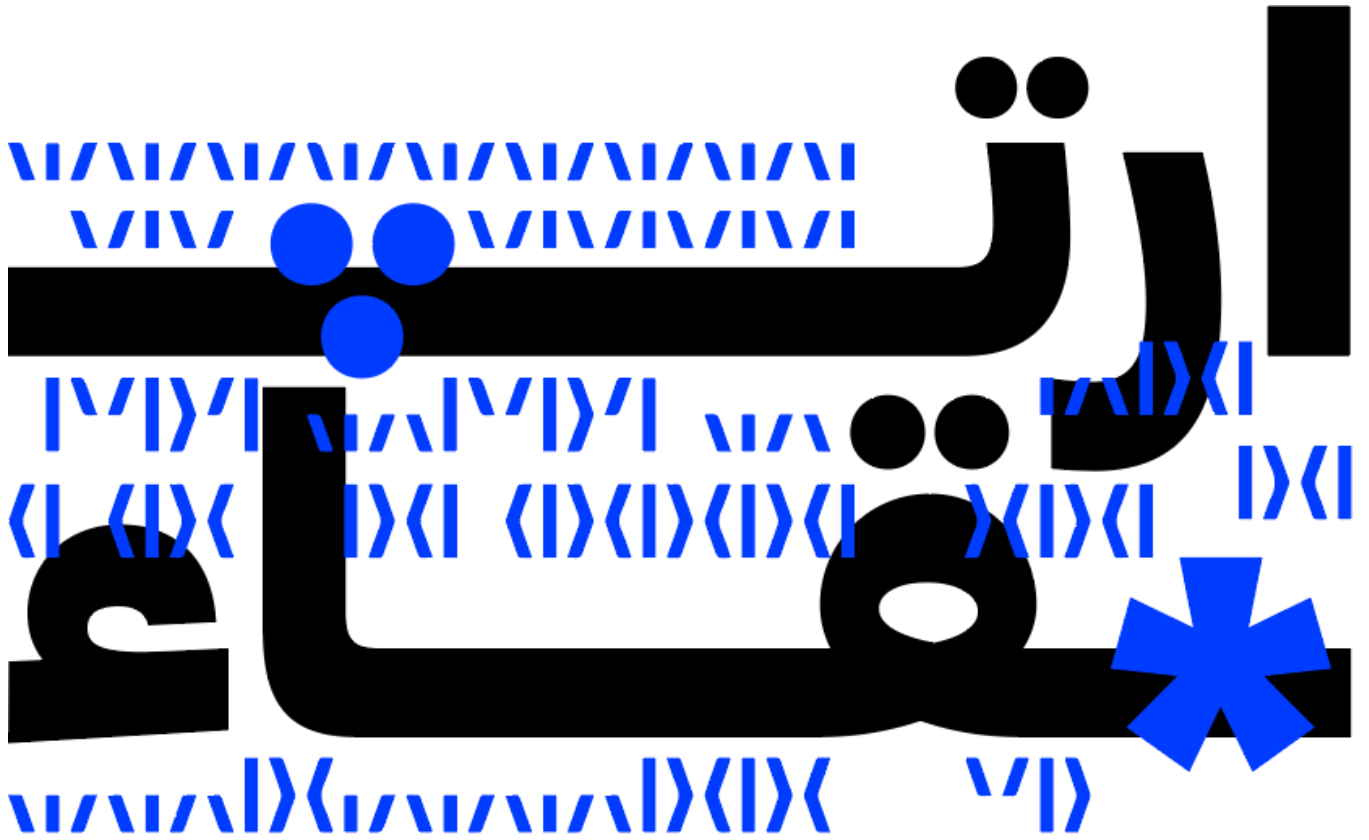




# Irtiqa'a School Inspection

AY 2023/24

Al Muneera Private School

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**Rating: Good**

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## School Information

| General Information                                                                |                  |                                             |
|------------------------------------------------------------------------------------|------------------|---------------------------------------------|
|   | Name             | Al Muneera Private School                   |
|   | Esis Number      | 9279                                        |
|   | Location         | 31, Al Talib St, Bani Yas, Abu Dhabi, 24413 |
|   | Telephone        | 025827005                                   |
|   | Principal        | RABAB Said ELDEFRAWY                        |
|   | Inspection Dates | 20 to 23 May 2024                           |
|  | Curriculum       | MoE (UAE)                                   |

## Information On Students

|                                       |                                  |
|---------------------------------------|----------------------------------|
| Cycles                                | Cycle 1 - Cycle 2 - Cycle 3 - KG |
| Number of students on roll            | 637                              |
| Number of Emirati students            | 10                               |
| Number of students of determination   | 3                                |
| Largest nationality group of students | Sudan - Yemen - Syria            |

## Information On Teachers

|                               |                        |
|-------------------------------|------------------------|
| Number of teachers            | 37                     |
| Nationalities                 | Egypt - Jordan - Sudan |
| Number of teaching assistants | 4                      |

## Changes since the previous inspection

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Since the previous inspection, the overall school performance has improved from acceptable to good.

