



Irtiqa'a School Inspection

AY 2023/24

AL MANARA PRIVATE SCHOOL - SOLE
PROPRIETORSHIP L.L.C.

Rating: Acceptable

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School Information

General Information		
	Name	AL MANARA PRIVATE SCHOOL - SOLE PROPRIETORSHIP L.L.C.
	Esis Number	9004
	Location	38, Al Tawazun St, Al Shamkhah, Abu Dhabi, 23817
	Website	http://shk.ampss.ae
	Telephone	025858621
	Principal	Sahar Omar Abu Baker
	Inspection Dates	16 to 22 Feb 2024
	Curriculum	MoE (UAE)

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	2408
Number of Emirati students	271
Number of students of determination	84
Largest nationality group of students	Jordan - Egypt - Syria

Information On Teachers

Number of teachers	127
Nationalities	Egypt - Syrian Arab Republic - Jordan
Number of teaching assistants	12

Changes since the previous inspection

The overall effectiveness of the school has regressed to an acceptable level.

Since the previous inspection, attainment and progress in Arabic have regressed in KG and all cycles and are now acceptable. Attainment and progress in social studies and science have regressed in Cycles 1 to 3 and are now acceptable. Attainment and progress in Islamic education have regressed in cycles 2, and 3 and are now at an acceptable level. Attainment and progress in mathematics have regressed in cycles 2 and 3 and are now at an acceptable level, and progress has also regressed in Cycle 1. English has regressed in cycles 1, 2, and 3, and attainment and progress are now acceptable.

Learning skills have regressed in Cycles 1, 2, and 3 and are now acceptable.

Teaching and assessment have regressed from good to acceptable in cycles 1, 2, and 3, but teaching remains good in KG. Although the school has a wealth of data, it is not effectively used by middle leaders or teachers to influence teaching and learning. The quality of teaching is extremely variable and yet to be consistent across subjects across the school.

The arrangements for the health and safety of students, including safeguarding and child protection, have regressed to good overall. The care, guidance, and support have regressed and are now acceptable. The school has recruited a new head of inclusion for this academic year, and the impact of their work still needs to be evident.

The effectiveness of leaders, the quality of self-evaluation processes, and the management of staffing, resources, and facilities have regressed and are now acceptable.

Since the previous inspection, a new principal, a new vice-principal, a new senior administrator, and a new head of inclusion have been appointed. They have many innovative ideas about how to take the school forward and what needs to be done for improvements to be more impactful.

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

The school benchmarked students against Trends in Mathematics and Science Study (TIMSS 2019) and (PISA 2022).

The school understands international benchmarks and promotes the importance of doing well for students and parents. The school has spoken with the Parent Council and reinforced the importance of international benchmarks that support both the students and the UAE's international standing.

The school has been working on PISA and TIMSS-style questions for teachers to understand the format and expectations of international benchmark assessments. This includes training on how to prepare students for these assessments.

Performance in standardized and international assessments

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

Standardized Assessments

- Students who participated in the IBT standardized assessment in grades 3–9 attained weak standards in cycles 1 and 2 for mathematics and Arabic and very good levels in science. In Cycle 3 (Grade 9), students attained outstanding standards in science and very good levels in mathematics.
- The number of students achieving the expected standard is increasing each year.

International Assessments: TIMSS, PISA, PIRLS

- Students in grades 9, 10, and 11 participated in the PISA 2022 international assessments. The results in science 473, mathematics 421 and reading 403 and are all below the international standards and below the set target.
- Results for TIMSS 2019 indicate that students in Grade 4 achieved levels of attainment that are benchmarked within the intermediate level in science (480) and mathematics (482). In Grade 8 students' attainment was benchmarked at the low-level science (437) and mathematics (439).

Reading

The library is spacious and appropriately equipped with reading areas and six computers students use for research. The library contains approximately 6,700 Arabic and English books with a range of both fiction and non-fiction books. Students visit the library at least one period per week. Students complete a summary of books read summarizing the content of the book, the book details, and what they like about the book.

The school promotes reading further by entering students into external competitions, including the UAE Spelling Bee.

Across the grades, most students read at an age-appropriate level in Arabic and English. Students in Cycle 3 read with confidence and clarity.

Students whose reading skills are identified as below age-appropriate levels are provided with additional support and reading targets.

All teachers develop students' Arabic and English language skills in lessons, using relevant subject-specific vocabulary, but opportunities for further extending students' reading comprehension skills are limited.

Children in KG develop their reading skills with an emphasis on developing letter sounds so they can read and pronounce unfamiliar words in English.

Strengths of the school

- Children in KG achieve good levels in Islamic education, English, mathematics, and science. Their learning skills are also good, and this positively impacts their achievement.
- The owner and the Governing Board have a clear understanding of the strengths and areas of development for the school. They regularly receive information from the school's senior administrator.
- Students are courteous to others and their behavior contributes to a safe and orderly learning environment.
- There are effective partnerships with parents and the local community who positively contribute to the school and student outcomes.

Key Recommendations

1. Raise students' achievement and learning skills to at least good levels in all core subjects by:

- focusing more on developing reading and writing skills across all phases in English.
- applying students' mathematical skills to real-life situations and solving problems, extending the learning beyond the textbooks in cycles 1, 2, and 3.
- ensuring that students in science across all phases have more opportunities to develop scientific thinking, inquiry, and investigation skills.
- ensuring students can effectively access and use technology across all subjects for research and independent learning activities.

- improving students' ability to think critically.
- improving the quality and accuracy of the students' recitation and developing their abilities to apply Tajweed rules during the recitation across all cycles in Islamic education.
- improving Arabic reading skills, particularly children's reading skills of sight words in the KG and reading fluently and expressively across all cycles.

2. Improve the impact of teaching and assessment by:

- ensuring teaching is focused on student-centered learning, with the appropriate time dedicated to teacher-led input,
- providing appropriate challenges for all students, particularly the high-attaining students.
- improving the range of learning activities, subject-specific resources, and use of technology to support the development of student's critical thinking, problem-solving, and innovation skills.
- ensuring teachers use the available student data to plan and deliver lessons to meet the learning needs of all groups of students.
- using assessment effectively across all phases and subjects to challenge and support students' progress.

3. Improve the care and support provided for children and students by:

- implementing best practices in inclusive education.
- meeting all expectations of ADEK's inclusion policy.
- strengthening the processes for the identification and support of students with additional needs, including students of determination.

