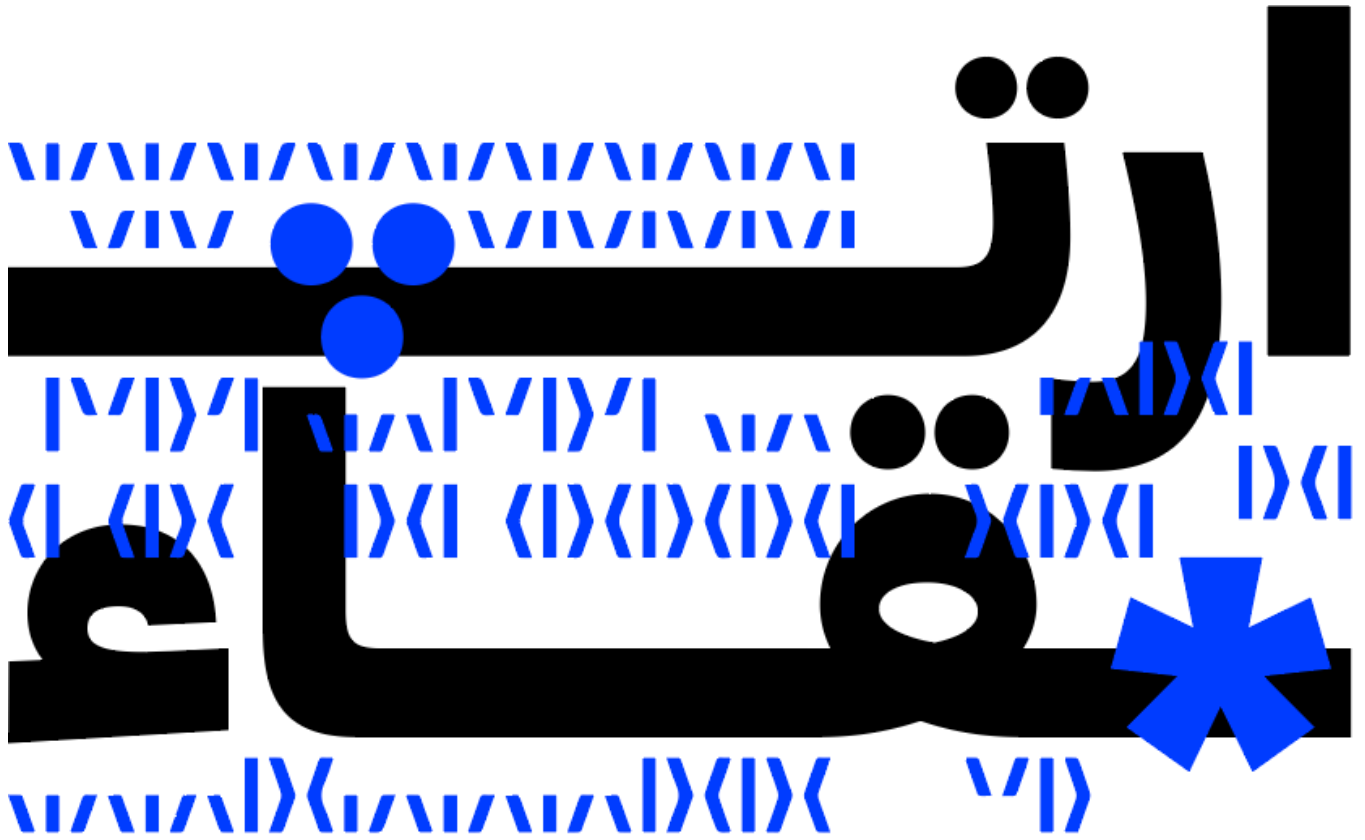




Irtiqa'a School Inspection

AY 2023/24

Al Maharat Private School

Rating: Good

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School Information

General Information		
	Name	Al Maharat Private School
	Esis Number	9343
	Location	11, Al Sayf St, Shakhbout City, Abu Dhabi, 23655
	Website	http://aps.almaharatschools.com/
	Telephone	025576099
	Inspection Dates	04 to 06 Jun 2024
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - KG
Number of students on roll	101
Number of Emirati students	16
Number of students of determination	7
Largest nationality group of students	India - UAE - Jordan

Information On Teachers

Number of teachers	20
Nationalities	India - Philippines - South Africa
Number of teaching assistants	2

Changes since the previous inspection

Since the last inspection, Al Maharat Private School has improved to Good due to advancements in students' attainment and progress.

In Arabic medium subjects, the judgments for Arabic as a first and second language have remained acceptable. In English medium subjects, there has been a marked improvement, with attainment in English and mathematics, progressing from acceptable to good in KG. Student progress has improved from acceptable to good in KG and secondary for English, mathematics, and science.

Students' personal and social development and their innovation skills have improved from acceptable to good.

Similarly, teaching and assessment have moved from an acceptable to a good rating. This improvement is partly due to the significant reduction in teacher turnover and the establishment of a new leadership team in August 2022. The curriculum design and implementation has also seen an upgrade from acceptable to good. The curriculum now better supports students' learning needs and is aligned with international standards.

The protection, care, guidance, and support of students, has improved to good, reflecting enhanced support systems and student welfare initiatives. The effectiveness of leadership and management has improved from acceptable to good. This is attributed to the new leadership team's effective strategies and innovative approaches, which have driven school-wide improvements.

Several major changes have had a positive impact on the school's overall performance. The school owners

obtained ADEK approval for a curriculum change from MOE to British in June 2022, and since August 2022, the school has been operating two schools under one provision, with the MOE provision gradually phasing out and set to end in June 2024. The school is also on the High-Performance Schools Award journey, with final accreditation expected on June 4th, 2024. It has been approved as a BSME school following an inspection in summer 2023 and is a Cambridge International Education approved school, currently implementing the Cambridge Curriculum in FS and Year 7, with plans to extend this to the entire school in the 2024/2025 academic year.

All recommendations from the previous inspection have been addressed, leading to improvements across all performance standards. Teaching for effective learning has improved in all phases, resulting in better student attainment and progress. The curriculum design and implementation have seen considerable enhancements, and assessment processes have improved across all phases.

Al Maharat Private School has made substantial progress since the last inspection, aligning with the UAE Inspection Framework's criteria and demonstrating a commitment to continuous improvement and excellence in education.

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

The school has benchmarked students' attainment against international standards. In 2023, the school entered Year 5 students for the TIMSS (Trends in International Mathematics and Science Study) assessment and is currently awaiting the publication of the results and targets, due in December 2024. Although the school did not participate in the PIRLS (Progress in International Reading Literacy Study) in 2021, the school plans to engage its first cohort, currently in Year 3, to partake in 2026. The school has engaged students in the PISA (Program for International Student Assessment) in 2022. The school has set specific targets for all three international benchmarks and has already achieved its mathematical and scientific literacy targets in the most recent PISA assessment.

The school has ensured that all teachers are developing the appropriate skills required by students entering the assessments in lessons through regular reviews of its curriculum design, adaptation, and implementation. The promotion of reading throughout the school enables students to access the questions and the whole-school focus on the development of the students' analytical and problem-solving skills further prepares students for the specific nature of the questions in the assessments. Reading literacy has been boosted through comprehensive reading programs and interventions to ensure students are well-prepared for PIRLS. Further efforts include curricular enhancements in mathematics and science, providing additional support for mathematical content domains and focusing on cognitive and mathematical skills development. This involves targeted intervention sessions and enhanced curricular activities designed to improve student understanding and application of mathematical concepts. The significant enhancement in planning, provision, and scaffolding for progress and attainment in the core subjects of English, mathematics, and science ensures emphasis on continuous improvement and global benchmarking.

Performance in standardized and international assessments

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

International Assessments: TIMSS, PISA, PIRLS

- The school has participated in the most recent TIMSS assessment in 2023 and is currently awaiting the results.

Reading

The school boasts a large library containing books in both Arabic and English, managed by a dedicated librarian. The library features 18 computers for student use and is designed to be bright, inviting, and orderly. Each class from Foundation Stage 2 (FS2) to Year 6 is scheduled to visit the library twice a week for sessions in both English and Arabic. The library's collection comprises 5,232 books, with 4,166 in English and 1,066 in Arabic, including general knowledge, religious texts, fantasy, fiction, and non-fiction.