In Islamic education and UAE social studies, achievement has remained acceptable across all phases. In Arabic as a first language, attainment has remained acceptable across all phases; however, progress in phases 1 and 4 has improved to good.

In English, achievement has remained acceptable in phases 1, 2, and 3 but has improved to good in phase 4. In mathematics, achievement has remained good in phases 1 and 4 and remained acceptable in phases 2 and 3. In science, achievement has remained acceptable in phases 1, 2, and 3 but has improved to good in phase 4. The school had participated in PISA 2022 and met all three targets in English, mathematics and science.

Students' personal development; understanding of Islamic values and awareness of Emirati and world cultures, have been judged as good across all phases. Students' social responsibility and innovation skills has been judged as acceptable in phase 1 but good in all other phases.

Teaching for effective learning has remained acceptable in phases 1,2 and 3 but has improved to good in phase 4. A new head of KG has recently been employed to further improve the provision for the youngest children and to enable them to build core skills and knowledge. Assessment has remained acceptable across all phases.

Curriculum design and implementation has been judged as acceptable across all phases. Curriculum adaptation

has been judged as acceptable in phases 1, 2 and 3 and good in phase 4.

Health and safety, including arrangements for child protection and safeguarding has improved from acceptable to good across all phases. School leaders have shown a commitment to health and safety by appointing a health and safety facilitator to ensure compliance with health and safety standards. The care and support of students has remained good across all phases. The provision of support for students with special educational needs continues to be a focus for the school and a specialist teacher has been recently appointed to ensure that the needs of these students are met using accurate, individual education plans.

Since the previous inspection, the effectiveness of leadership and school self-evaluation have improved from acceptable to good. The school has shown its commitment to raising standards by appointing an academic supervisor to support the development of middle leaders and provide coaching for teachers.

Partnerships with parents have remained good. Governance, and management, staffing, facilities, and resources have remained acceptable. The school is focused on raising reading standards through the development of the library and the launching of new reading initiatives. Improvements have been made to the school buildings. New air conditioning units have been installed throughout the school, along with the renewal of the water pipes. Classroom environments and resources have been enhanced through the installation of interactive smart boards, supporting teaching and learning. Other aspects of the learning environment have been improved, such as new furniture, astroturf and the walls of the indoor gym, which are now covered with shock-resistant rubber. The school has been forward thinking in the appointment of some specialist staff.

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

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There is evidence in teachers' planning, and in students' work displayed around the school, that students have regular practice in answering the type of questions they will encounter in The Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA) assessments.

## **Performance in standardized and international assessments**

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

### **International Assessments: TIMSS, PISA, PIRLS**

- Students in grades 4 and 8 were entered for TIMSS assessment tests in Spring 2023. The outcomes of these tests are not yet available.
- Students participated in the PISA 2022 international assessments. In scientific literacy, the school exceeded the target of 408.4 with a score of 409. In reading literacy, the school exceeded the target of 378.4 with a score of 403.7. Mathematical literacy has the highest result of 418.7, which is above the target set for the school at 394. The school met all the targets set for PISA. Results were particularly high in mathematical literacy. These results indicate that attainment in phase 4 in English, mathematics, and science are high, and this is reflected in their inspection judgments.

## **Reading**

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The school's library is a multi-resource area that includes books both in Arabic and English. The majority of the books in the library are in Arabic. There are 3,334 books in the library along with 3 computer stations. The facilities have ample space and furniture, with computers, tables, and chairs as well as a reading area with comfortable pillows and cushions. The library is accessible from the ground floor and located in the central part of the school.

The librarian collaborates with classroom teachers, meets with teachers to assist them with projects and supports students with their research. The library collection includes fiction, and nonfiction books, dictionaries, children's books, classroom sets of levelled readers, and classroom sets of other print material. Students can select books for checkout, or they can read them in the library. The librarian primarily collaborates with teachers and there is no regular schedule set for teachers and students to visit the library.

The school has implemented initiatives to improve reading across the school. In Cycle 1, students have a 1 minute daily read and celebrate a 'Reading Month' during the year. The school holds reading competitions. Reading records are maintained in students' notebooks. The school organizes events such as an 'Arabic Poetry Night,' and students have participated in the 'Arabic Reading Challenge.' A range of Arabic and English reading initiatives are also arranged in KG. Teachers have professional development sessions to support them in developing students' reading.

