-curricular links are planned, but they do not fully facilitate students' transfer of learning between different subjects. In the better lessons such as Arabic, Islamic education, and social studies, links are planned well by teachers to support adequate transfer of knowledge. The school has put together a mapping plan linking all key curricular areas with the National Identity. The mapping plan is now in its second year and is supported by class activities. However, the impact of lessons is inconsistent, particularly in English, mathematics, and science.
- The school conducts periodic curriculum reviews and develops its curriculum to ensure adequate provision in most subjects. The school usually reviews the curriculum after the term assessment results to ensure that the taught curriculum is aligned with MoE expectations. However, there is an overreliance on the prescribed textbooks for content and sequencing of work rather than enhancing the taught curriculum to meet the needs of the different groups of students. Reviews to date have not been successful in identifying and addressing gaps in the knowledge and skills of children and students. The school does not conduct any reviews of the KG curriculum, which results in repetition across the two levels, particularly in mathematics and science.

Next Steps:

1. Ensure that the curriculum offers opportunities for students to develop their subject-based and learning skills, especially in the fields of mathematics, science, and KG.
2. Ensure cross-curricular planning enables students to make meaningful links across and between all subjects.

Curriculum adaptation

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

Findings:

- The school makes adequate modifications to the curriculum to meet the needs of most groups of students. The Special Educational Needs Coordinator (SENCO) modifies the curriculum for the identified students with additional learning needs, including the student of determination. This modification provides adequate support for students in class and also in school generally. Adaptations for meeting the needs of lower and higher-attaining students are inconsistent. Opportunities to challenge the gifted and talented students are inconsistent.
- The curriculum is functional and designed to engage the majority of students. Children and students have a few opportunities to develop their creativity and exploration and innovation skills, especially through play-based learning in the KG. The curriculum in the other phases is textbook driven in most subjects and does not provide sufficient opportunities for students to develop their innovation or enterprise skills. . Enrichment experiences such as assemblies, inter-school events, and school functions are planned adequately to develop students' social and leadership skills. Extracurricular activities provide some opportunities for students to develop their talents.
- The curriculum embeds appropriate opportunities for students to appreciate the heritage and culture of the UAE and Islamic values, such as presentations, assemblies, displays and school functions. There are some appropriate opportunities to establish links with Emirati and UAE culture in lessons across Arabic, Islamic education and social studies. However, these links are not integrated throughout the curriculum.

Next Steps:

1. Modify the curriculum to consistently meet the needs of all groups of students, including those with additional learning needs, including SoD, higher-attaining students, and those who are gifted and talented.
2. Develop additional opportunities to build children's and students' creativity and exploration, particularly through play-based learning in KG.
3. Provide regular and well-planned opportunities for children and students across the school to develop innovation and enterprise skills in lessons and through projects.

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	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

Findings:

- The school has adequate procedures for safeguarding students, including child protection. Child protection and safeguarding policies are shared with parents and staff through links and posted to all school communication channels. However, a minority of students from the students' council are not clear where to go if they need help. The school provides termly training for staff on child protection. The school takes adequate steps to ensure that all students are protected from bullying, including online, through regular workshops. The school helps and informs students about how to stay safe using the internet and social media.
- The school generally meets the requirements for health and safety, ensuring all members of the school community are safe. The health and safety committee is composed of seventeen members representing the different cycles of the school. The health and safety officer, who is currently doing the job of the social worker in the girls' section, and the maintenance officer make daily rounds to check any emerging issues. Still, no records are available for the daily checks, including in the KG section. The committee meets regularly twice a month to follow up on any safety concerns.
- Records for reviewing and updating policies are unavailable. Bus supervision routines are adequate, and buses are tracked on the Salamah System. Risk assessments are adequate. The school conducts emergency fire evacuation drills but does not accurately record the time it takes to evacuate the school.
- The school's civil defense compliance is still in the process, as the last certificate expired on 28/11/2023. The school has applied for a renewal. The school contracts external organizations to manage various health and safety functions, including the CCTV and alarm system, water quality testing and tank maintenance, laboratory chemical disposal, and daily cleaning. All contracts are with approved providers and are up to date.
- The school has only one adequately equipped medical clinic, close to the boys' section and far from the KG and Cycle 1 building. It is staffed by one full-time qualified nurse who ensures all medical needs are adequately met. Regular medical checks, including weight and height, are conducted, BMI calculations are not done on time, and record keeping is only adequate due to understaffing. Essential medicines are locked away safely.
- The school premises provide a safe environment for most members of the school community. However, not all parts of the school are accessible to those with mobility or physical disabilities, particularly the science laboratory, which is on the second floor. The school has no lifts. The school is awaiting final approvals for the planned new building (theater and swimming pool).