The school employs a strategic and holistic approach to fostering a love of reading among all students. Each student participates in four reading lessons per week, adhering to the mastery lesson framework with an emphasis on VIPERS (Vocabulary, Inference, Predict, Explain, Retrieve, and Summarize/Sequence). This methodology explicitly instructs reading skills through weekly guided and whole-class sessions. Additionally, the Clipboard reading program guarantees that all students are read with at least three times a week, with daily sessions for those identified as low attainers.

Initial phonics skills are cultivated through the Read Write Inc. (RWI) program, which organizes students into groups based on half-termly assessments of letter and sound correspondence. Upon completion of the RWI phonics program, students transition to the Oxford Owl or Kutebee Big Cat programs, which are online reading platforms that support comprehension and complement

physical books.

This year, the school actively participated in the Abu Dhabi Reading Challenge and Extreme Reading challenges. Events such as World Book Week, Author Day, and Book Fairs have further elevated the profile of reading within the school. In response to

students' requests, the school also organized a pajama day, which included extended personal reading time. Reading displays throughout the school celebrate students' achievements, and the comfortable reading environments encourage students to engage with books. All classrooms feature designated reading corners stocked with a variety of books.

Reading skills are integrated across all subjects as students' progress through the early years, primary, and secondary phases. The school ensures that reading is a fundamental component of the curriculum, providing targeted interventions for less able readers through the Clipboard program.

Strengths of the school

- Across all year groups, students are actively engaged and becoming more confident students.
- Students' abilities to communicate their thinking and learning across all subjects.
- Students exhibit positive attitudes and increasing self-reliance in lessons across all subjects.
- Students demonstrate a secure knowledge and appreciation of UAE culture.
- Teachers apply their subject knowledge, and some are aware of their student's learning profile.
- The school's internal assessment processes are secure and linked to attainment and progress.

- The opportunities for students to develop innovation skills.
- The curriculum, including High-Performance Learning, offers experiences that empower students as students.
- The policies and procedures to promote well-being and keep all students safe are effective.
- There is strong support for students of determination.
- Parents are actively committed to supporting the school across all phases.
- The school offers a wide range of high-quality resources to promote learning.

Key Recommendations

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

- Engaging students in well-planned group work to develop their collaboration skills.
- Planning regular opportunities for students to develop their critical thinking, problem-solving, inquiry and independent learning skills in all lessons.
- Providing more opportunities for students to make meaningful connections between all areas of learning in all lessons.
- Ensuring that teachers consistently plan well-differentiated work to meet the needs and extend the learning of the higher- attaining students.
- Use assessment data to effectively monitor the progress of individual students and groups in all subjects.
- Ensuring all teachers use more open-ended questioning to promote critical thinking skills.

2. Ensure that all students are given the opportunity to develop their personal, social development and innovation skills, by:

- Empowering students with opportunities to initiate activities to support the community.
- Elevate students' understanding of other world cultures.

3. Enhance the quality of the curriculum's design and implementation to a very good level, by:

- Balancing opportunities to acquire knowledge with the time needed to develop learning skills.
- Ensuring that the school continues to modify the curriculum to consistently meet the needs of higher attainers.
- Improving the quality of support for students with gifts and/or talents.
- Providing more challenge in every lesson for all students in all phases.

4. Improve aspects of the leadership to raise effectiveness to at least a very good level by:

- Strengthening the development of the middle leadership to better support school expansion.
- Elevating the levels of challenge and support from the governing board to enable the school to move forward.

Overall School Performance: **Good**

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

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Good	Good	Good	Not Applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Not Applicable
Social responsibility and innovation skills	Good	Good	Good	Not Applicable

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good ↑	Acceptable	Good ↑	Not Applicable
Assessment	Good ↑	Good ↑	Good ↑	Not Applicable

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Not Applicable
Curriculum adaptation	Good	Acceptable	Good	Not Applicable

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very Good 	Very Good 	Very Good 	Not Applicable
Care and support	Good	Good	Good	Not Applicable

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an
and Hadeeth



Islamic values
and principles



Seerah (Life
of the Prophet
PBUH)



Faith



Identity



Humanity and
the universe

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

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 for Islamic education, indicates the large majority of students in primary attain levels above curriculum standards. However, the majority of students in secondary attain levels above the curriculum standards. This high level of attainment does not align with the levels of students' knowledge, skills, and understanding observed in lessons.
- The school has no external national or international assessments for primary and secondary Islamic education.
- In lessons and their recent work, most students in the primary and secondary phases demonstrate knowledge of Islamic teachings, etiquette, and Hadeeth in line with the curriculum standards. In both phases, students demonstrate an understanding of the values of Islam and how they apply to their lives and can recall the meaning of key terminology in Hadeeth and verses from the Qur'an. However, their skills in explaining their understanding of Qur'an verses are less developed. Across phases, only a minority of students can observe proper pronunciation and Tajweed rules when reading verses from the Qur'an.
- Over the past three years, the attainment of the large majority of students in primary and the majority of students in secondary, based on the school's data, has been above national standards.
- The school's internal assessment data indicates the majority of students in primary and most students in secondary make better than expected progress in relation to their starting points and MoE Islamic education curriculum standards.

- Based on lesson observations and scrutiny of students' work across primary and secondary, most students make the expected progress in developing their knowledge of Islamic teachings, etiquette, and Hadeeth in relation to learning objectives that are aligned with curriculum standards in lessons and in their work.
- The school's analysis indicates that the majority of boys in primary and secondary make better than expected progress, while the large majority of Emirati students and girls in primary make better than expected progress. In secondary, most Emirati students, girls and high-achievers make better than expected progress, while the majority of boys and low-achievers make better than expected progress. In the lessons observed, students with additional learning needs, lower- and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Enhance students' ability to explain their understanding of Qur'anic verses.
2. Strengthen students' proficiency in the rules and recitation of Tajweed.
3. Further develop students' skills in applying Islamic values to their daily lives.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

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 for Arabic as a first language, indicates that the large majority of students in the primary and the large majority of students in the secondary phase attain levels above curriculum standards. The school has not provided attainment data for children in the Early Years Foundation Stage (EYFS). This high level of attainment does not align with the levels of students' knowledge, skills and understanding observed in lessons.
- In the International Benchmark Test (IBT) examinations conducted in the Fall of the previous academic year 2022/23, less than three-quarters of students in primary attain levels that are in line with international standards. The school was operating online from September 11 through February 5 for the current academic year 2023/24; hence, data for the Fall window of the International Benchmark Test (IBT) in Arabic was not provided by the school.
- In lessons and their recent work, most students in EYFS, primary and secondary demonstrate knowledge, listening, reading, and reading comprehension skills, as well as understanding, that are in line with curriculum standards. Children in EYFS can read and write Arabic letters; however, their ability to read unfamiliar words is less developed. Most students in primary and secondary can identify main characters and/or ideas in a fictional text, but their reading fluency is characterized by mispronunciation, articulation, and improper use of punctuation, particularly with "harakat." Additionally, while primary students can decipher information to construct writing pieces incorporating different sources, their writing often lacks organized development of ideas.
- Over the past three years, the attainment of the large majority of students in primary, based on the school's data, has been above national and international standards. However, due to the recent implementation of new assessment processes in the current 2023/24 academic year, the school has not provided attainment data for children in EYFS and students in secondary.
- The school's analysis of internal assessment data indicates that the majority of students in primary and secondary make better than expected progress in relation to their starting points and curriculum standards.

The school has not provided progress data for children in EYFS.

- Based on lesson observations and scrutiny of students' work, most children in EYFS make the expected progress in relation to learning objectives aligned with MoE Arabic curriculum standards, in lessons and in their work. However, the majority of students in primary and secondary make above-expected progress.
- The school's data indicates that all groups of students make at least expected progress, except students with additional learning needs, including students of determination, who do not make expected progress in primary. Most low-and high-achieving children in EYFS make the expected progress. In primary, the large majority of Emirati students, girls, and low achievers make better than expected progress, while the majority of boys and high achievers make better than expected progress. Most students identified as gifted and/or talented make better than expected progress in primary. In secondary, most Emirati students and low achievers make better than expected progress. The large majority of high achievers make better-than-expected progress, while the majority of girls and boys make similar progress. In lessons, lower achievers and those with additional learning needs, including children and students of determination, do not make expected progress. Similarly, high achievers do not always make the progress they are capable of.