The school implemented an online interactive reading platform Kutubee which provides access for students to more than 1500 Arabic and English books. The stories have many features to encourage the students to read. A diagnostic reading assessment is completed at the beginning of the first semester for all students in grades 1 to 12 to assess reading skills. Phonics is taught in KG with a focus on letter sounds and reading words. The school uses the Jolly Phonics scheme to teach letter sounds and blending in English.

## Strengths of the school

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- The school has well-organized health and safety procedures for keeping children and students safe.
- The school has effective systems for identifying children and students of determination and for ensuring they are consistently supported in all classes.
- Across the school children and students have a clear appreciation and understanding about Islamic values and how these influence their lives.
- Children and students show consideration towards each other and understand the importance of treating each other with dignity and respect.
- The school has established a positive partnership with parents.
- The school has been successful in improving students' achievement in Arabic, English and science in phase 4.
- The school has been successful in exceeding the targets set in the international PISA tests for English reading, mathematics and science.

## Key Recommendations

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### **1. Improve students' achievement across the school to a consistently good or better level by:**

- ensuring teachers address key recommendations for improvement identified within their subject areas to move

achievement to the next level or better.

- improving students' Arabic and English-speaking skills and, in particular, their skills with speaking in standard Arabic in cycles 1 and 2.
- developing the accuracy of students' writing in Arabic in cycles 1 and 2 and the abilities of Cycle 1 students to produce extended pieces of writing in English.
- improving KG children's and students' abilities across the school with utilizing their English language skills more extensively across the curriculum in other subject areas.
- enhancing students' abilities across the school with working with mathematical problem-solving tasks and with linking these tasks to real life situations.
- improving students' mental mathematical calculation skills across the school and particularly in Cycle 2.
- developing students' skills with carrying out science investigations in KG and cycles 1 and 2
- improving the children's and students' skills to communicate their learning clearly and confidently across the school.
- improving KG children's and cycle 1 and 2 students' skills to collaborate productively in group work and to carry out work independently.
- developing students' innovation, enterprise, research, and independent inquiry skills in all subjects across the school.

## **2. Improve the quality of teaching, learning and assessment to a consistently good or better level by:**

- ensuring that teachers provide activities in lessons that always offer appropriate challenge to meet the needs of all groups of learners.
- ensuring that all teachers consistently use open ended questioning techniques to encourage all children and students to confidently and extensively communicate their learning in classroom discussions.
- providing more opportunities in all lessons, and particularly in KG and cycles 1 and 2, for children and students to develop their critical thinking, problem-solving, innovation and independent learning skills.
- ensuring that teachers are involved in the analysis of data and use this information in the planning of lessons, taking into account the needs of all learners.
- ensuring that during lessons, teachers adapt their teaching to take into account the emerging needs of all students.
- ensuring that the marking of students' work and the feedback provided to them is appropriate for the age and stage of development of all students.

## **3. Improve all aspects of leadership to the next level of effectiveness by:**

- further developing middle leaders, particularly in KG, in understanding best practices in teaching, learning, and assessment to enable them to monitor the quality of teaching and learning effectively.
- ensuring that the self-evaluation is comprehensively aligned to the UAE inspection framework and is evaluative rather than descriptive.
- ensuring that the school improvement plan accurately reflects the areas for improvement identified in the school self-evaluation and makes robust links between students' outcomes and success criteria.
- ensuring that governors have a focused program of visits to hold the school and its leaders accountable for

student performance.

- increasing the frequency of reporting and updating on personal and academic progress, offering more regular feedback to parents about their children's development.

# Overall School Performance: Good

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

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

|                                                                             | <b>KG</b>  | <b>Cycle 1</b> | <b>Cycle 2</b> | <b>Cycle 3</b> |
|-----------------------------------------------------------------------------|------------|----------------|----------------|----------------|
| 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**

|                                 | <b>KG</b>  | <b>Cycle 1</b> | <b>Cycle 2</b> | <b>Cycle 3</b> |
|---------------------------------|------------|----------------|----------------|----------------|
| Teaching for effective learning | Acceptable | Acceptable     | Acceptable     | Good ↑         |
| Assessment                      | Acceptable | Acceptable     | Acceptable     | Acceptable     |

**PS4: Curriculum**

|                                      | <b>KG</b>  | <b>Cycle 1</b> | <b>Cycle 2</b> | <b>Cycle 3</b> |
|--------------------------------------|------------|----------------|----------------|----------------|
| Curriculum design and implementation | Acceptable | Acceptable     | Acceptable     | Acceptable     |
| Curriculum adaptation                | Acceptable | Acceptable     | Acceptable     | Good           |