- The school ensures that an adequate range of healthy food choices are available in the canteen. The school promotes safe and healthy living through lectures, awareness workshops, and activities, but these are not systematic. Monitoring of food choices is inconsistent, and records are unavailable. Appropriate shading is available in most outdoor spaces. Fresh drinking water is readily available; three are distributed around the school. However, the water access was turned off in the boys' section during the safety tour with the maintenance officer.

Next Steps:

1. Implement rigorous processes for updating all policies and procedures, recording all health and safety checks, and monitoring activities.
2. Implement contingency plans to ensure the premises are fully accessible to children's and students' personal and academic needs.
3. Monitor all health and safety procedures more rigorously to ensure students understand the need to make healthy food choices and have access to water throughout the day.

Care and support

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

Findings:

- Teachers and adults have established positive relationships with students. There is a climate of mutual respect between students and staff, especially in Cycle 1 and the girls' section. Expectations for all students' good conduct and behavior are adequate and mostly understood. The systems to manage behavior are successful, ensuring students and children are generally well-behaved.
- The school has established protocols for recording and monitoring student attendance and punctuality. However, the follow-up of unauthorized absences and lateness is not always effective. Adequate procedures are in place to record and track students' attendance and punctuality. According to the school's records, attendance is at 99.7%, an improvement from 94% in the last inspection report. However, absence and lateness are evident during the inspection in assembly and during the first lessons during the school day.
- The school has a process for identifying students with additional needs, including students of determination, but this is not rigorous enough. Currently, only one student of determination (SoD) has been identified. Gifted and talented students are not formally identified, but those with special talents engage in clubs such as sports. There are individual education plans (IEPs), but while information is shared with teachers, support in lessons is inconsistent. The social worker is responsible for following up with the student. Limited training was given to teachers about how to include students with additional needs in lessons. The school has identified thirty gifted and talented students who engage in different clubs, including Quran recitation, soccer, and reading in Arabic.
- There is no specialist support and no resource room for additional learning needs, including for students of determination. The one student of determination receives reasonable support during pull-out sessions but is less effective in push-in lessons. The school engages the gifted and talented students in external competitions and clubs. There are no advanced learning plans for gifted and talented students. The level of challenge in lessons for higher-attaining and gifted students in lessons remains limited.
- The counselor provides adequate, informed advice about and monitors the well-being and personal development of students. However, due to the shortage of staffing, not all students receive the support they need. Career guidance is sometimes provided by visiting parents or school counselors to give the older students appropriate support.

Next Steps:

1. Implement a rigorous and effective follow-up system for unauthorized absences and lateness to ensure timely and consistent intervention to improve overall punctuality.
2. Strengthen protocols for identifying and supporting students of additional learning needs, including SoD and those who are gifted and talented.
3. Implement a structured career guidance program to offer comprehensive support to older students in cycles 2 and 3.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable

Findings:

- The senior leadership team, comprised of the principal and the vice principal, demonstrates commitment to the UAE's national priorities through their focus on enhancing the Arabic language and embedding the UAE culture into the school's culture. The team's commitment to inclusion is less evident since only one student is identified. The principal shares a clear direction with staff and students, emphasizing the importance of national priorities, including promoting UAE identity. The senior leadership is supported by a group of middle leaders who oversee specific subject areas.
- Senior and middle leaders demonstrate an appropriate understanding of the curriculum and best practices in teaching, learning, and assessment. However, their impact on raising students' standards is not yet evident or impactful in all cycles and subjects. Senior leaders recognize the need for a more comprehensive approach to ensure that assessment data accurately reflect students' outcomes. The principal and vice principal have ensured that fostering a culture of supporting staff is a fundamental aspect of their efforts to build the school's capacity, and this has resulted in more focus on professional development.
- Professional and friendly relationships and communication exist throughout the school. The principal adequately delegates leadership responsibilities, ensuring students receive the appropriate care and support. Leaders at all levels are aware of their roles and responsibilities. However, due to weaknesses in assessment procedures, they have not yet reached the stage where their judgments about students' achievement are consistently accurate. Morale is positive.
- The principal and school staff are aware of the school's improvement priorities. The senior leadership team acknowledges the importance of enhancing the skills of middle leaders in accurately evaluating teaching quality and monitoring students' attainment and progress in classrooms. The in-house training that has been implemented for teachers and middle leaders is resulting in improved teaching and learning in Arabic, Islamic education, and UAE social studies. An intervention plan is in place, but the impact is not yet fully embedded across and within the school culture. The senior leadership team, including the governing board, has not fully addressed the recommendations from the previous inspection report. They show only adequate capacity to improve the school further.
- Accountability is collectively shared but is still not fully embedded. Leaders have improved a few aspects of the school's performance, such as students' attainment and progress in Cycle 3 in Arabic and Islamic education and UAE social studies in Cycle 2, and have maintained overall acceptable school performance. However, achievement has regressed in mathematics and science in some cycles, as have students' protection, guidance, care and support, and school management processes. They ensure that the school is compliant with statutory requirements.

Next Steps:

1. Strengthen the effectiveness of teaching, learning, curriculum implementation, and assessment by empowering middle leaders in their leadership roles.

2. Improve the accurate analysis of internal and external assessment data and use the information more effectively to hold leaders to account.
3. Ensure senior and middle leaders are fully aware of their responsibilities and are are held accountable for students' achievement.

School self-evaluation and improvement planning

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

Findings:

- The senior leadership team delegated responsibilities to committees to involve all staff in the self-evaluation process (SEF). It actively seeks input from parents and governors to gather their perspectives on areas that need improvement. Leaders have an adequate understanding of the school's improvement needs. However, school self-evaluation predominantly relies on internal assessments, which can lead to judgments that may not always accurately represent the student's actual achievement. The senior leadership team is generally aware of the school's strengths and areas requiring improvement.
- The monitoring of teaching and learning is systematic and conducted by senior and middle leaders. They undertake formal and informal classroom visits monthly for each teacher and offer constructive feedback. Learning walks occur regularly. The observation forms include relevant criteria, with adequate emphasis on teaching strategies. However, there is too little focus on students' progress or the impact of teaching on students' learning. In addition, the inconsistent levels of expertise within the middle leaders have slowed the impact of monitoring on students' achievement.
- The school improvement plan is based on the school self-evaluation and reasonably pinpoints areas for improvement and outlines suitable strategies. The targets are sometimes SMART, and the plan includes a clear assignment of responsibilities and a defined timeline for review. However, the school improvement plan lacks a robust linkage of success criteria to students' outcomes.
- The school has been inconsistent in improving students' attainment and progress in Islamic education and Arabic in cycles 2 and 3 and UAE social studies in Cycle 2 and maintaining an overall adequate level of performance in other subjects. However, achievement has fallen in mathematics and science in the KG, mathematics in Cycle 3, and science in Cycle 1 due to regression in teaching and the curriculum.

Next Steps:

1. Improve the self-evaluation process by incorporating different sources of evidence, including external assessments, to attain a more accurate and comprehensive evaluation of the school's performance.
2. Improve the monitoring of teaching, measuring its effectiveness by its impact on student learning outcomes.
3. Revise the success criteria in the school improvement plan to establish stronger connections with student achievement outcomes.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Acceptable

Findings:

- The school has a parent council that sometimes organizes various events focused on promoting UAE culture and heritage. Additionally, the school encourages parents to participate in providing awareness sessions to older students, such as first aid training and discussions on future careers. Parents' involvement makes a positive contribution to the school community.
- The school's communication with parents is adequate. The school uses various communication methods, such as social media applications such as Telegram, WhatsApp, and Facebook, and face-to-face meetings to ensure parents are well-informed. Additionally, the school implements an open-door policy for parents to meet with their children's teachers when they wish. Parents are generally satisfied with the extent of communication from the school.
- The school shares a progress report with parents at the end of each term. The reports provide adequate information about their child's academic progress and personal development. However, they do not sufficiently report on students' strengths, areas for improvement, and next steps in learning. Teachers consistently use social media applications to share information about students' daily achievements with parents in case of any issues.
- The school has established reasonable partnerships with several local organizations, including the community police, civil defense, Red Crescent, and traffic police. Leaders have formed partnerships with various schools in the area, working together to coordinate joint activities for students, such as competitions and sports tournaments. The school's connections have positive effects on students' academic and personal development. However, the school's ties with international organizations are limited.

Next Steps:

1. Extend opportunities for parents to make a greater contribution to the school's social and academic calendar.
2. Provide parents with more detailed information in reports about their children's strengths, areas for improvement, and next steps in learning.
3. Explore opportunities to form ties with international organizations.

Performance Indicator	Quality judgement
Governance	Acceptable

Findings:

- The board of governors has representation and consultation from all parents but not yet from teachers and students. The owner is the chair of the board of governors, a retired teacher who demonstrates a high interest in improving the quality of education in the school. Governors and the owner make irregular visits but play a supportive role in financial scrutiny and oversight. They have adequate knowledge about the school's needs and ensure statutory requirements are met.
- Governors and the owner monitor school performance on a termly basis. They occasionally send surveys to parents to seek their views. They participate in regular meetings with the principal to gain knowledge about the school's performance, address various issues, and maintain accountability for the quality of the school's performance. However, these meetings may not always lead to the development of a formalized forward-planning strategy to address identified issues.
- The owner exerts a positive influence on the school and is generally supportive of initiatives such as the plans and licensing for the new buildings of the school. Governors ensure that resources are adequate and promptly address any shortages, especially if they are associated with an area of weakness. The governing board ensures that staffing is adequate and that staff receive relevant training. There is currently no social worker and only one nurse. Overall, the governing board has a reasonable impact on the school's overall performance.

Next Steps:

1. Involve teachers and students in the work of the governing board.
2. Improve the governing board's role in the school's self-evaluation and development of formalized forward planning.
3. Review the staffing structure to ensure there is enough qualified staff to meet students' personal and academic development and improve the school's performance.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the school operations are organized and foster an environment conducive to learning. All routines and procedures, including arrival and dismissal times, are effective. They ensure, whenever possible, that lessons and all activities start on time and run smoothly. The lesson timetable is designed to minimize the loss of learning time.
- While there are shortages in staffing, employed staff are suitably qualified, although a few lack experience. The senior leadership team (SLT) has offered substantial staff development, including designated times for departments to conduct monthly internal professional development sessions. The impact of these sessions on improving students' attainment and progress is not currently apparent.
- The school premises are sufficient, with necessary specialized facilities, including technology resources such as a well-resourced computer lab, a small library, two science laboratories, a gym, two prayer rooms, and a music room. Playgrounds are shaded and suitable for the number of students. Classrooms are generally of a suitable size, although a few are too small as per the number of students, particularly in the KG phase and Cycle 3 boys' section. The school has ramps to provide accessibility and accommodate those with mobility challenges, but it has no lift to allow access to floors above ground level. The KG outdoor play area is too small to enhance children's physical development and imaginary play.
- The school's resources adequately support curriculum delivery in cycles 2 and 3. Every classroom has a smart board, which teachers use in their teaching. Teachers primarily rely on worksheets for lesson delivery. However, there is a lack of subject-specific resources to support investigations and hands-on learning for mathematics and science, especially for younger learners in the KG and Cycle 1. Resources for the one student of determination identified are adequate. Resources to enhance the provision in other subjects, such as music, PE, and art, are limited.

Next Steps:

1. Ensure the school is fully staffed and all vacant key positions are filled.
2. Improve the quality of professional development and monitor how well it improves teaching and assessment by its impact on student achievement.
3. Provide sufficient resources to support investigations and hands-on learning in mathematics and science, especially for young learners in the KG phase and Cycle 1. Improve resources for other subjects, particularly music, art, and physical education.

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