Next Steps:

1. Enhance children's phonemic awareness skills in deciphering and breaking down unfamiliar words when reading in EYFS.
2. Improve students' reading fluency and comprehension skills in primary and secondary to read interpretively, while observing correct punctuation and grammar.
3. Improve students' extended writing skills in primary, encouraging them to construct well-organized and detailed writing pieces that effectively integrate different sources and develop their ideas coherently.

Arabic as a second language

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

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 for Arabic as a second language (ASL) indicates that the majority of students in primary who are not native Arabic speakers attain levels above curriculum standards. However, most students in secondary attain levels in line with curriculum standards; In the Early Years Foundation Stage (EYFS), no attainment data was provided for children. This high level of attainment does not align with the levels of students' knowledge, skills and understanding observed in lessons in primary.
- The school has no external national or international assessments for children in EYFS, primary and secondary phases for Arabic as a second language.
- In lessons and their recent work, the majority of students in primary demonstrate knowledge, listening, speaking, and reading skills, as well as understanding that are in line with curriculum standards. Despite most students demonstrating skilled penmanship to neatly copy words and text, after over two years of ALS instruction, they seldomly employ their word retrieval and memory skills to independently write words, phrases and short sentences. After more than four years of ASL learning, primary students can occasionally comprehend simple short texts by decoding and interpreting key information. However, their sentence formation and ability to read extended texts using context clues remain underdeveloped.
- Over the past three years, the attainment of most students in primary, based on the school's data, has been in line with national and international standards. However, due to the recent implementation of new assessment processes in the current 2023/24 academic year, the school has not provided attainment data for children in EYFS and students in secondary.
- The school's internal assessment data indicates that the majority of students in primary make above expected progress in relation to their starting points and MoE ASL curriculum standards. However, most students in secondary make the expected progress.
- Based on lesson observations and scrutiny of students' work, most students in primary make the expected progress in relation to learning objectives that are aligned with MoE ASL curriculum standards in lessons and in their work.
- The school's analysis of progress data indicates that all groups of students make the same progress. Most boys in phase two make the expected progress, while most in secondary make above-expected progress. Most girls in primary and secondary consistently make better-than-expected progress. Similarly, both low and high achievers in secondary make above-expected progress. In primary, the majority of Emirati students and low achievers make above-expected progress, while the large majority of high achievers make better-than-expected progress. In primary lessons, those with additional learning needs do not make expected progress. Similarly, high achievers do not always make the progress they are capable of.

Next Steps:

1. Enhance students' ability to independently write words and sentences, emphasizing the development of

word retrieval and memory skills to improve their writing proficiency.

2. Develop students' sentence formation skills, particularly by the end of primary, to ensure they can construct coherent and grammatically correct sentences, with a focus on the use of context clues and extended text comprehension.
3. Improve students' reading skills across all year levels, focusing on reading fluency, comprehension, and the ability to interpret and analyze texts effectively with enhanced practice.

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	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Good ↑	Not Applicable

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 for UAE social studies indicates that most students in primary and secondary attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge, skills and understanding observed in lessons.
- The school has no external national or international assessments for primary and secondary for UAE social studies.
- In lessons and their recent work, most students in primary and secondary demonstrate knowledge, skills, and understanding that are in line with MoE UAE social studies curriculum standards.
- Over the past three years, the attainment of most students in primary and secondary, based on the school's data, has been above national standards.
- The school's internal assessment data indicates that the majority of students in primary make above expected progress in relation to their starting points and MoE UAE social studies curriculum standards. However, most students in secondary make better than expected progress.
- Based on lesson observations and scrutiny of students' work, most students in primary make the expected progress in relation to learning objectives that are aligned with curriculum standards in lessons and in their work. However, the majority of students in secondary make above expected progress.
- The school's analysis of progress data indicates most groups of students make expected progress, although girls and those with additional learning needs, including students of determination in primary, do not make expected progress. In primary, the majority of Emirati students make better than expected progress. Although the majority of boys and high-achievers make better than expected progress, most low-achievers make the expected progress. In secondary, most Emirati students, girls and boys, make better-than-expected progress. Additionally, the majority of low-and high-achievers make better-than-expected progress. In lessons, those with additional learning needs, including children and students of determination, do not make expected progress. Similarly, high achievers do not always make the progress they are capable of.

of.

Next Steps:

1. Improve students' understanding of the UAE's role in the contemporary world, emphasizing its global impact that highlights international relations and economic contributions.

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 ↑	Acceptable	Acceptable	Not Applicable
	Progress	Good ↑	Good	Good ↑	Not Applicable

Findings:

- The school’s analysis of internal assessment data at the end of the 2022/23 academic year, against the Early Years Foundation Stage (EYFS) learning standards as part of the National Curriculum of England (NCfE), and the Cambridge curriculum standards for students in primary Years 1 to 6 and secondary Year 7 in English, indicates that most children in EYFS attain levels in line with curriculum standards. In primary, less than three-quarters of students in Years 1 to 6 attain levels in line with curriculum standards. In secondary, the large majority of students in Year 7 attain levels above curriculum standards. However, these levels of attainment do not align with the knowledge, skills, and understanding observed in lessons across EYFS, primary, and secondary.
- In the Granada Learning (GL) Assessment Progress Test in English (PTE), in the primary phase, students in Years 4 to 6 have participated in the Fall of 2023/2024, although results are yet to be received by the school. In the GL PTE examinations, in the Fall of the previous academic year 2022/2023, a few students in Years 4 to 6, in the primary phase, attained levels that are in line with international standards.
- In lessons and in their recent work, the majority of children in EYFS demonstrate levels of knowledge, skills, and understanding that are above the foundation stage curriculum standards. They demonstrate phonetical skills by reading simple CVC and CVCC words and some sight words. They write in alignment with individual targets, such as labeling drawings, and listening attentively to the teacher and with their peers. However, a few children inconsistently use their phonemic awareness skills to read and write. In primary, most students demonstrate age-related competency when speaking, using complex sentences to ask and answer questions and state opinions. They write with appropriate grammar, spelling, and punctuation to express their ideas and feelings, read with expression, and listen attentively during collaborative pair and small group work. However, they do not demonstrate the ability to express their ideas in writing at an appropriate pace, resulting in incoherent sentences and disorganized paragraphs. In secondary, the majority of students demonstrate well- developed listening and reading skills, although their speaking and writing skills are less developed. They can read at length and make inferences, revise their own writing using synonyms, and listen with comprehension to various materials, such as online lessons and video clips. However, a few students share their thoughts, feelings, and curiosity at a basic competency level in relation to their age-related expectations. Additionally, across primary and secondary, a few students exhibit only foundational competency in using their knowledge, skills, and understanding to write extensively and with increasing

complexity.

- Over the past three years, the attainment of the majority of children in EYFS, based on the school's data, has been above national and international standards. The large majority of students in secondary consistently attain levels above curriculum standards. However, most students in primary attain levels in line with curriculum standards.
- The school's internal assessment data indicates the large majority of children in EYFS make above expected progress in relation to their starting points and curriculum standards. The majority of students in primary make above expected progress in relation to their starting points and curriculum standards. Most students in secondary make above expected progress in relation to their starting points and curriculum standards.
- Based on lesson observations and scrutiny of students' work, the majority of children in EYFS and the majority of students in primary and secondary make above expected progress in relation to learning objectives that are aligned with curriculum standards in lessons and in their work.
- The school's data indicates that all groups of students make at least expected progress, except for those with additional learning needs, including students of determination in primary, who do not make expected progress. Most Emirati students, girls and high achievers and the majority of boys across EYFS make above expected progress, while most low achievers as well as those with additional learning needs, including students of determination make expected progress. In primary, the majority of Emirati students, boys, low- and high-achievers make better than expected progress, while the large majority of girls make better progress. In secondary, most Emirati students, boys and low-achievers make better than expected progress, while the majority of girls and high-achievers make better than expected progress. In the lessons observed all groups of students made at least expected progress. Most individuals identified with an additional learning needs, including children and students of determination, make expected progress.