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

|                                                                               | <b>KG</b>                                                                              | <b>Cycle 1</b>                                                                         | <b>Cycle 2</b>                                                                           | <b>Cycle 3</b>                                                                           |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Health and safety, including arrangements for child protection / safeguarding | Good  | Good  | Good  | Good  |
| Care and support                                                              | Good                                                                                   | Good                                                                                   | Good                                                                                     | Good                                                                                     |

**PS6: Leadership and Management**

|                                                 |                                                                                        |
|-------------------------------------------------|----------------------------------------------------------------------------------------|
| The effectiveness of leadership                 | Good  |
| School self-evaluation and improvement planning | Good  |
| 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 | Acceptable | Acceptable | Acceptable | Acceptable |
|                   | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |

### Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year against the MoE curriculum standards indicates that most children and students attain levels that are above curriculum standards. These levels do not align with what is seen in lessons in all cycles across the school.
- The school has no external national or international assessments for KG and grades 1 - 11. The results of the MoE national exam for Grade 12 at the end of the academic year 2022/23 indicate that most students in Grade 12 attain above curriculum standards.
- In lessons and their recent work, most students across all cycles demonstrate knowledge, skills and understanding that is in line with curriculum standards. KG students' knowledge about Islamic values and faith principles is adequately developed.
- The school's internal assessment information for the last three years shows that most children and students across the school have consistently attained above curriculum standards.
- The school's analysis of internal assessment data indicates that the large majority of students in KG make better than the expected progress while most students in cycles 1, 2 and 3 make better than expected progress over time and from their starting points at the beginning of the academic year.
- In lessons and their recent work most students in KG and all cycles make the expected progress against learning objectives aligned to curriculum standards.
- The school's analysis of internal assessment data indicates that in KG girls make outstanding progress while

boys make good progress. There is no assessment data to show the progress of other groups of students in KG. The internal assessment data shows that boys, girls and Emirati students make outstanding progress in cycles 1,2 and 3 and lower-attaining and higher-attaining students make weak progress in cycles 1, 2 and 3. The data shows that students with additional learning needs including students of determination make outstanding progress in Cycle 1 and acceptable progress in cycles 2 and 3. Gifted and talented students make good progress in Cycle 1 and acceptable progress in cycles 2 and 3. In lessons, students with additional learning needs including students of determination and lower and higher-attaining students do not make the progress of which they are capable.

### **Next Steps:**

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1. Improve students' understanding of the meanings within the verses of the Holy Qur'an that they read.
2. Improve students' Holy Qur'an recitation skills using Tajweed rules.

## Arabic as a first language

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



Speaking



Listening



Reading



Writing

| Subject                    |            | KG                                                                                      | Cycle 1    | Cycle 2    | Cycle 3                                                                                   |
|----------------------------|------------|-----------------------------------------------------------------------------------------|------------|------------|-------------------------------------------------------------------------------------------|
| Arabic as a first language | Attainment | Acceptable                                                                              | Acceptable | Acceptable | Acceptable                                                                                |
|                            | Progress   | Good  | Acceptable | Acceptable | Good  |

### Findings:

- The school's analysis of internal assessment data against the MoE curriculum standards indicates that most children in KG and students in all cycles attain levels above curriculum standards. This high level of attainment does not align with the levels of children's and students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for KG. The school has administered the International Benchmark test (IBT) to benchmark students' attainment in grades 3-11. The results in these tests for the current academic year show that less than three-quarters of the students in cycles 1-3 attained in line with curriculum standards. Results of the previous academic year in IBT indicate that less than three quarters of students in cycle 2 and 3 and a few students in cycle 1 attained levels that are at least in line with curriculum standards. The results of the MoE national exam for Grade 12 indicates that most students attained above curriculum standards.
- In lessons and their recent work, most students in KG and all cycles demonstrate listening, reading, and writing skills in line with curriculum standards. Students in KG can read words using their understanding of phonics. Most students in cycles 1 and 2 can communicate their learning appropriately but are inconsistent in speaking standard Arabic or using correct spelling in their writing. In Cycle 3, students can read a range of texts to identify the main ideas in stories but are inconsistent in following grammatical rules when speaking standard Arabic. In Cycle 1, students can write short paragraphs but do not always express the main idea of the topic they are writing about in a clear and meaningful way. This skill is more fully developed by students in cycles 2 and 3.
- Internal assessment information for the last three years shows most KG children and students in all cycles have attained above curriculum standards.
- The school's analysis of internal assessment data indicates that the large majority of children in KG make better than expected progress over time and from their starting points at the beginning of the academic year. The data shows that in Cycles 1 to 3, most students make better than expected progress.
- In lessons, the majority of children in KG and students in Cycle 3 make better than the expected progress in

developing their listening, reading, speaking and writing skills. In Cycles 1 and 2, most students make the expected progress in developing their listening, reading, speaking and writing skills.