4. Improve the impact of leadership and management by:

- providing continuous professional development for staff so that senior leaders can measure and monitor the impact of training.
- ensuring middle leaders are trained and supported to evaluate the quality and impact of classroom teaching effectively.
- ensuring that leaders use student data for self-evaluation and evidence-based decision-making.

Overall School Performance: **Acceptable**

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an
and Hadeeth



Islamic values
and principles



Seerah (Life
of the Prophet
PBUH)



Faith



Identity



Humanity and
the universe

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

Findings:

- In the updated internal assessment data provided by the school during the visit, most children and students in KG, Cycle 1, Cycle 2, and Cycle 3 attain levels above curriculum standards with no difference between the General and Advance Stream students. However, in Grade 10, most students attain in line with the curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The results of the Islamic Education MoE national exam for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment. There are no external or standardized assessments in other grades.
- In lessons and recent work, the majority of children in KG and students in Cycle 1 demonstrate knowledge and understanding that are above the MoE curriculum standard; they recite short surahs from memory and Hadeeth related to the Pillars of Islam. However, their application of Tajweed rules is less developed in cycle 1. Most students in cycles 2 and 3 align with the curriculum standards. They demonstrate knowledge and understanding of Islamic values and principles; however, they need to memorize the verses that support the evidence of Islamic principles and raise students' understanding of the prescribed Surahs and Hadeeth.
- Over three years, the school's internal and external attainment data suggests that most students have consistently attained levels above the curriculum standard.
- Teachers regularly track the progress of KG children as they gain knowledge and develop skills. The updated school's assessment data suggests that most children make above-expected progress over time. In cycles 1 to 3, teachers assess students' individual starting points at the beginning of each year and use formative

assessments and end-of-unit tests aligned with curriculum outcomes. Results are compared to measure progress from starting points. Analysis of the school's progress tracking data suggests that most students make better than expected progress in all cycles.

- In lessons and their recent work, in KG and Cycle 1, the majority of the children and students make above the expected progress in gaining new Islamic concepts and teaching. In cycles 2 and 3, most students make the expected as they build on their Islamic values, etiquette, and law.
- In updated internal assessment data provided by the school during the visit for Islamic Education, across the school, Emirati students make similar progress to that of their peers, and girls significantly outperform boys. In lessons and their recent work, those with additional learning needs, including students of determination, make expected progress because of inconsistent classroom support, particularly by teachers. Higher-attaining, gifted, and talented students do not always make the progress they are capable of due to insufficient challenges and low expectations in lessons.

Next Steps:

1. Improve the quality and accuracy of the students' recitation and develop their abilities to apply Tajweed rules during the recitation in cycles 2 and 3.
2. Raise students' attainment to a good level overall, especially in understanding the prescribed Surah and Hadeeth.

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 ↓	Acceptable ↓
	Progress	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

Findings:

- In the updated internal assessment data provided by the school during the visit, most children in KG and most students in cycles 1, 2, and 3 attain levels above curriculum standards. In Grade 12, General stream, the majority attain above the curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school administers the International Benchmark Test (IBT) standardized assessments in Arabic as the first language to benchmark student attainment. The students who participated in the assessments in the 2022/2023 academic year's results suggest that attainment was weak. In the Grade 12 MOE exam 2022/2023, results indicate that most students attain levels above the curriculum standard.
- In lessons and their recent work, most students in all cycles demonstrate listening, understanding, and comprehension skills in line with curriculum standards. Children in KG recognize and read sight a limited range of words. Most students in cycles 1 and 2 can communicate their learning appropriately. They are inconsistent in speaking standard Arabic or using correct spelling in their writing. In Cycle 3, students can write short sentences. They find writing at length with adherence to proper grammar and punctuation rules challenging. In cycles 1 and 2, students occasionally use correct spelling in their written work. Most students across all phases occasionally read fluently and expressively.
- Over the past three years, the school's internal and external attainment data suggests that the large majority of students have consistently attained levels above the curriculum standards.
- Teachers regularly track children's progress in kindergarten as they gain knowledge and develop skills. The updated school's assessment data suggests that most children make above-expected amounts of progress over time. Analysis of the school's progress tracking data suggests that most students make better-than-expected progress in kindergarten and all cycles.
- In lessons, most children and students across the cycles make the expected progress in developing their language skills. They make minimal progress in developing their reading and speaking skills in standard Arabic and writing a variety of texts with adherence to correct punctuation and grammar rules.

- In updated internal assessment data provided by the school, Emirati students make similar progress to their peers, and girls make similar progress to boys. In lessons and their recent work, those with additional learning needs, including students of determination make expected progress because of inconsistent classroom support. However, higher-attaining and gifted and talented students do not always make the progress they are capable of because of insufficient challenges and low expectations in lessons.

Next Steps:

1. Raise children's and students' attainment to at least a good level in reading, particularly children's reading skills of sight words in KG and reading fluently and expressively across all cycles.
2. Improve all students' speaking skills in standard Arabic in all cycles.

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 ↓	Acceptable ↓
	Progress	Not Applicable	Acceptable ↓	Acceptable ↓	Acceptable ↓

Findings:

- In the updated internal assessment data provided by the school, most of the students in cycles 1 to 3 attain levels above curriculum standard with no difference between the Advanced and General streams. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external, national, or standardized assessments in social studies.
- In lessons and their most recent work, most students in all cycles demonstrate knowledge and skills that align with curriculum standards. Most students understand the UAE values of tolerance, respect, and compassion. In Cycles 1 and 2, most students display proficiency in using maps, understanding directions, and using navigation skills. Their understanding of the geography and broader Gulf region remains less developed. In Cycle 3, students demonstrate a comprehension of the individual and society in the UAE. However, their understanding of the UAE's history and the significance of its diverse society to the national economy is superficial. Their understanding of the National Identity is inconsistent across the cycles.
- The school's internal and external attainment data over the past three years suggest that most students have consistently attained above curriculum standards.
- The updated school's assessment data suggests that in cycles 1 to 3, teachers assess students' individual starting points at the beginning of new units. Analysis of progress tracking data suggests that most students in all cycles make the expected progress. Girls are making better progress in Cycle 3, and Emirati students are progressing better than expatriate students in school.
- In lessons and their recent work, most students in all cycles make the expected progress. In Cycle 1, students are progressing in understanding population growth and the significance of the mutual partnership between the UAE and other countries. In Cycle 3, students are making progress in learning about the technology in the UAE. However, their understanding of the UAE's history, heritage, and national identity is less developed.
- In updated internal assessment data provided by the school during the visit for social studies, for cycles 1, 2, and 3, Emirati students make similar progress to non-Emiratis, and girls outperform boys across all cycles. In

lessons and their recent work, those with additional learning needs, including students of determination, make only expected progress because of inconsistent classroom support. However, higher-attaining, gifted, and talented students do not always make the progress they are capable of due to insufficient challenges and low expectations in lessons.