Next Steps:

1. Strengthen students' phonemic awareness to enhance their ability to fluently blend, read, and write various sounds more rapidly in EYFS and the early years of primary.
2. Elevate students' verbal and written expression skills with the use of increased vocabulary and optimal opportunities for practice, in the primary phase.
3. Enhance students' extended 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	Good ↑	Acceptable	Acceptable	Not Applicable
	Progress	Good ↑	Acceptable	Good ↑	Not Applicable

Findings:

- The school’s analysis of internal assessment data at the end of the 2022/23 academic year, against the Early Years Foundation Stage (EYFS) learning standards, as part of the National Curriculum of England (NCfE), and the Cambridge curriculum learning standards for primary in Years 1 to 6 and secondary in Year 7 for mathematics, indicates the majority of children in EYFS and the majority of students in secondary attain levels above curriculum standards. However, most primary students attain levels in line with curriculum standards. Although the high level of attainment does not align with the levels of students' knowledge, skills, and understanding observed in secondary lessons, the levels of attainment in EYFS and primary are in alignment.
- In the Granada Learning (GL) Assessment Progress Test in mathematics (PTM), in the primary phase, students in Years 4 to 6 have participated in the Fall of the 2023/2024, although results are yet to be received by the school. In the GL PTM examinations, in the Fall of the previous academic year 2022/2023, a few students in Years 4 to 6, in the primary phase, attained levels that are in line with international standards. In Year 7, 25 students in the secondary phase have participated in the PISA (Program for International Student Assessment) in 2022, measuring their abilities in mathematics on a global scale, for which they have met their targets.
- In lessons and in their recent work, the majority of children in EYFS demonstrate levels of knowledge, skills and understanding that are above the EYFS curriculum standards. Children in EYFS are curious students who are gaining knowledge on number, quantity and their use in the world around them. In primary and secondary, most students demonstrate levels of knowledge, skills and understanding that are in line with Cambridge curriculum standards. However, these students are developing their use of mathematical thinking and formulating skills, with their abilities to apply and interpret findings still limited.
- Over the past three years, the attainment of the majority of children in EYFS and students in secondary, based on the school’s data, has been above national and international standards, However, in primary, most students are in line with national and international standards.
- The school’s internal assessment data indicates that the large majority of children in EYFS and the large majority of students in primary, make above expected progress in relation to their starting points and curriculum standards. Additionally, most students in secondary make above expected progress.

- Based on lesson observations and scrutiny of students' work, the majority of children in KG and the majority of students in secondary make above expected progress in relation to learning objectives that are aligned with curriculum standards in lessons and in their work. However, most students in primary make the expected progress.
- The school's data indicates that all groups of students make at least expected progress, except for those with additional learning needs, including students of determination in primary, who do not meet expected progress. In EYFS, most Emirati students, girls and boys, as well as low- and high-achievers make similarly above expected progress. However, most students with additional learning needs, including students of determination, make the expected progress. In primary, while the large majority of Emirati students, as well as low- and high-achievers make better than expected progress, most girls make better progress. In secondary, most Emirati students, girls and boys, as well as low achievers make similarly better than expected progress. However, the majority of high achievers make better-than-expected progress. In the lessons observed, all groups of students make better than expected progress; however, high-achieving children in EYFS and students in primary and secondary do not always make the progress they are capable of.

Next Steps:

1. Elevate mathematical thinking and application skills in unfamiliar contexts.
2. Enhance mathematical reasoning skills.

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	Not Applicable
	Progress	Good ↑	Acceptable ↓	Good ↑	Not Applicable

Findings:

- The school’s analysis of internal assessment data at the end of the 2022/23 academic year, against the Early Years Foundation Stage (EYFS) learning standards, as part of the National Curriculum of England (NCfE), and the Cambridge curriculum learning standards for primary in Years 1 to 6 and secondary in Year 7 for science, indicated that in EYFS, most children attain levels that are in line with curriculum standards. In primary, less than three-quarters of students are at least in line with curriculum standards. However, the majority of students in the secondary phase attain levels that are above curriculum standards. The levels of attainment in secondary and primary do not align with the levels of students' knowledge, skills, and understanding observed in lessons, although it does align with levels of attainment in EYFS.
- In the Granada Learning (GL) Assessment Progress Test in Science (PTS), in the primary phase, students in Years 4 to 6 have participated in the Fall of 2023/2024, although results are yet to be received by the school. In the GL PTS examinations, in the Fall of the previous academic year 2022/2023, a few students in Years 4 to 6, in the primary phase, attained levels that are in line with international standards. In Year 7, 25 students in the secondary phase participated in the PISA (Program for International Student Assessment) in 2022, measuring their abilities in science on a global scale, for which they have met their targets.
- In lessons and in their recent work, most children in EYFS and most students in primary and secondary demonstrate knowledge, skills, and understanding that are in line with curriculum standards. Children in EYFS are curious students who are gaining knowledge to understand the world around them. Although students in primary and secondary are developing their use of scientific thinking, enquiry and investigative skills, their ability to draw conclusions and their scientific reasoning in real-world contexts is less developed.
- Over the past three years, although the attainment of the majority of children in EYFS and the majority of students in secondary, based on the school’s data, has been above national and international standards. However, most students in primary attain levels in line with national and international standards.
- The school’s internal assessment data indicates that the large majority of children in EYFS and the large majority of students in primary and secondary make above expected progress in relation to their starting points and curriculum standards.

- Based on lesson observations and scrutiny of students' work, the majority of children in EYFS and the majority of students in secondary make above expected progress in relation to learning objectives that are aligned with curriculum standards in lessons and in their work. However, most students in primary make expected progress.
- The school's data indicates that all groups of students make at least expected progress, except for those with additional learning needs, including students of determination in primary, who do not meet expected progress. In EYFS, the large majority of children make better than expected progress. Additionally, most girls, as well as low- and high-achievers make better-than-expected progress. However, the majority of boys make better than expected progress. In primary, the majority of Emirati students and boys make better-than-expected progress, while the large majority of girls, as well as low- and high-achievers make better-than-expected progress. In secondary, the large majority of Emirati students and girls make better than expected progress, while most low achievers make better progress. Additionally, the majority of boys and high achievers make better-than-expected progress. In the lessons observed, all groups of students make better than expected progress; however, high-achieving children in EYFS and students in primary and secondary do not always make the progress they are capable of.

Next Steps:

1. Elevate scientific reasoning skills, focusing on real-world problem-solving opportunities across the school.
2. Enhance students' abilities to apply knowledge in unfamiliar contexts to develop their critical thinking skills, especially in the primary and secondary phases.
3. Ensure practical experiments are used to enhance the ability of students to draw conclusions from results.

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 	Acceptable	Good 	Not Applicable

Findings:

- Children in EYFS and students in secondary enjoy learning and take increasing responsibility for their own learning, and students in the primary have positive attitudes toward learning and can work for short periods without their teacher's intervention. Children in EYFS and students in secondary can use assessments to progress in their learning journeys, with regular self-reflection opportunities to enhance their understanding of what they have learned and how they can improve. However, students in the primary phase are usually active, although at times are passive students, and generally know how to improve their work.
- Interactions and collaboration among children in EYFS and students in secondary enable them to engage in learning in a range of learning situations, although to a lesser extent in primary. Across the school, group and pair work are regular features of lessons, with children and students usually collaborating in mixed-ability groups to complete tasks. Higher ability students in primary and secondary occasionally dictate the work being produced, with other students not always making effective contributions. Children in EYFS work well in groups, as they are able to take turns and share. They are often given opportunities to communicate what they know and have learned with others. Although students in secondary share their learning by presenting their work to the whole class, as well as listening to the views of others and providing them with feedback on what has been presented, this is less evident in the primary.
- Children in EYFS and students in secondary regularly make meaningful real-world connections across subjects, particularly in EYFS. They can frequently use their own examples from the real world when expressing their ideas; however, at times, this is prompted by the teacher. Students in primary require further support especially when they are required to apply their learning in new contexts. However, across the school, children and students make links between different subjects, although this remains inconsistent in primary.
- Students' critical thinking, reasoning, and problem-solving skills are enterprising. In primary, there is inconsistency between subjects. Student's ability to use learning technologies to support their learning in class is also still being developed across the school.