- The school's analysis of progress data indicates that in KG, girls make outstanding progress while boys make good progress. There is no assessment data to show the progress of other groups of children in KG. The data shows that across the rest of the school, boys, girls and Emirati students make outstanding progress, students with additional learning needs including students of determination make acceptable progress while lower-attaining and higher-attaining students make weak progress. The data shows that gifted and talented students make good progress in cycles 1 and 3 and acceptable progress in Cycle 2. In lessons, students with additional learning needs, including students of determination, make acceptable progress. However, higher-attaining students do not always make the progress of which they are capable.

### **Next Steps:**

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1. Fully develop students' skills in speaking standard Arabic in cycles 1 to 3.
2. Improve students' extended writing skills in Cycle 1.

# 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:

- The school's analysis of internal assessment data at the end of 2022/23 academic year against MoE curriculum standards indicates most students in all cycles attain levels above curriculum standards. This high level of attainment does not align with the levels of children's and students' knowledge and skills observed in lessons.
- There are no external, national or international assessments for social studies.
- In lessons and their recent work, most students in all grades demonstrate knowledge and understanding in line with curriculum standards.
- The school's internal assessment data for the last three years indicates that most children in KG and students across the school have consistently attained levels above curriculum standards.
- The school's analysis of internal assessment data indicates that most students make better than expected progress across all cycles from their starting points at the beginning of the academic year.
- In lessons, most students in cycles 1, 2 and 3 make the expected progress in developing their knowledge and understanding about national identity, citizenship, government, society and the national economy.
- The school's analysis of progress data indicates that in cycles 1, 2 and 3, boys, girls and Emirati students make outstanding progress and lower-attaining students and higher-attaining students make weak progress. The data shows that students with additional learning needs, including students of determination make outstanding progress in cycles 1 and 3 and very good progress in Cycle 2. The data shows that gifted and talented students make good progress in Cycle 1 and acceptable progress in cycles 2 and 3. In lessons, students with additional learning needs including students of determination, lower-attaining students and higher-attaining students do not make the progress of which they are capable.

## **Next Steps:**

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1. Improve students' understanding of the impact that UAE history has on the country's current achievements in cycles 1 and 2.
2. Improve students' understanding of the importance of the development of environmental sustainability within the UAE and wider world.
3. Address the learning needs of the different groups of students, especially the lower and higher-attaining students and students with additional learning needs.

# 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 | Acceptable | Acceptable | Acceptable | Good ↑  |
|         | Progress   | Acceptable | Acceptable | Acceptable | Good ↑  |

## Findings:

- The school's analysis of internal assessment at the end of 2022/23 academic year against MoE curriculum standards indicates that most students in KG and cycles 1 to 3 attain levels above curriculum standards. This high level of attainment does not align with the levels of children's and students' knowledge and skills observed in lessons.
- The school has not submitted data for the 2022-23 academic year's results or for the previous academic year's results in MAP for reading and language use. Students in grade 10 participated in the 2022 PISA assessment. In reading literacy, the school exceeded the target of 378.4 with a score of 403.7.
- In lessons and in their recent work, most students in KG and cycles 1 and 2 attain in line with curriculum standards while the majority of Cycle 3 students attain above curriculum standards. KG students know basic letter sounds and can put simple words together and read and write simple sentences. In cycles 1 and 2 students demonstrate secure speaking, listening, reading and writing skills. In Cycle 3, students communicate their learning clearly in English using correct pronunciation and word usage, and their language development skills are effective. However, across the school, children and students do not relate their English language skills sufficiently well across other subject areas. Also, KG children and students in cycles 1 and 2 do not develop a sufficiently wide range of vocabulary to promote their skills in communicating their ideas and understanding.
- The school's internal assessment data for the last three years indicates that most children in KG and students across the school have consistently attained levels above curriculum standards.
- According to the school's internal assessment data, most children in KG and students in cycles 1 and 3 make better than expected progress from their starting points at the beginning of the academic year. However, the data shows that in Cycle 2, the large majority of students make better than expected progress.
- In lessons and work seen, most students in KG and cycles 1 and 2 make the expected progress in advancing their speaking, reading, comprehension and writing skills. In Cycle 3, the majority of students make better than the expected progress. KG children and students in cycles 1 and 2 do not always show a full understanding of the vocabulary in the texts they read, and this hampers the progress they make in

developing their reading comprehension skills.