Next Steps:

1. Raise attainment and accelerate progress to at least a good level in all cycles.
2. Further enhance the student's understanding of the UAE history, heritage, and National Identity across the school.

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 ↓	Acceptable ↓
	Progress	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓

Findings:

- In the updated internal assessment data provided by the school during the visit, most children in KG and students in cycles 1, 2, and 3 attain levels above curriculum standards, although only a large majority attain levels above the curriculum standard in the General stream. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- Students in Cycle 3 participated in the Program for International Students Assessment (PISA 2022) assessment. Results indicate that students’ reading literacy was (402) below the international standard. In the Grade 12 MOE examination, 2022/2023 results indicate that most students attain levels that are above curriculum standards. The school did not administer the International Benchmark Test (IBT) standardized assessment in English.
- In lessons and recent work, the majority of students in KG demonstrate skills in reading, writing, speaking, and listening that are above curriculum standards. Most students in cycles 1, 2, and 3 demonstrate skills in reading, writing, speaking, and listening that are at least in line with curriculum standards. Most children in KG and most in cycle 3 speak clearly and confidently in correct English. Most KG children can consistently sound letters phonetically when learning new words. Their extended speaking skills are developing. Most students in Cycle 3, particularly girls, can produce interesting extended pieces of writing in grammatically correct text. In cycles 1 and 2 this is less well developed. In cycle 3, students’ understanding and analysis of and writing in different genres is limited.
- The school's internal and external attainment data over the past three years suggest that most students have consistently attained above curriculum standards.
- In KG and cycles 1, 2, and 3, teachers assess students’ individual starting points at the beginning of each year and use formative assessments and end-of-unit tests aligned to curriculum outcomes. Teachers regularly track the progress of KG children as they gain knowledge and develop their literacy. In the school’s internal assessments, most students make better than expected rates of progress over time.
- In lessons and their recent work, the majority of children in KG make better-than-expected progress in developing their literacy and expanding their vocabulary in English. Most students in cycles 1, 2, and 3

demonstrate progress in line with curriculum expectations as they build on their literacy and use increasing levels of grammar complexity.

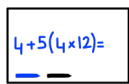
- In updated internal assessment data provided by the school during the visit, boys, girls, and Emiratis make similar progress. In lessons and their recent work, those with additional learning needs, including students of determination, make only expected progress due to inconsistent classroom support. Girls in Cycle 3 generally make better progress in lessons and their recent work. Higher-attaining and gifted and talented students do not always make the progress they are capable of because of insufficient challenges and low expectations in lessons.

Next Steps:

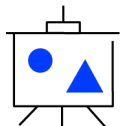
1. Accelerate progress so that it is at least good, focusing on improving students' ability to produce grammatically correct sentences in cycles 1 and 2.
2. Raise attainment and increase students' understanding, writing, and analysis of different genres and writing for different purposes, especially in Cycle 3.
3. Raise attainment to a good level, focusing on improving students' reading and extended writing skills in cycles 1 and 2.

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:



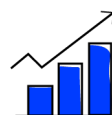
Number and quantity and their use



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 ↓	Acceptable ↓
	Progress	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓

Findings:

- In the updated internal assessment data provided by the school during the visit, most children in KG and most students in cycles 1 to 3, and a large majority in grade 12 across both the General and Advanced streams, attain levels that are above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school administers the International Benchmark Test (IBT) standardized assessments in mathematics to benchmark student attainment. The performance of Cycle 1 and 2 students who sat for the assessments in the 2022/2023 academic year overall was below the international benchmarked standard suggesting overall weak attainment. Results suggest that the attainment of Cycle 3 students in grade 9 is very good. However, the percentage of students who sat for the exam is significantly low. Students have participated in the Trends in Mathematics and Science Studies (TIMSS 2019) international assessment, and results indicate that in Grade 4, students benchmark at the intermediate level and students in Grade 8 benchmark at the low level. Students in Cycle 3 participated in the Program for International Students Assessment (PISA 2022) in mathematics (421), and the result was below international benchmarked standards. In the grade 12 MOE exam 2022/2023 results indicate that most students attain levels that are above the curriculum standard for both the Advanced and the General stream.
- In lessons and recent work, a majority of KG children demonstrate numeracy skills above curriculum standards, while most students in Cycles 1, 2, and 3 demonstrate mathematical abilities that are in line with curriculum standards. In KG, younger children can count, identify, write numbers, and explain their number work. In cycles 1 and 2, students understand basic arithmetic and begin to perform abstract mathematics. They are less confident in interpreting tabular data and graphing solutions. In Cycle 3, students represent information and explore situations to solve more complex problems, although their ability to solve real-world problems is limited.
- Over the past three years, the school's internal attainment data suggests that the large majority of students have consistently attained levels above the curriculum standards.
- Teachers regularly track the progress of KG children as they gain knowledge and develop skills. The updated school's assessment data suggests that most children make above-expected rates of progress over time. In KG and cycles 1 to 3, teachers assess students' individual starting points at the beginning of each year and

use formative assessments and end-of-unit tests aligned to curriculum outcomes. Results are compared to measure progress from starting points. Analysis of the school's progress tracking data suggests that most students make better than expected progress in KG and all cycles.

- In lessons and their recent work in the KG, a majority of children make better-than-expected progress in gaining new mathematical skills. Most Cycle 1 students demonstrate progress in line with curriculum expectations as they build on mathematical operations. In Cycle 2 and 3, most students make the expected amount of progress.
- In updated internal assessment data provided by the school during the visit for mathematics, across the school, Emirati students make similar progress to non-Emiratis, and girls significantly outperform boys. Boys show better progress than girls in Grade 12 general mathematics. In lessons and their recent work, those with additional learning needs, including students of determination, make only expected progress because of inconsistent classroom support. However, higher-attaining and gifted and talented students do not always make the progress of which they are capable because of insufficient challenge and low expectations in lessons.

Next Steps:

1. Raise students' attainment to at least a good level and ensure greater conceptual understanding by using practical, hands-on mathematics, especially in cycles 1 and 2.
2. Accelerate progress in all cycles ensuring students have more opportunities to solve complex, real-world problems.
3. Improve student's skills in interpreting statistical data and producing graphical representations in cycles 1 and 2.