Next Steps:

1. Encourage students to proactively engage in their research skills to allow them to increase their depth of knowledge and improve their use of various information sources.
2. Ensure all students are actively engaged and appropriately challenged when participating in group work tasks, particularly in the primary phase.
3. Expand the application of technology in the classroom to further develop critical thinking, reasoning, and problem-solving skills across the school.

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	Not Applicable

Findings:

- Students across primary and secondary consistently display positive behavior, contributing to an atmosphere that fosters growth. In EYFS, children are eager to demonstrate responsible attitudes, and this behavior progresses through the higher year groups. They are polite to staff and peers, resulting in a safe and productive environment. They exercise self-control and adhere to school rules, particularly during transitions, where their behavior is exemplary. Consequently, the school remains safe and orderly.
- Children in EYFS and students across primary and secondary usually demonstrate self-discipline and respond well to others, with bullying being rare. Positive behavior prevails throughout the school. Student-staff relationships are friendly and respectful. Children and students are sensitive to the needs of others, including those with particular learning needs. They genuinely demonstrate concern and empathy, contributing to a safe and nurturing environment. This behavior was exemplified when two students began pushing a wheelchair- bound peer without being asked, when the battery ran out. This regular willingness to help others exemplifies the caring nature of the school community.
- Students demonstrate a sound understanding of safe and healthy living, making appropriate choices about their own health and safety. They have positive attitudes toward healthy eating, which is closely monitored by all staff and involves parents. As a result, almost all students follow the school’s advice by selecting healthy choices for snacks and meals. They maintain active lifestyles, participating with enjoyment and excitement in physical education classes, sports, "Fitness Fridays," and other school-wide events, including the Color Run. These activities promote safe and healthy lifestyles.
- Attendance at 98% is outstanding, with punctuality being a key feature at morning arrival and between lessons throughout the day. Students are aware of the importance of good attendance, recognizing the link between their attendance and achievement. Many students report that they love school and are only absent when they are too sick to come.

Next Steps:

1. Further enhance self-reliance to empower all children and students to lead their learning and initiate their own ideas and projects.
2. Encourage continued participation in collaborative opportunities to resolve differences.
3. Foster the development of empathy and sensitivity towards the needs and differences of others.

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	Not Applicable

Findings:

- Students in all phases appreciate Islamic values, as well as the heritage and history of the UAE. Across the school, they demonstrate a secure understanding of how Islamic values influence their daily lives and contemporary UAE society. This understanding is evident in their ability to explain how Islamic values affect their communities and is reflected in the displays of students' work throughout the school.
- Students' appreciation and knowledge of UAE heritage and culture are evident through their projects, art, and celebrations. They respectfully celebrate all Islamic and national events, including National Day and Flag Day, recognizing the visionary leadership that transformed the UAE from a desert landscape to an advanced modern society. They actively engage in initiating and participating in national events and cultural activities, showcasing their knowledge and appreciation of the heritage and culture that underpin contemporary life in the UAE.
- Students demonstrate a clear understanding, awareness, and appreciation of their own culture, although to a lesser extent of other world cultures. They are aware of the cultural diversity within the UAE, and the school has provided some cross-cultural experiences and activities to support this knowledge. Although students in secondary can explain a variety of different foods, flags, and national sports represented across the student body, it is less evident in EYFS and primary.

Next Steps:

1. Enhance cross-cultural activities to foster a better understanding of world cultures, particularly in the EYFS and primary phases.

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Good	Good	Not Applicable

Findings:

- Students understand their responsibilities to the life of the school and proactively take on key roles. Many are involved in initiatives like the Students Leaders teams, which will expand next year due to high demand. They have a well-developed sense of civic responsibility, contributing to the wider community through partnerships with organizations such as the Red Crescent, and participating in conservation and sustainability efforts.
- Students' opinions are seen and valued. They are often acted upon by staff, encouraging them to offer constructive ideas and suggestions, such as special events and celebrations, to influence the school's direction, although their voice could be enhanced. Students demonstrate consideration and empathy toward their peers, including those with additional learning needs and students of determination, as they are consistently integrated into classes and events and are readily accepted and supported by their peers.
- A strong feature of the school is the highly positive work ethic demonstrated by children and students, as they are keen to help the school earn high-performance learning (HPL) credentials. Children and students who are members of the Students Leaders Team generally exhibit imaginative and productive activities, as they confidently lead their peers to engage in their creative and very practical ideas. Additionally, the Wellness Warriors presented tips on Mental Health to the school as part of Wellness Wednesday assemblies. Through well-planned projects and enterprise activities, the school has provided children and students with opportunities to make a significant social impact that inspires students to pursue their interests and talents. For example, a Year 5 student composed and performed an original song for the class, a Year 6 student established a business creating and selling bracelets, and a Year 7 student operated his own YouTube channel. Students make informed economic decisions, with students reporting their love for mathematics because they are learning about money.
- Students are well aware of environmental issues, including sustainability. They participate in projects to improve their school environment and sometimes initiate them. They celebrated world environment day and were making connections to other areas of learning and to the wider community. They take part in projects beyond school that promote ecological awareness and conservation, including a partnership with Spinney's "Farm to Table" program, where they learn about the importance of bees. This program will be expanded next year to include growing vegetables to donate to the Red Crescent.

Next Steps:

1. Elevate students' voices with optimal opportunities for the expression of their opinions and ideas, ensuring their ideas are further integrated into the school's decision-making processes.
2. Broaden the scope of sustainability and environmental projects, encouraging students to initiate and lead more activities that promote ecological awareness and conservation within the school and the wider community.
3. Highlight the impact of programs and workshops that encourage interests, talents, enterprise, and innovation and support the growth of existing student-led projects, businesses, and creative initiatives.

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good 	Acceptable	Good 	Not Applicable

Findings:

- Most teachers are effective in the application of their knowledge, thus creating learning environments pitched at the right age and stage. In EYFS, children are engaged in purposeful play-based learning, and across the rest of the school teaching strategies are adapted to meet the needs of students, although to a better extent in secondary.
- Teachers plan purposeful lessons in both English and Arabic medium subjects, although to a lesser extent in primary. Planning documents highlight learning objectives, which are shared with students and readily available for lessons, which is more consistent in EYFS and secondary. This thorough planning, encompassing both pedagogy and content, ensures that lessons are focused on learning. In EYFS, the learning environment was particularly attractive, with extensive wall displays showcasing children's work. Additionally, hands-on resources are plentiful and effectively used in structured practical activities. However, there is scope for this to be further developed in the primary phase. The school employs a range of educational frameworks and principles to enhance learning. Lessons integrate elements of High-Performance Learning (HPL), the Mastery approach, as well as White Rose Maths to help students build a deeper understanding of mathematical concepts. Also, teachers across all phases apply Rosenshein's Principles of Instruction, which emphasize clear explanations, active student engagement, and regular review, contributing to a productive learning environment. These efforts ensure that lessons are engaging, interactive, and focused on student progress, although to a lesser extent in primary.
- Most teachers engage students well, across EYFS and secondary, through purposeful interactions and questioning techniques that check for understanding and elicit reflection, thoughtful responses, and dialogue. Teachers employ strategies based on Clare Gadsby's formative assessment approaches, although this is not sufficiently implemented in the primary phase. In EYFS and secondary, there is an emphasis on continuous constructive feedback and effective questioning, which results in the majority of children and students making above-expected progress in lessons. However, this can be further embedded in the primary phase, as most students make expected progress in lessons, particularly in Islamic education, UAE social studies, Arabic as a second language, mathematics, and science.
- Most teachers in EYFS and secondary demonstrate secure knowledge of the students's diverse needs, and lessons are planned accordingly. However, teachers in the primary phase have basic knowledge, and lessons are sufficiently differentiated to meet diverse learning needs, with suitable individual education plans and the use of teaching assistants. Low-achieving children and students across the school receive appropriate support, while high-achievers are adequately challenged. However, in a minority of lessons, teaching strategies insufficiently cater to gifted and/or talented students, who, consequently, do not make the progress they are capable of.
- Teachers occasionally develop children's and students' critical thinking, problem-solving, innovation, and independent learning skills. Although 8-billion-ideas lessons aim to develop students' problem-solving, and independent learning skills through innovative and entrepreneurial activities, they are inconsistent in implementation. In the better lessons, children and students are encouraged to identify real-world problems

and brainstorm creative solutions, which fosters their critical thinking skills. Children and students also have opportunities through collaborative projects to enhance their problem-solving abilities as they work together to navigate challenges. However, these skills are still being developed in lessons. The use of technology in lessons is often limited exclusively to the teacher and there is a need for more regular student use. Children and students do not always use ICT for independent research in lessons, which affects their understanding of the curriculum.