- The school's internal assessment data indicates that in KG, boys and girls make very good progress. There is no progress data in KG to show the progress made by the other groups of students. The data shows that in cycles 1, 2 and 3, Emirati students make outstanding progress, gifted and talented students make acceptable progress and lower-attaining and higher-attaining students make weak progress. The data shows that boys make good progress in Cycle 1, very good progress in Cycle 2 and outstanding progress in Cycle 3. Girls make outstanding progress in cycles 1 and 3 and very good progress in Cycle 2. Students with additional learning needs, including students of determination make very good progress in Cycle 1, good progress in Cycle 2 and acceptable progress in Cycle 3. In lessons, there are no differences in the progress made by different groups of students.

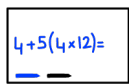
### **Next Steps:**

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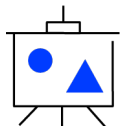
1. Improve the breadth of KG and cycle 1 and 2 students' vocabulary and develop their abilities to communicate their ideas and understanding more extensively.
2. Improve KG and cycle 1 and 2 students' reading comprehension skills.

# 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:



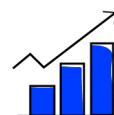
Number and quantity and their use



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 | Good    |
|             | Progress   | Good | Acceptable | Acceptable | Good    |

## Findings:

- The school's internal assessments demonstrate that most students in KG and across the rest of the school attain above curriculum standards. This does not align with the levels of attainment seen in lessons across the school.
- The school participates in the standardized MAP tests in mathematics for students in cycles 1 to 3. The most recent tests taken in Fall of 2023/24 indicated that less than three-quarters of the students attained in line with curriculum standards in cycles 1 and 3 while only a few attained in line with curriculum standards in Cycle 2. Students in grade 10 participated in the 2022 PISA assessment. In mathematical literacy, the school exceeded the target of 394 with a score of 418.7. Students were entered for TIMSS tests in 2023, but the results have not yet been received. Students participated in the MoE tests for Grade 12 and, in the most recent tests, most students attained above curriculum standards.
- In lessons and in their recent work, the majority of students in KG and Cycle 3 attain above curriculum standards. Most students in cycles 1 and 2 attain in line with curriculum standards. Students in cycles 1 and 2 often struggle with mathematical problem-solving activities and with linking these kinds of activities to real life situations. Also, students do not show confident skills with making number calculations mentally, accurately and rapidly, particularly in Cycle 2.
- The school's internal assessment data for the last three years indicates that most children in KG and students across the school have consistently attained levels above curriculum standards.
- According to the school's internal assessment information, most students in cycles 1 and 3 make better than the expected progress while the large majority of children in KG and students in Cycle 2 make better than expected progress.
- In lessons and in their recent work, the majority of students in KG and in Cycle 3 make better than expected progress. Most students in cycles 1 and 2 make the expected progress in lessons. In cycles 1 and 2 students' progress in acquiring mathematical understanding is inconsistent and they do not make enough use of practical apparatus to embed their understanding.
- The school's analysis of internal assessment data indicates that in KG, boys and girls make very good

progress. There is no progress data to show the progress made by other groups of students in KG. The school's internal assessment data indicates that across the cycles, boys and Emirati students make outstanding progress, lower attaining students and high attaining students make weak progress. However, girls make outstanding progress in cycle 1 and 3 and very good progress in cycle 2. Gifted and talented students and students with additional learning needs, including students of determination make good progress in cycle 1 and acceptable progress in cycles 2 and 3. In lessons, most groups of children and students make similar progress except for the higher-attaining children in KG and higher-attaining students in cycles 1 to 3 who do not make the progress of which they are capable.

### **Next Steps:**

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1. Improve students' abilities with working with mathematical problem-solving tasks and with linking these tasks to real life situations where possible.
2. Improve students' mental mathematics skills, particularly in Cycle 2.

# Science

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



Scientific thinking,  
inquiry, and  
investigative skills



Ability to draw  
conclusions and  
communicate ideas



Application of science  
to technology, the  
environment and society

| Subject |            | KG         | Cycle 1    | Cycle 2    | Cycle 3 |
|---------|------------|------------|------------|------------|---------|
| Science | Attainment | Acceptable | Acceptable | Acceptable | Good ↑  |
|         | Progress   | Acceptable | Acceptable | Acceptable | Good ↑  |