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓
	Progress	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓

Findings:

- In the updated internal assessment data provided by the school during the visit, at the end of the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards, most children in KG and students in all cycles, including the Advanced stream in Cycle 3, attain levels above curriculum standards in all three science disciplines. In the General stream, only a large majority in biology and a majority in physics attain levels above the curriculum standards. This high level of attainment does not align with the levels of students’ knowledge and skills observed in lessons.
- The school administers the International Benchmark Test (IBT) standardized assessments in science to benchmark student attainment. The performance of Cycle 1 and 2 students who participated in the assessments in the 2023/2024 academic year suggests very good attainment. The attainment of Cycle 3 students was above the international benchmarked standard in Grade 9, suggesting that attainment was outstanding. However, the percentage of students who sat for the exam is significantly low. Students have participated in the Trends in Mathematics and Science Studies (TIMSS 2019) assessment, and results in Grade 4, benchmark students’ attainment at the intermediate level, while students’ attainment in Grade 8 is benchmarked at the low level. Students in Cycle 3 participated in the Program for International Student Assessment (PISA 2022) in science (427), and results indicate that students benchmarked below the international benchmarked standard. In the Advanced Stream Grade 12 MOE exam 2022/2023, results indicate that most students attain levels above the curriculum standard. Apart from Grade 12 in the General stream, a large majority of students attain above curriculum standards.
- In lessons and recent work, a majority of KG children demonstrate inquiry and scientific skills above curriculum standards, while most students in Cycles 1, 2, and 3 demonstrate scientific abilities and skills that are in line with curriculum standards. In KG, children demonstrate inquiry skills that enable them to explore, question, and investigate their surroundings with curiosity. In Cycle 1 and 2, students have sufficient fundamental knowledge in life and physical sciences. However, students’ skills in investigating scientific phenomena are less secure in Cycle 1. In Cycle 3, students demonstrate an adequate understanding of biology, physics, and chemistry but their ability to use the scientific method for prediction and the drawing of conclusions is inconsistent.

- Over the past three years, the school's external attainment data suggests that most students have consistently attained levels above the curriculum standards, apart from Grade 12 in the General stream, where a large majority attain above curriculum standards.
- Teachers regularly track the progress of KG children as they gain knowledge and develop skills. The updated school's assessment data suggests that most children make above-expected rates of progress over time. In the KG and Cycles 1, 2, and 3, teachers assess students' individual starting points at the beginning of each year and use formative assessments and end-of-unit tests aligned to curriculum outcomes. Results are compared to measure progress from starting points. Analysis of the school's progress tracking data suggests that most students make better than expected progress in KG and all cycles.
- In KG, the majority of children make better-than-expected progress in using their senses to explore the world around them. In Cycle 1, most students make the expected amount of progress in developing their scientific skills. Accelerated progress is limited by a lack of engagement in experiments and practical investigation. In Cycles 2 and 3, most students make the expected progress in developing a scientific vocabulary and conducting laboratory experiments, but this is rarely independent. In Cycle 3, most students make the expected progress in scientific methods across the science disciplines of biology, chemistry, and physics.
- In updated internal assessment data provided by the school during the visit for science, across the school, Emirati students make similar progress to that of their peers, and girls make similar progress to boys, apart from grade 12 General in biology where boys outperform girls. In lessons and their recent work, those with additional learning needs, including students of determination, do not make more than expected progress because of inconsistent classroom support. However, higher-attaining and gifted and talented students do not always make the progress of which they are capable because of insufficient challenge and low expectations in lessons.

Next Steps:

1. Raise attainment and ensure students in cycles 1, 2, and 3 are able to use the scientific method more effectively to be able to make predictions and draw their own conclusions.
2. Accelerate students' progress and improve students' practical investigative skills in cycles 1 and 2.
3. Improve students' progress by ensuring more opportunities for students to apply their skills in conducting laboratory experiments independently in Cycle 3.

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 ↓	Acceptable ↓	Acceptable ↓

Findings:

- Students and children in all grades have positive attitudes toward learning, with KG children often being enthusiastic in lessons. Most children in KG take responsibility for their learning and work without their teachers' intervention. In cycles 1 to 3, most students can work independently for short periods. A small number of students are occasionally passive learners, but they usually know what they have learned and how to improve their work in general terms.
- Students are productive when working in groups, although the quality of their interactions is varied, and opportunities for genuine collaboration are limited. Students' communication skills improve as they move upwards through the school, with older students, particularly girls, being able to discuss their learning clearly.
- Children and students make some connections between areas of learning when opportunities arise, such as in science, and can relate these in simple ways to their understanding of the world.
- They have few opportunities to conduct basic research or use learning technologies to support their learning. Critical thinking and problem-solving skills are not features of classroom learning.

Next Steps:

1. Set clear expectations for supporting all students in improving their collaboration and communication skills when working in groups.
2. Ensure there are more opportunities in learning to improve students' ability to think critically and develop their innovation and enterprise skills.
3. Provide opportunities for students to make clear connections between the different areas of learning and real-life situations across all subjects and cycles.

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

Personal Development

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

Findings:

- Across the school, children and students demonstrate positive, responsible attitudes, and they enjoy coming to school. They are developing an increased self-reliance as they progress through school, particularly the girls. They appreciate critical feedback when teachers give it, but boys are less likely to take the initiative.
- Children fully understand their class rules and contribute to a happy learning atmosphere. Most students are self-disciplined in and out of lessons, but the behavior of a few boys in lessons in the upper grades leads to them becoming passive learners. Bullying is rare.
- Children are respectful and considerate of their classroom friends, who openly show affection when they meet each morning. Students are courteous to others, and their behavior generally contributes to a safe and orderly learning environment. They understand the needs and differences of others and, as a result, relationships between students and staff are respectful and cordial. This is particularly noticeable in lower grades and with girls throughout the school.
- Children and students are aware of the values of safe and healthy living. They participate in activities that promote safe and healthy lifestyles, including sports and swimming, when available. Older girls reported that they would like to further expand facilities for sports such as basketball and tennis so that they could increase their participation.
- Attendance is currently 94% for both KG and cycles 1 to 3. Students generally arrive at school and to lessons on time, although older boys can be tardy after breaks.