Next Steps:

1. Enhance primary phase planning and differentiation to align with effective practices observed in EYFS and secondary.
2. Embed formative assessment approaches more consistently in the primary phase to ensure continuous constructive feedback.
3. Increase student use of technology in lessons to foster inquiry, independent research, critical thinking, problem-solving, and innovation skills.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Good 	Good 	Good 	Not Applicable

Findings:

- Internal assessment processes are coherent and consistent and are linked to the Early Years Foundation Stage (EYFS) learning goals as part of the National Curriculum of England (NCfE) and the Cambridge curriculum in the primary and secondary phases for English medium subjects, as well as the Ministry of Education (MoE) curriculum standards for Arabic-medium subjects. They provide valid and clear measures of children and students' progress in the areas of academic and personal development.
- The school benchmarks students' academic outcomes in both Arabic and English medium subjects against international standards, utilizing assessments such as the Cognitive Abilities Test (CAT4), Grenada Learning (GL) progress tests in English (PTE), mathematics (PTM) and science (PTS), Arabic Benchmark Tests (ABT), Islamic Studies Benchmark Tests (ISBT), Social Studies Benchmark Tests (SSBT), and the Trends in International Mathematics and Science Study (TIMSS). GL Progress Tests are scheduled for administration in June 2024. The first Year 5 cohort participated in TIMSS 2023, with results expected in December 2024.
- Assessment data are analyzed, but information about students' progress, as individuals and groups, are underdeveloped due to a change in curriculum. The school has not tracked progress over the last three years. However, the school is starting to receive data and use this information more consistently to analyze individual and year-group levels to measure different groups, including boys and girls, Emirati students, students with additional learning needs, including students of determination, as well as high and low-attaining students, and those with gifts and/or talents. Teachers also use the range of assessment information in line with curriculum expectations to inform their lesson planning so that the needs of individuals and groups can be better met. Class size in EYFS is under thirteen in most classes, so teachers use data to personalize instruction. Data is used to provide intervention in reading in the early years of the primary phase. Data, however, is inconsistently used to set targets for students that provide an appropriate level of challenge. In lessons, high attaining, gifted, and/or talented students are not always pushed to reach their highest potential, and low-achieving children and students across the school only make expected progress.
- Teachers have a reasonable understanding of the strengths and weaknesses of the children and students in their classes. In the better lessons, they provide clear verbal feedback and use formative assessment to offer personalized support and challenge, although this is yet to be fully embedded. Teacher written feedback in workbooks follows the school marking policy which is "live marking" with clear feedback and next steps for the students. Student self-reflection and self-assessment are featured in some lessons and peer assessment is developing.

Next Steps:

- Systemize the use of data to effectively inform modifications of the curriculum, especially in providing support for the low-attainers and challenge for the higher-attaining students.
- Ensure that teachers effectively plan to meet the needs of different groups of students in all subjects with consistent personalized levels of support and challenge.
- Enhance self and peer-assessment practices to enable students to take greater responsibility for their learning.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Not Applicable

Findings:

- The school delivers the Early Years Foundation Stage (EYFS) learning standards, as part of the National Curriculum of England (NCfE) and the Cambridge curriculum learning standards for students in primary and secondary in Years 1 to 7 for English medium subjects, and the Ministry of Education (MoE) curriculum for Arabic medium subjects. The school closely follows curriculum requirements. The framework has a clear rationale based on the content delivered, which aligns with the school, Abu Dhabi, and the national vision. Most of the school's programs and activities promote interest and enjoyment for students. It is broad so that children and students experience a variety of subjects and includes creative, physical and practical experiences. It is balanced so that all Arabic and English medium subjects and their various elements, are sufficiently covered. All key subjects are given the appropriate amount of time. Content and activities are well matched to students age-related expectations, and there is an appropriate focus on the development of both knowledge and skills. Statutory requirements are fully met.
- The curriculum is systematically planned and relevantly adapted to meet the needs of most students. The scope and sequence of activities is designed to promote learning that builds on prior knowledge and achievements, across all phases. However, high achievers as well as those who are gifted and/or talented do not always make the progress they are capable of. The content of the curriculum ensures that learning is sequential, with continuity and progression across all subjects, which is monitored through planning documents.
- The school currently serves children and students from EYFS to Year 7. It is expected that the curriculum for students beyond Year 7 will develop as the school expands.
- Cross-curricular links are carefully planned via themes and High Performing Learning, so that children and students have a broad range of opportunities to develop key skills, such as those in literacy and numeracy. However, opportunities for challenge, enterprise, innovation, as well as the use of technology are still emerging. The school utilizes an 8-billion-ideas, an online platform, on a weekly basis to promote innovation, challenge, and enterprise, although the impact is yet to take full effect. In the better lessons, the links made in planning also allow good opportunities for students to, independently and with their peers, develop skills of research and critical thinking.
- The school conducts reviews of the curriculum, which involves subject leaders at all levels, with representation from each year group. Student, teacher, and parent feedback ensures theme choices meet personal and academic requirements, as well as student interests. From Year 3 to Year 7, students are enrolled in an additional language lesson, Spanish. Changes to the curriculum are, therefore, well-considered, and the needs of most children and students with additional learning needs, including students of determination, are well thought out. Although opportunities for support and challenge are offered through the White Rose Math's program, which aims to deepen students' problem-solving skills and mathematical reasoning, it is yet to make an impact, particularly for high achievers, including those with gifts and/or talents.

Next Steps:

1. Elevate targeted programs and differentiated instruction strategies to ensure a broad range of opportunities that deepen students problem-solving, enterprise, and innovation skills, particularly for high achievers, including those with gifts and/or talents.
2. Provide regular and well-planned opportunities for students to make meaningful links between areas of learning across all subjects and phases of the school.
3. Expand the integration of technology and hands-on activities in the curriculum more effectively, ensuring optimal opportunities for enterprise and challenge.

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Good	Acceptable	Good	Not Applicable

Findings:

- The curriculum demonstrates effective adaptations in the Early Years Foundation Stage (EYFS) and the secondary phase, though its planning in the primary phase is appropriate. All students identified with additional learning needs, including children and students of determination, are provided with an Individualized Education Plan (IEP). Programs in EYFS and secondary are designed with sufficient support and challenge to meet the diverse personal and academic needs of most students, despite the delivery of interventions and tracking of progress each half-term, there is limited recognition of students in the primary phase, particularly those with additional learning needs, including students of determination. Accommodations and modifications for high achievers, including those with gifts and/or talents across the school, are underdeveloped.
- Curricular programs in EYFS and secondary are effectively planned to ensure that the sequence and timing of content maintain most students' interest. However, the planning in primary lacks sufficient opportunities to diversify and enrich experiences. Children and students across the school have opportunities to engage and develop their innovation and entrepreneur skills, although this is not as effective in the primary phase. These planned activities, such as the Farm to Table program, are imaginative and successfully engage most students in the EYFS and secondary phases who participate. The school is also trialing a financial literacy program to engage students in real-life financial planning, prior to a whole-school launch. The variety of extra-curricular activities, such as sports, crafts, and clubs, offers a broad enough range for most children and students to choose activities that interest them. Consequently, the school takes steps to ensure students benefit from extra-curricular activities, though the impact is yet to be fully realized in the primary phase.
- The curriculum develops students' knowledge, understanding, and appreciation of the UAE's heritage. Students demonstrate a clear understanding of the UAE's values, culture, and society, including the traditions and values that influence it. The majority of subjects incorporate aspects of learning that connect with the UAE. Educational trips to significant landmarks, such as the Louvre, Museum of the Future, and other important Abu Dhabi sites, serve as models for projects in science and mathematics. In the more effective Arabic medium subject lessons, particularly in the secondary phase, there are additional opportunities to specifically explore Emirati culture, its values, and traditions.

Next Steps:

1. Implement and expand accommodations and modifications for high achievers, including those with gifts and talents, across all school phases.