## Findings:

- The school's analysis of internal assessment at the end of 2022/23 academic year against the MoE curriculum standards indicates that most students in KG and cycles 1, 2 and 3 attain levels above curriculum standards. This high level of attainment does not align with the levels of children's and students' knowledge and skills observed in lessons.
- The school participates in the standardized MAP tests in science for students in cycles 1, 2 and 3. The most recent tests taken in Fall of 2023/24 indicated that less than three-quarters of the students attained in line with curriculum standards in cycles 1 and 2 while only a few attained in line with curriculum standards in Cycle 3. Students in grade 10 participated in the 2022 PISA assessment. In scientific literacy, the school exceeded the target of 408.4 with a score of 409. Students participated in the MoE tests for Grade 12 and, in the most recent tests, most students attained above curriculum standards.
- In lessons and in their recent work, most students in KG and cycles 1 and 2 attain in line with curriculum standards in their knowledge and understanding of physical, life, earth and space sciences. In Cycle 3, the majority of students attain above the curriculum standards. In KG and in cycles 1 and 2 students do not always show confidence in carrying out science investigations and explorations, especially in terms of learning to make predictions and drawing conclusions. Also, across the school, students' understanding of science vocabulary to support their work in investigations and to enable them to communicate their learning and ideas clearly is inconsistent. In KG and cycles 1 and 2, students do not always record the results of their science investigations sufficiently well, using pictures, diagrams, graphs, and written accounts.
- The school's internal assessment data for the last three years indicates that most children in KG and students across the school have consistently attained levels above curriculum standards.
- According to the school's internal assessment information, most students in KG and cycles 2 and 3 make better than the expected progress from their starting points at the beginning of the academic year while only a majority of students in Cycle 1 make the expected progress.
- In lessons, most students in KG and cycles 1 and 2 make the expected progress while the majority of

students in cycle 3 make better than expected progress.

- The school's analysis of internal assessment data indicates that in KG, boys and girls make very good progress. There is no data to show the progress of other groups of students in the KG. The data shows that across cycles 1, 2 and 3, girls and Emirati students make outstanding progress; however, lower-attaining students and high-attaining students make weak progress. The data indicates that gifted and talented students make acceptable progress across all cycles, while students with additional learning needs, including students of determination make good progress in cycles 1 and 3 and acceptable progress in cycle 2. Boys make outstanding progress in cycles 1 and 2 while they make very good progress in cycle 3. In lessons, all groups of students make similar progress.

## **Next Steps:**

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1. Improve students' skills in carrying out science investigations and explorations, especially in terms of learning to make predictions and drawing conclusions, especially in KG and cycles 1 and 2.
2. Improve students' understanding of specific science vocabulary to support their work in investigations and to enable them to communicate their learning and ideas more clearly.
3. Improve students' abilities to record the results of their science investigations using pictures, diagrams, graphs, and written accounts as appropriate, especially in KG and cycles 1 and 2.

## Learning Skills

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

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

| Subject         | KG         | Cycle 1    | Cycle 2    | Cycle 3                                                                                  |
|-----------------|------------|------------|------------|------------------------------------------------------------------------------------------|
| Learning Skills | Acceptable | Acceptable | Acceptable | Good  |

### Findings:

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- In KG and cycles 1 and 2, students engage adequately in learning. They mainly have positive attitudes to learning. However, they rely on their teachers and do not tend to show initiative. In Cycle 3, students are enthusiastic learners and take increasing responsibility for their own learning.
- Interactions and collaboration among children and students in Arabic lessons in KG and all subjects in Cycle 3 contribute to a positive learning environment. To some extent, students demonstrate the ability to communicate their learning to their peers and teachers; however, this is not always communicated extensively and fluently. Also, students do not always collaborate in the most effective and productive ways in lessons especially in KG and in cycles 1 and 2.
- Across all cycles, students generally connect their learning with examples of events in the real world and with learning in other subjects but tend to rely heavily on their teachers to help them make these kinds of connections, especially in cycles 1 and 2.
- Students in cycle 3 can articulate different perspectives in Arabic lessons in Cycle 3. However, students' critical thinking skills across other cycles are variable. When given the opportunity, especially in mathematics and science, Cycle 3 students can use a range of skills to solve problems. However, this is generally underdeveloped across the school along with innovation, enterprise, and research skills. The use of learning technologies by students is developing, and is more evident in Cycle 3, particularly in English and science.

### Next Steps:

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1. Enhance students' skills to communicate their learning clearly and confidently across KG and cycles 1 and 2.
2. Improve the skills of KG and cycle 1 and 2 students' skills in collaborating productively in group work and carrying out tasks independently without teacher support.
3. Develop students' innovation, enterprise, research, and independent inquiry skills in all subjects across the school.