Next Steps:

1. Improve the punctuality of older boys' lessons, particularly after breaks. Ensure that higher levels of punctuality are consistent and sustained.
2. Plan and implement engaging initiatives that encourage more positive attitudes in boys towards their studies, especially in cycles 2 and 3.
3. Encourage students, particularly girls, to be more involved in health and fitness and a more comprehensive range of physical and sporting activities.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Children and students in all phases highly appreciate Islamic values and the heritage and history of the UAE. Across the school, children and students are clear about the influence of Islamic values on their daily lives in the UAE, which is evident in their displays of students' work and the Islamic Education lessons.
- Across the school, through projects, arts, and celebrations, children and students demonstrate their appreciation and knowledge of the heritage and culture of the UAE. They celebrate Islamic and national events respectfully, including National Day and Flag Day, recognizing the visionary leadership of the UAE that transformed the nation from a desert landscape to an advanced modern society. Students engage with and participate in national events and cultural celebrations within the school, although they do not always initiate any activities.
- Children and students clearly understand their culture and that of others, including the UAE. The school has effectively used the multicultural student body to provide a range of cross-cultural experiences and activities and celebrate World Culture Day. As a result, most students are aware of similarities between their cultures and could explain various foods, flags, and national sports represented across the student body. Overall, this is less evident for younger children and students in KG and Cycle 1.

Next Steps:

1. Further enhance students' practical application of Islamic values in their everyday lives.
2. Accelerate students' progress in understanding and appreciation of diverse cultures, emphasizing similarities and differences in KG and Cycle 1.
3. Encourage students to explore diverse cultures further and highlight shared elements.

Social responsibility and innovation skills

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

Findings:

- Across the school, children and students participate willingly in activities and initiatives within the school and broader communities. They engage in regularly planned charity events throughout the year, such as with Red Crescent, and in school to prepare thanks cards and gifts for the workers in the school. The Student Council in Cycle 3 takes on various leadership responsibilities during the school day, leading and supervising the breaks in other phases. They conduct workshops about anti-bullying for Cycle 1 students. However, in KG and Cycle 1, children and students have limited opportunities to participate in activities that support the development of their leadership skills.
- Students are motivated in lessons and occasionally take the initiative, develop creative ideas, and suggest new projects. They enjoy participating in projects and working with others when they can. Beyond the Student Council, students rarely take the lead. Students' innovation, enterprise, and entrepreneurial skills across all phases are inconsistent.
- Students, across all phases, demonstrate a basic understanding of conservation and sustainability. In Cycle 2 and Cycle 3, students participate in cleaning the Lake of Wathbah and planting different kinds of flowers and trees at school. In lessons, students across the school have opportunities to be introduced to conservation and sustainability concepts. However, they show modest care for their immediate surroundings and environment, and the opportunity for students to contribute to sustainability and conservation projects is limited across the school.

Next Steps:

1. Engage children and students in KG and Cycle 1 in activities that develop their leadership skills.
2. Develop and encourage children and students' innovative and creative ideas and support them in enterprising activities.
3. Enhance students' engagement in sustainability efforts by providing more consistent opportunities to actively contribute to conservation initiatives and demonstrate greater care for their immediate surroundings and environment.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers demonstrate secure subject knowledge and have an adequate understanding of how students learn their subject. They provide a variety of basic but generally relevant activities that engage most students during the course of the lesson. However, only a few teachers are fully focused on student-centered learning and spend too much lesson time talking to students rather than supporting active learning.
- Teachers across all phases of the school plan lessons appropriately and ensure they are aligned with curriculum standards. Lesson plans include support strategies for low-attaining students and extensions for high attainers. These are rarely implemented as most teachers settle for work documented in the textbook with little adaptation or enrichment. Teachers make effective use of the classroom interactive whiteboard, although additional subject-specific resources are rarely used in lessons.
- Teacher-student interactions are generally positive and help to ensure that most students are willing learners and complete lesson activities. Teachers use questioning to check student understanding, but this is often only directed at the whole class rather than individual targeted students. A few teachers use challenging open-ended questions that enhance the learning and progress of students, particularly high attainers.
- Teachers use a limited range of teaching strategies to meet the needs of different groups of students. Most teachers focus on delivering textbook content and rarely supplement this with additional, more interesting resources matched to students' interests and abilities. Expectations of what students can achieve are generally low, particularly in cycles 1 and 2. Those teachers who provide interesting, open-ended tasks and activities, particularly in Cycle 3, accelerate students' learning. Children in KG benefit from a learning environment enhanced by subject-specific resources.
- Teachers rarely develop students' critical thinking, problem-solving, and independent learning skills. Currently, a very limited range of activities are included to support students' development of critical thinking, problem-solving skills, and the effective use of IT in the classroom. Also, the level and number of opportunities for students to work and research independently are far too limited. Learning technologies are rarely used in lessons, limiting the development of students' research skills.

Next Steps:

1. Raise the quality of teaching to at least a good level overall, ensuring teaching is focused on student-centered active learning with minimal teacher talk.
2. Improve all teachers' questioning skills and effective use of prompts to promote dialogue and debate in lessons so that students progress more.
3. Ensure teaching is more impactful on students learning through improving the range of activities, subject-specific resources, and use of technology to support students' development of critical thinking, problem-solving,

and innovation skills.

4. Provides differentiated learning tasks and appropriate challenges for all groups of students, particularly the higher attaining.

Assessment

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

Findings:

- The school has established processes for assessing students' attainment and progress. Assessments are adequately linked to curriculum standards. All students in the core subjects are given diagnostic assessments.
- Students' academic outcomes are benchmarked in the core subjects of Arabic, mathematics, and science using the IBT standardized progress tests. However, the numbers taking the assessment were lower than the cohort. The school enters students in the international assessment Trends in Mathematics and Science Studies (TIMSS) in 2019 for mathematics and science in grades 4 and 8. The school also entered a sample of students aged 15 years in PISA international assessments in reading, mathematics, and science in 2022. The school did not meet the targets set in PISA. There are external MoE examinations in Grade 12.
- Assessment data are collated and analyzed at the senior leader level. However, this analysis is not routinely used by subject leaders to review and monitor students' academic achievements in their subject and the progress made over time between groups of students and individuals.
- Most teachers access and use assessment information to plan their lessons, but this rarely results in the delivery of planned activities and tasks that appropriately challenge all students, particularly extending the learning of middle and high-attaining students. Curriculum content is rarely adapted in lessons to meet the needs of all students apart from providing for low-attaining students. Most teachers focus on delivering a discrete aspect of the textbook-driven curriculum to all students, regardless of students' assessment outcomes.
- Teachers have reasonable knowledge of the general strengths and weaknesses of individual students and provide some support and challenge, but it is rarely individualized. A few teachers provide effective, explicit support to students with additional learning needs, including students of determination. Students are rarely involved in evaluating their own and their peers' work.