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

Health and safety, including arrangements for child protection / safeguarding

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very Good 	Very Good 	Very Good 	Not Applicable

Findings:

- The school has rigorous procedures for the safeguarding of students including child protection. Child protection and safeguarding arrangements are clearly defined in a written policy that is shared with all stakeholders. Staff deal sensitively and very effectively with students' needs and concerns. Policies are reviewed regularly, and all staff receive frequent, comprehensive training about updates or changes. New joiners receive child protection and safeguarding training within the first week of being in the school. All visitors receive the safeguarding policy, which includes photos of the safeguarding team, upon entry to the school. There are posters throughout the school with the same information, along with photos of the first aid team. Although there is a central register kept for all staff, it is not frequently updated.
- The school provides a thoroughly healthy and safe environment, ensuring all members of the school community feel cared for and confident to report any concerns as they arise. There are highly effective policies and procedures in place to ensure that students are safe, including on school transport. Measures are regularly reviewed, and all staff receive frequent training and communication regarding updates and changes to policies. Staff fully understand their roles and responsibilities, ensuring health and safety, and can meticulously describe the procedures for identifying "red flags." These include the recognition of students displaying abnormal behaviors that are characterized by unusual fatigue or disinterest, and appropriately addressing and documenting visible bruises. Students report they feel very safe and trusting of the adults in the school. The school conducts thorough risk assessments when planning for activities, including sports or educational visits outside school. Additional safety measures are implemented, such as including members from Civil Defense in their Color Run event around the school. Potential risks are recorded, and mitigating actions are taken to ensure safety. The school meets all legal and regulatory requirements, including conducting emergency evacuation drills and lockdown drills. The facility lead is frequently visible, conducting monitoring walks and ensuring appropriate doors are locked.
- The school maintains comprehensive records of regular and routine fire drills, evacuation procedures, and lockdown procedures. Parents are notified before and after emergency drills to ensure they are aware and prepared to support their children if upset by the drill. All incidents are meticulously recorded, with clearly stated actions taken and preventive measures put in place to avoid recurrence. The school nurse is vigilant in her care of students, conducting routine checks and maintaining detailed records. The use of CPOMS (Child Protection Online Management System) ensures that the Senior Leadership Team (SLT) and all members of the safeguarding team are consistently informed of all visits to the school clinic and other relevant information regarding student care, health, and safety. Relevant medical information is systematically shared with staff to ensure consistent medical care for students across different school settings. For example, a student with a congenital heart condition must be sent to the clinic immediately if they become overtired or short of breath, and staff are aware of her limitations regarding physical exertion, modifying activities accordingly. Medication is securely stored in a locked cabinet, with an updated inventory

noting expiration dates, and all staff are well-informed about how and by whom medication can be administered.

- The school premises, equipment, and resources are excellent and exceptionally well-suited and accessible to the educational needs of all, including those with additional learning needs, children and students of determination, mobility challenges, and children in the early years. There is a sensory room to support students with sensory needs when they need a break from overstimulating classrooms and/or activities. There is a lift and accessible washrooms for a student in a wheelchair. The furniture and washrooms are fit for purpose and age-related requirements, such as the facilities and furniture being of an appropriate size for young children. The school is inclusive, whereby all children and students of varying abilities are encouraged to participate safely in a wide array of challenging and motivating experiences.
- The school's promotion of safe and healthy living is built into most aspects of school life and regards healthy living as an integral part of its provision. The provision of a multipurpose hall is regularly used to celebrate and promote the physical achievements of children and students. The curriculum content of some programs includes references to how to lead a healthy lifestyle. This includes guidance on nutrition and exercise, promoting positive self-image, and attitudes towards being healthy. The variety of food provided by the school incorporates parent voice, which determines the availability of healthy meal and snack options for children and students to choose from. The school offers a comprehensive range of activities that motivate and encourage children and students to maintain active lifestyles, with suitable safety measures in place. Appropriate measures are taken to provide reasonable protection from the sun, including shading, headwear, and ready access to fresh drinking water.

Next Steps:

1. Update and maintain the central register regularly to ensure accurate tracking of staff compliance with safeguarding and child protection policies.
2. Integrate comprehensive health and nutrition education into the curriculum, ensuring that students receive consistent guidance on healthy living.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good	Good	Good	Not Applicable

Findings:

- Teachers and adults have established positive relationships with children and students. There is a climate of trust which creates a learning environment that is conducive to learning. Expectations for good conduct and behavior are clear and understood by all, and expectations are shared with parents and families.
- The school's approach is highly successful in promoting outstanding attendance and punctuality. The systems and routines are well-embedded. The follow-up of absences and lateness is efficient and effective. The social worker is prompt and decisive action is taken when levels fall. The school community is aware attendance and punctuality is a priority and families fully support the importance of maintaining high levels of attendance and punctuality.
- There is an inclusive climate at Al Maharat school. The school has thorough processes to identify the 6.42% of children and students with additional learning needs, including students of determination. The school maintains a centralized tracker that includes medical assessments with specific diagnostic assessments. Detailed individual education plans (IEPs) are in place for all seven children and students that are identified, including information and reports from specialist external support services. The school has also identified a number of gifted and/or talented students through academic achievements as well as in music and art.
- The school has a qualified head of inclusion, inclusion teacher, and inclusion assistants who are hired by parents and provide adequate support. Together they are responsible for children and students with additional learning needs, including children and students of determination, as well as English Language Students (ELLs). Personalized targets are identified in documented learning plans, such as individual education plans (IEPs), individual learning plans (ILPs), behavior support plans (BSPs), and advanced learning plans (ALPs). The Specialized Provision works closely with subject teachers to modify and adapt the curriculum to meet the needs of students. Consequently, most learning needs are met, and those with additional learning needs, including children and students of determination, make the expected progress toward their IEP targets, which are appropriately matched to their academic and functional needs. Although the school does not have a specialized alternative curriculum for those with more complex needs, plans are in place as the school expands. Some gifted and talented students make progress, but the consistent challenge for these students is not always seen in lessons.
- The well-being and personal development of children and students are routinely monitored. The senior leadership team, which includes the head of inclusion, provides trusted, respected, and well-informed information about students' academic and personal achievements. A level of care and personalized support is provided by the school social worker which ensures children and students feel well supported and confident in their academic and personal development. The school's open-door policy, along with personalized support, is appreciated by parents. Since the school serves children from EYFS to Year 7, the school does not have a personalized transition support program in place beyond this year group.

Next Steps:

1. Provide children and students identified as gifted and/or talented more opportunities to extend their learning in lessons, across all subjects and all phases.

2. Enhance the school's inclusivity with a specialized curriculum with personalized support for children and students with more complex learning profiles.
3. Ensure a more personalized support program for students as they transition into the secondary phase.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good 

Findings:

- The senior leadership team, led by the principal, shares a clear sense of purpose and communicates the school's vision. The school demonstrates a strong professional competence and demonstrates a modern understanding of the best current trends in education. All staff members are clear in their responsibilities in achieving the school's vision, which includes a commitment to the UAE's national priorities and the national agenda. The school has demonstrated success in raising achievements and meeting the Program for International Student Assessment (PISA) targets in mathematics and science.
- Most leaders demonstrate secure knowledge of the curriculum and best practices in teaching, learning, and assessment. The school has introduced and integrated High-Performance Learning teaching methodology and adopted the Cambridge curriculum across the school, focusing on increasing students' achievement, personal development, and learning skills. This has resulted in a purposeful and inclusive learning culture where students take responsibility for their learning and development. Additionally, the head of inclusion is a member of the senior leadership team and is accountable for the quality and impact of the Specialized Provision.
- Relationships and communication with all stakeholders, including parents, are professional and effective. The roles and responsibilities of some middle leaders are still developing, due to the planned expansion of the school by adding Year 8. The school focuses on working across subjects in each phase to ensure interdisciplinary learning is embedded. Working between phases, particularly between the Early Years Foundation Stage (EYFS) and primary is evident, although not a key feature. Morale throughout the school is generally positive.
- Leaders at all levels demonstrate a clear understanding of what needs to be done to innovate and improve the school. Leaders have an effective capacity to address potential barriers in order to sustain improvement, which primarily revolves around high-quality teaching to improve achievement.
- Leaders hold staff accountable through regular analysis of academic and personal performance data, formal and informal lesson observations, and personal reviews. However, leaders' understanding of the quality of teaching according to the framework is more aspirational. Time to develop teachers' pedagogy through coaching and continued professional development is needed to ensure a good rate of improvement in student outcomes. Leaders ensure that the school is compliant with all statutory and regulatory requirements.