Next Steps:

1. Ensure all teachers understand and can use the available assessment data to plan and deliver lessons to meet the learning needs of all groups of students, particularly low and high-attaining students.
2. Ensure full participation and increase the number of students taking the IBT standardized assessment to equal that of each cohort.
3. Improve the accuracy and reliability of assessments, ensuring subject leaders accurately assess students' attainment against the curriculum standards in their subject and accurately track progress from starting points. Ensure there is a refined analysis of assessment information for different groups of students and individuals.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Ministry of Education (MoE) Curriculum. The school curriculum has a clear rationale. The curriculum balances knowledge, skills, and attitudes and provides opportunities for practical and physical learning experiences. In KG, curriculum planning provides effective opportunities for children to learn through activities to promote interest and enjoyment. The development of language in the KG curriculum is less effectively implemented. For students across all cycles, the opportunity to develop their creativity and exploration skills in lessons is inconsistent. The school meets the licensed curriculum and national statutory requirements.
- The continuity and progression of learning are organized around cycles in most subjects. The learning plan is to consider students' existing knowledge and meet the needs of almost all groups of students. The curriculum progression is based on the prescribed textbooks, and planning is aligned accordingly to ensure that course content is delivered each term. However, it does not align with the prior knowledge or starting points of all groups of students. A diagnostic test is conducted at the beginning of the academic year for all students to identify and cover areas to be improved through the educational loss program. However, the gaps in student learning are not addressed adequately. As a result, not all students are adequately prepared for the next stage in their education.
- The curriculum provides limited student choice in different pathways dependent on ability. In Cycle 3 science, students can choose between biology and physics or chemistry and physics in Grade 11 in the advanced stream.
- Cross-curricular links are adequately planned in some of the lessons. In better lessons, teachers plan links well to support adequate knowledge transfer. However, in other lessons, links are superficially applied and not consistently beneficial in developing students' ability to transfer learning between different subjects.
- The school usually reviews the curriculum at the beginning of each term to ensure that teaching is aligned with curriculum expectations. However, there is an overreliance on the prescribed textbooks for content and sequencing of work rather than enhancing the taught curriculum to meet the needs of the different groups of students

Next Steps:

1. Ensure the curriculum planning provides interesting and consistent opportunities for students to engage in active learning across all subjects and grades. Ensuring students acquire the knowledge and skills at the expected levels for their grade.
2. Conduct a thorough review of the curriculum to identify gaps in student's knowledge and skills, ensuring the taught curriculum meets the needs of all students.
3. Provide regular and well-planned opportunities for children and students across the school to make meaningful links between areas of learning across all core subjects.

Curriculum adaptation

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

Findings:

- The curriculum is planned to meet the learning needs of most students. The Special Educational Needs Coordinator (SENCO) modifies the curriculum for the few identified students with additional learning needs, including students of determination. This modification provides appropriate support for students in intervention sessions. However, there are few effectively planned modifications by teachers, for those with additional needs including students of determination in lessons. Opportunities in lessons to stretch and challenge the higher-attaining and gifted and talented students are inconsistent and they do not always make the progress they are capable of.
- In KG, and across all cycles, children and students have too few opportunities to develop their creativity and innovation skills through learning activities. The curriculum across the school is textbook-driven in most subjects and does not provide sufficient opportunities for students to develop their innovation skills. Enrichment experiences such as assemblies, inter-school events, and school functions are planned adequately to develop students' creative and leadership skills. Extracurricular activities provide a few opportunities for students to develop enterprise skills.
- The curriculum embeds appropriate opportunities for students to appreciate the heritage and culture of the UAE, such as creating displays and participating in school functions. There are some appropriate opportunities to establish links with Emirati culture provided by the teachers in the Arabic medium subjects' lessons, however, it is mostly superficial in English, mathematics, and science.

Next Steps:

1. Review the curriculum to ensure that both academic and extracurricular planning offer sufficient opportunities for students to develop their learning skills, including innovation and enterprise skills, both within and outside of lessons.
2. Modify the taught curriculum sufficiently so that it provides effective support for students with additional learning, especially students of determination.
3. Ensure the curriculum is effectively planned to provide sufficient challenge for the higher attaining and gifted students in lessons.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has effective procedures for safeguarding students, including child protection. Child protection and safeguarding arrangements are defined in a written policy shared with all stakeholders. All employed staff sign a copy to confirm they have read and understood this policy. The school provides training for all employed staff in child protection and safeguarding, and their attendance is mandatory, and training is recorded. However, the last attendance record for this term was not fully signed by all staff members. The school takes steps to ensure that all students are protected from all forms of bullying, including online. The school helps and informs students about how to stay safe using the internet and social media.
- All staff, students, and parents are aware that the school is attentive to health and safety, ensuring all members of the school community feel cared for and are safe. The health and safety committee meets formally once every term to review policy and plan ahead. The health and safety committee has full stakeholder representation, including parent council and senior administrator. In addition, committee members are in daily contact in case health and safety concerns are raised and need immediate attention. Children and students are well supervised. The school recently began implementing new instructions regarding student dismissal and bus operation at the end of the day, which has improved students' safety. The new Health and Safety Officer conducts effective risk assessments, and appropriate mitigating actions are taken to ensure expectations for health and safety are met. The school meets all legal requirements and conducts regular emergency fire evacuation drills, ensuring full compliance with Civil Defense regulatory requirements.
- The school contracts external organizations to manage various health and safety functions, including the CCTV and alarm system. Regular pest control, routine water quality testing, laboratory chemical disposal, and the daily cleaning of the school are also managed by external organizations. All necessary regulatory checks for these essential functions are up-to-date, and all contracts are with approved providers. The school has a well-equipped medical clinic that serves both boys and girls in separate rooms. However, it is staffed by only one nurse serving 2448 students. Essential medicines are locked in a secure cupboard within the clinic, and the nurse supervises and administers essential medication to students when needed. The nurse maintains incident records, although some student records are not updated.
- Over time, due to irregular maintenance checks, the condition of the premises deteriorated. Nevertheless, the new senior administrator and Health and Safety Officer promptly and efficiently addressed all comments and concerns raised during the inspection visit.
- The school premises provide a safe learning environment for all members of the school community, with accessibility ensured for those with mobility or physical disabilities, including a lift and various ramps. There is a range of specialist facilities, including science laboratories, IT laboratories, a swimming pool, internal sports areas, and dedicated art and music rooms. All classrooms have smart boards, and internet access is available

throughout the school.

- The school ensures the availability of an adequate range of healthy food options, with separate canteens for boys and girls managed by an external approved food provider. However, the school is not consistently proactive in promoting healthy lifestyles. Across the school, the average obesity rate is 21%, and 44% of students are overweight. While the school features expansive external playgrounds, most student sports areas lack adequate shading. Limited outdoor recreation is offered to all students, with shock-absorbent matting covering only the main outdoor play area in the KG section. In KG appropriate measures are implemented to protect children from heat and sun exposure, including providing suitable shading in outdoor spaces. Fresh drinking water is readily accessible to all students.

Next Steps:

1. Follow best practices for health and safety and improve maintenance procedures to ensure their effectiveness in preserving the overall functionality and condition of the school premises and facilities.
2. Appoint additional nursing staff to ensure that there is sufficient and comprehensive medical provision throughout the school day, to meet the demands and diverse medical needs of the large children and students' population.
3. Enhance efforts to promote healthy lifestyles and address obesity rates, including increasing outdoor recreation opportunities and providing adequate shading in playground areas.

Care and support

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

Findings:

- Teachers and adults have cultivated positive relationships with students at the school, knowing them very well. A climate of trust and respect exists between students and adults. Expectations for good conduct and behavior are clear and universally understood, with parents and families being informed of these expectations.
- The school effectively implements protocols for recording and monitoring student attendance with established and embedded systems. The follow-up on unauthorized absences is efficient and effective. However, there is a need to enhance the promotion of punctuality and ensure students arrive promptly for lessons.
- The school has an appropriate process for identifying students with additional needs, including students of determination. Currently, eighty-four students of determination have been identified. Each identified student has an individualized education plan (IEP), and necessary information is shared with teachers. The school has appointed a Head for the Inclusion Department, who conducts training for all teachers on supporting students with special educational needs. The school has identified approximately seventy-five gifted and talented students. These students are primarily identified in poetry, drama, and oratory.
- During lessons, teacher support for students, especially those with additional learning needs, including students of determination, is variable and limits potential progress. While teachers are encouraged to provide inclusive support through adaptations of learning tasks, this practice is inconsistent across the school often mitigated by too much teacher talk and less task-orientated work. Additionally, 1:1 and small group interventions are infrequent, impacting students' progress with additional educational needs, including students of determination. As a result, they make only adequate progress. Teachers received one training session this year about best practices in inclusive education conducted by the Head of the Inclusion Department. This training is not effectively translated into providing the appropriate support in most lessons. The school's Additional Learning Needs resources are limited, with only one sensory room and one classroom for 1:1 intervention. The school has deployed two special educational needs teachers and the Head of Inclusion, responsible for following up on implementing individual learning plans. The gifted and talented students do not consistently and effectively have their needs met in lessons. They do not always make the progress they are capable of.
- The social workers and the vice principal provide trusted and well-informed advice about the well-being, academic, and personal development of students. However, with only two social workers and the high number of children and students, the chance to effectively monitor all students across the school is limited. The career guidance provided by the school counselor to support older students is appropriate, and students and families value support for those planning their next phase of education.

Next Steps:

1. Ensure all students who demonstrate exceptional abilities or talents are recognized and are provided with appropriate support and enrichment opportunities to develop their skills further and reach their full potential in and out of lessons.
2. Improve the quality and consistency of personalized support provided in lessons for students and children with

additional learning needs, including students of determination.

3. Strengthen procedures for promoting and monitoring punctuality so that there is consistent adherence to school attendance policies by all students.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable ↓

Findings:

- The senior leadership team, comprised of the principal, vice principal, and the senior administrator, demonstrates a full commitment to the UAE's national priorities, setting a clear mission and vision that is visible across the school. This includes tolerance, promoting the UAE identity, and the well-being of students. Senior leaders are supported by middle leaders who teach and oversee the specific subject areas. Although the school is inclusive and welcomes students with additional learning needs, leaders have not been successful in delivering effective provision to meet the student's needs.
- Senior leaders have a basic understanding of the curriculum and best practices in teaching, learning, and assessment. Despite a range of continuous professional development, middle leaders have not been effective in maintaining students' good academic standards in all subjects across the school, and there has been regression in most subjects. Senior leaders recognize the need for more effective use of assessment data to influence the classroom and student progress. The principal and vice principal have ensured that a culture of sharing effective practices and supporting staff is a fundamental aspect of their efforts to build the school's capacity although the impact of this is not yet evident.
- Relationships across the school are professional, and morale is generally positive. Middle leaders have clear roles and responsibilities, but generally extensive teaching timetables hamper their effectiveness.
- The senior leadership team is newly appointed and understands several improvements need to be made to improve the school, including improving the quality of teaching and ensuring that the school's data is better used to influence the classroom. The senior leadership team acknowledges the importance of enhancing the skills of middle leaders in accurately evaluating teaching quality and monitoring students' attainment and progress. However, these initiatives have not yet impacted on making the improvements needed. The senior leadership team shows sufficient capacity to make the required improvements.
- School leaders at all levels have not successfully maintained the previous levels of good academic standards in many areas, and therefore, performance has regressed. The school is compliant with statutory and regulatory requirements.

Next Steps:

1. Improve the effectiveness and impact of leaders, ensuring middle leaders are trained and fully supported to effectively evaluate the quality and impact of classroom teaching in their subject areas.
2. Strengthen middle leaders' understanding and use of assessment data so that it is used effectively in lesson planning and impacts the quality of teaching and learning in classrooms so that students make more progress.
3. Revisit the continued professional development provided to middle leaders with a renewed focus on the effectiveness of the impact of teaching on student progress and attainment.

School self-evaluation and improvement planning

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

Findings:

- The school has a mostly realistic view of its key priorities. However, senior leaders have not involved all staff in the self-evaluation (SEF) process and the self-evaluation of judgments. As a result, many middle leaders have different perspectives on the attainment, and progress of students in their subjects. The SEF has not triangulated all the assessment data, which leads to judgments that are not always accurate in representing the student's actual achievement. Senior leaders understand the key areas that need to be focused on to improve student outcomes.
- The monitoring of teaching and learning is systematic and conducted by the new vice principal (VP). The VP undertakes regular classroom visits, both announced and unannounced, and offers constructive written feedback. A new academic advisor supports the process with monitoring and training, particularly for new teachers. The observation forms include relevant criteria, with adequate emphasis on students' progress and the impact of teaching on students' learning. Feedback from the observations is fed back into teacher training. However, changes in staffing and the lack of expertise within the middle leaders have slowed the impact of monitoring teaching effectiveness on students' achievement.
- The school development plan (SDP 2023-2024) is based on and aligned with the previous inspection report (2022), although it predates the current SEF and has few target dates in 2024 and therefore needs updating. Targets are set but they do not always have measurable outputs and are not often SMART (Specific, Measurable, Achievable, Relevant, and Time-bound). As such, many targets have passed, and it is unclear if they have been reviewed. The development plan has had little positive impact on the quality of teaching or students' achievement.
- There has been limited progress in addressing the recommendations from the previous inspection report.