Next Steps:

1. Ensure all leaders consistently evaluate the quality of teaching across all subjects to promote learning in all subjects and phases, particularly in the primary phase.
2. Focus on the school's targets for raising students' achievement by improving the quality of teaching and

curriculum implementation.

School self-evaluation and improvement planning

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

Findings:

- The senior leadership team involves all staff in the self-evaluation (SEF) process and gathers parent input using surveys. The SEF predominantly relies on internal assessments, leading to judgments that may not always accurately represent students' achievement. Nevertheless, the senior leadership team is aware of the school's strengths and areas requiring improvement and has developed its school improvement plan (SIP) to identify these areas. On a termly basis, the school uses quality assurance and development plans to identify strengths and areas of improvement. Since the school switched from the full implementation of the Ministry of Education (MoE) curriculum to the Cambridge curriculum in the English medium subjects, the school is increasingly using both internal and external data to inform SEF judgments. However, the process will benefit from greater emphasis on data generated by the range of skills-based subject information that middle leaders have access to, as well as the utilization of well-analyzed benchmarked international assessment results to generate a more realistic view of its priorities.
- Leaders have suitable systems in place to monitor the work of teachers across the school. Each term, formal classroom visits and frequent walkthroughs for each teacher are conducted, accompanied by regular improvement-focused conversations. Learning walks occur regularly, particularly for new teachers. Observation forms include relevant criteria with adequate emphasis on student progress and the impact of teaching on learning. However, since the introduction of the Cambridge curriculum, the effectiveness of monitoring student achievement and the use of assessment information has reduced and requires a more focused approach.
- The processes of school improvement planning (SIP) involve parents, with a survey conducted to capture their views. The SIP is focused on what the school needs to do to raise children's attainment and progress through a mastery approach to teaching and learning, using the Cambridge International Assessment to identify gaps in learning and design appropriate modifications and interventions by restructuring lesson plans to feature High Performance Learning (HPL) and the introduction of Learning Ladders to track progress and attainment. The SIP is somewhat aligned with the school self-evaluation, with the identification of suitable areas for improvement. The plan links school values to standards, sets intended impact, and has timelines, actions, and key innovations as well as milestones with evidence. The SIP is reviewed termly. Currently, the SIP lacks robust links between success criteria and improved learning outcomes.

Next Steps:

1. Engage all stakeholders in the SEF process.
2. Develop a school improvement plan informed by the SEF improvement priorities, ensuring success criteria are linked to student achievement.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- The school has effectively engaged parents as partners in school life and their children's education. Parents' opinions are consistently reviewed, and their perspectives are taken into consideration when school leaders shape improvement priorities. Although the review process of parents' opinions is not yet formalized, parents actively contribute to supporting school activities through the parent's council, which aims to enhance educational standards. Moreover, parents are represented in the governing group, where they play a positive role in the decision-making process across the school.
- Communication strategies ensure parents are informed about their children's learning and development. Effective communication channels enable parents to participate in organized activities within the school. For instance, regular parent meetings are held to determine how parents can best support the school. They are engaged as partners, particularly when their children have additional learning needs. Parents also contribute positively by celebrating events such as National Day, Flag Day, and International Day.
- Regular reports ensure that parents are well-informed about their children's academic progress and personal development. These reports are followed by parent meetings, providing an opportunity for parents to discuss their child's progress. Additional communication channels, such as regular emails, daily updates, messaging services, and social media platforms, are utilized to keep parents informed about school events. Parents can also schedule appointments to address any concerns they may have with school leaders or teachers.
- The school maintains a partnership with the Red Crescent, where children and students support underprivileged individuals within the local community. Partnerships with other schools are starting to form where students will have the opportunity to widen their perspectives. Students are actively engaged with charitable organizations to foster their personal development.

Next Steps:

1. Formalize the process of capturing parents' opinions to ensure they are fully included in reviewing school progress and considered in future planning.
2. Further develop partnership opportunities with a wider range of local community entities and other schools to further develop children and students' engagement in and understanding of their environment.
3. Strengthen the parent council to provide more opportunities and involvement in improving learning outcomes, particularly in the primary phase.

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The Local Advisory Board (LAB) includes representation from most stakeholders, including school leaders, GEMS, parents and owner representative. Survey data is shared with the LAB, and in particular, parent feedback is analyzed to inform decisions. This focus is due to the history of the school in this community and many parents would like their child to attend Al Maharat, however Emirati families cannot send their child to the school with an Acceptable rating. This change impacted enrollment, resulting in the current 101 attendees down from 731.
- The LAB monitors the actions of the school. Although they hold senior leaders accountable for the general quality of the schools' performance, they have a limited role in the self-evaluation (SEF) and school improvement planning (SIP) process. However, LAB members play an effective role in financial scrutiny and monitoring. GEMS provides HR and continual professional development, as well as a network of support from other GEMS schools. Overall, members of the LAB only have sufficient knowledge about the needs of the school and are not fully aware of the achievements and personal development of all students.
- The LAB regularly monitors the work of the school through meetings with the principal to gain knowledge about the school's performance. They engage in discussions that address various issues, maintaining 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 attainment and progress issues in the school. Members of the LAB are able to exert a positive and direct impact on the overall performance of the school. The board fully supports new initiatives including 8-billion-ideas and curriculum programs such as White Rose Math's and the introduction of a new phonic approach to develop reading and writing skills. LAB members ensure that resources are of good quality and promptly address any shortages, especially if they are associated with an area of need. They actively support school leaders to help the school meet its commitment to parents. They ensure all statutory requirements, including compliance with all accreditation and regulatory mandates, are met. Overall, the Local Advisory Board are influential in shaping the school's further development and have a positive impact on the school's overall performance.

Next Steps:

1. Ensure the members of the LAB continue to actively engage in monitoring the school's actions and holding senior leaders accountable for the quality of the school's performance.
2. Ensure the LAB has a clear understanding of the school's self-evaluation systems, and how these link to the SIP.
3. Provide current data at each LAB meeting to keep the members informed about the attainment and progress of all students across the school.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the day-to-day operations of the school are well organized and orderly. The routines and procedures upon arrival and dismissal are effective and safely executed, which positively impacts the environment, ensuring that is conducive to learning. The structure of the building reduces the loss of learning time during transitions from one area to another. Information boards and displays provide ample information regarding day-to-day events, contributing to the effectiveness of the school's operating procedures.
- Most staff members are suitably qualified and the school overall is appropriately staffed to align with its mission and vision. Dedicated staff are allocated to support students with additional learning needs, including those identified as children and students of determination. This deployment is designed to promote academic and personal achievement. There is a good range of external professional development opportunities from external partners, including British Schools in the Middle East (BSME) and Cambridge, alongside a data-driven internal professional development schedule delivered by senior leadership. However, this schedule can be enriched by offering targeted development on specific student groups, such as high attainers, as well as those with gifts and/or talents, and utilizing assessment information to better inform lesson planning. Monitoring the impact of professional development on teaching and learning is being developed as middle leadership is currently undergoing relevant skills training.
- The school premises are well designed, with specialist facilities that allow access for all. Learning areas, including the science labs, ICT labs, and the multipurpose hall, are of very high quality and are used regularly to promote students' achievements. In addition, the library and resource areas are well-stocked and support the delivery of the curriculum. Each classroom has a smartboard. However, devices in the classroom are not always used. Overall, the environment supports teaching and learning.
- Classrooms are well stocked with a range of resources that are relevant to the curriculum, such as high-quality and modern equipment that is distributed fairly and efficiently. In addition, the children and student's needs are met with a wide range of curriculum-relevant resources to promote effective teaching and learning, particularly in EYFS and secondary. Specialist equipment, including that required by those with additional learning needs, including children and students of determination, is readily available and easily accessible by all.

Next Steps:

1. Strengthen the monitoring of the impact that professional development has on children and student's achievement over time.
2. Provide professional development opportunities to improve teachers' skills in effectively utilizing assessment data in their planning to meet the needs of higher-attaining children and students.
3. Enhance the use of devices in lessons to enrich children's and students' independent learning skills.

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