Next Steps:

1. Ensure greater stakeholder involvement, including subjects' leaders, in formulating the SEF judgments in their subject areas based on accurate assessment information.
2. Ensure that senior leaders focus their review and monitoring of teaching and learning on the impact on students learning so that it has a positive impact on the quality of teaching and on student outcomes.
3. Update the school development plan (SDP) and ensure that departments and middle leaders are fully aware of the target expectations and time-bound goals from their respective subjects.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- Parents' views about their involvement with the school are very positive, and the school engages with them through an active Parent Council. The school has created a parent app, and parents are invited to regular events, including UAE heritage days, school celebration events, and sporting activities. Parents' views about the school are mainly sought directly from the mobile application and the Parent Council. Parents are represented on the Governing Board. Few parents completed the most recent ADEK survey.
- The school uses various communication methods, such as social media, online applications, and face-to-face meetings, to ensure parents are well-informed about their child's progress and the school's work. The principal operates an open-door policy for parents. The head of inclusion maintains close communication with parents of students of determination and provides regular updates on their children's progress. Parents are highly satisfied with the extent of communication from the school.
- The school shares a progress report with parents each term and through the new mobile application. Assessment results are shared with parents immediately after the school receives them. The reports provide information about their child's attainment in subject areas in all cycles although it lacks more detailed information relating to social and personal progress. KG reports provide more detailed information about children's levels in key skills. However, reports across KG and all cycles do not sufficiently report on students' strengths, areas for improvement, and next steps in learning.
- The school has regular links with the local and national community, including participation in competitions, sports events, and environmental activities, and it engages with the Red Crescent to support those in need. These activities help students understand the impact of what they do and the needs of others in the community, as well as make them aware of global environmental issues. The school has formal agreements with a few local universities, and students have already benefited from visits to learn more about the next stage of their education. However, the school did not have links outside of the UAE.

Next Steps:

1. Further strengthen the reports that go home to parents and include additional information for social and personal progress.
2. Ensure a greater number of parents complete the school surveys so that parental views are considered as part of the decision-making processes of the school.
3. Develop a range of educational links with other schools and universities outside of the UAE to support the aspirations of students.

Performance Indicator	Quality judgement
Governance	Acceptable

Findings:

- The Board of Governors has representation and consultation from most stakeholders but lacks student representation. The owner's representative is now the head of the Board of Governors and takes a keen interest in education and the school with a particular passion for inclusive education. The Governing Board meets termly and has recently appointed a senior school administrator to provide daily financial scrutiny and oversight. Many board members have children at the school, and they have adequate knowledge about the school's needs.
- The governors and owners, specifically through the senior administrator, are acutely aware of the current position of the school and the need to improve. They regularly seek the views of parents and have created new systems to make parental engagement easier and more effective. Termly meetings address a range of issues and maintain accountability, although this has only recently been effective through the appointment of the senior administrator. These meetings have been more effective in operational matters and less so in the improvement and planning of academic performance.
- The owner and the senior administrator exert a positive influence on the management of the school. They have supported initiatives such as the recent ICT infrastructure, the introduction of new smartboards in almost all classrooms, and the creation of a new mobile application for parental access. However, the school has declined since the previous inspection, resulting in a significant change in school leaders and teachers over the past sixteen months. Governors and the senior administrator ensure that resources are available and promptly address any shortages, especially if they are associated with a significant area of weakness. Overall, the Governing Board provides support and governance for the school, which has a direct impact on the school's overall performance.

Next Steps:

1. Ensure that students' academic achievement and social and personal development are the focus of board meetings.
2. Ensure that the governor prioritizes succession planning to ensure that any future staff changes have a minimal impact on the quality of teaching and student achievement.

Management, staffing, facilities and resources

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

Findings:

- The school's operational management is reasonably effective. It benefits from an on-site senior administrator who has made some significant changes and additions to its operational systems. Timetabling effectively uses the day and has a positive impact on student achievement.
- Most staff are suitably qualified and deployed to meet the requirements of the school mission, and although a few lack the required experience, extensive professional development is provided. Additional staff such as nurses, social workers, and support staff for students with additional learning needs are minimal for a school of this size. The school growth has required the addition of 60% more teachers, and this year, teacher turnover was significantly high at 25%, impacting the quality of teaching and continuous improvement. In addition, the number of specialist staff allocated to students with additional learning needs, including students of determination, is minimal. All teachers regularly benefit from a range of professional development opportunities run by the principal linked to improving the quality of teaching. However, the monitoring and impact of training by senior leaders requires further development as training has not significantly improved the quality of teaching or student progress, which has declined since the previous inspection. Training is also required to help teachers develop their approach toward ensuring that higher-attaining students are always successfully challenged by the work provided in lessons.
- The school premises are sufficiently reasonably maintained and designed to meet the learning needs of students across all grades and cycles. Classrooms have been recently equipped with smartboards, but they remain uninspiring and lack basic resources impacting the engagement of students. There are a few examples of displays showcasing student work. The school has a range of specialist facilities in science, art, library, ICT, heritage corners, and a swimming pool. There are outdoor spaces that promote and help students develop their physical and mental well-being, but many outdoor sports areas lack sufficient shade. The school has a lift and a range of ramps to provide accessibility and accommodate those with mobility challenges.
- The school's resources are adequate and adequately support curriculum delivery, but science resources limit the opportunity for students to conduct paired or independent investigations. Every classroom has a new smart board, which teachers actively use in their teaching. Teachers primarily rely on the textbook and worksheets for lesson delivery. However, there is a lack of subject-specific resources to support investigations and hands-on learning; manipulatives for mathematics and tools for measuring in science are not evident in most lessons. Resources for students with additional learning needs, including students of determination, are adequate.

Next Steps:

1. Senior leaders should review the monitoring and impact of continuous professional development offered by the school, so that training focuses on student outcomes.
2. Ensure the staffing allocation and deployment for key support workers including medical, and support for students with additional learning needs are commensurate with the size of the school populations.
3. Improve the décor in classrooms so that it is a more interesting and inspiring learning environment and ensures that teachers have a range of resources and classroom manipulatives and not just the textbook, particularly in mathematics and science lessons.

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