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

## Personal Development

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

### Findings:

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- Students across all cycles demonstrate responsible attitudes shown through their high levels of participation in activities throughout the day. They generally take responsibility for learning, especially in Cycle 3, although students in KG students cycle 1 and 2 are still developing their confidence in this area. Students respond positively to feedback from their teachers. In an inter-school innovation competition, higher-attaining students from across the school understood the challenges they came across in the development phase and were able to research to overcome the challenges, thereby showing increasing levels of self-reliance.
- Students are developing an understanding of the school's values, vision and mission. They are particularly courteous towards each other and their teachers resulting in a collegial environment that successfully fosters behavior for learning expectations. Children and students generally behave well, and cases of bullying are rare.
- Students across the school are considerate towards each other and supported by the in-school anti-bullying campaigns that have been run by older students. Students in all cycles understand the importance of treating each other with dignity and respect and, as a result, relate well to one another and their teachers. The children and students with additional learning needs are well integrated into the school and supported by their classmates. They have contributed to a UAE award winning innovation competition, which was won by additional learning needs students in cycles 2 and 3. Students are proud of their academic peer mentoring program.
- Students have a growing understanding of the importance of making healthy food choices for their personal development and wellbeing. However, not all students make healthy choices in terms of the snacks that they bring to school each day. They enjoy physical activity during physical education lessons and the challenges presented in the lesson. Students participate in school sports days and older students participate in basketball and football competitions against other schools. However, not all children and students fully understand the need to participate in regular healthy exercise each day.
- At 97.7%, students' attendance is very good. Most students arrive at school and to their lessons punctually.

### Next Steps:

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1. Improve the abilities and confidence levels of students in KG and cycles 1 and 2 in taking on responsibilities more frequently.
2. Ensure that all students bring healthy snacks to school each day.
3. Ensure that students across the school understand the need to participate in regular daily exercise beyond what is provided in school PE lessons.

# Understanding of Islamic values and awareness of Emirati and world cultures

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| 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:

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- Students demonstrate a clear understanding and appreciation of Islamic values and how these influence contemporary society in the UAE. For example, in the morning assemblies and in Islamic lessons, students listen attentively to the Holy Qur'an and realize that they have a place to pray in the school mosque. They respect the national anthem, behave well, and respond positively to teachers' instructions. Also, there are many displays on classroom walls, which successfully promote an understanding of and awareness of Islamic values. Students focus on different religious and moral values each month and discuss these with their teachers during lessons. The school has organized competitions relating to Islamic facts. These include quizzes about the Prophet's biography, a Qur'an and Hadeeth reading competition to help widen the knowledge of all KG children and students across the school. However, there remains scope for children and students to deepen their understanding of how Islamic values influence their own lives and experiences across the school and in wider society.
- Emirati heritage and culture are appreciated by students across the school. They are knowledgeable and appreciative of the UAE heritage and culture. They celebrate the UAE Flag Day and all other national occasions including popular occasions such as 'Hag al Laila.' The school has a heritage corner in the library and a special room where there are Emirati clothes and tools. Students participate in a range of cultural activities, such as a competition for Emirati folk proverbs, chances for them to perform in drama shows about Emirati history, and opportunities for them to visit the National Archives and National Library. They are also involved in establishing a telegram station for students and their parents to speak about culture and heritage through a program entitled 'Thank you to Zayed's sons.' Students have represented their school by taking part in national celebrations in the wider community, and through such activities, they reinforce their understanding of their national identity. Despite the wide range of activities and involvements, there remains scope for deepening the understanding of KG children and students across the school with respect to learning more about Emirati traditions and culture and the way in which these areas impact the UAE's future development.
- Students across the school have a clear understanding and appreciation of their own culture and can describe the aspects in which their culture is similar to, and different from, a variety of other cultures. They demonstrate interest in learning more about other cultures. The school celebrated 'Cultural Day' last year in which students represented their own countries by wearing traditional costumes. The students held up their own country flags from different Middle East countries and brought different traditional foods to school from their own countries. Students also celebrate International Day and are aware of cultural diversity in the school. However, their knowledge of other world cultures beyond the Middle East is limited.

## Next Steps:

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1. Ensure students across the school gain an even deeper understanding of Emirati culture and traditions.

## Social responsibility and innovation skills

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

### Findings:

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- Students participate in activities and projects that increase their awareness of social responsibility. The student council promotes a culture of respect. The council is impactful and knowledgeable about how students can positively improve the school environment and the community around them through social contributions. Students working together have had positive outcomes in the school and community through the student-led recycling of unwanted used goods and books, as well as raising funds for international donations. However, these projects do not always involve all students.
- Students have a positive work ethic, and to some extent they are developing entrepreneurial skills. For example, there are a few student-initiated fund-raising schemes along with a school 'small investors' group in which students organize bazaar stalls during National Day celebrations. However, these activities involve a relatively small number of students. Students across the school do not always learn to individually take the lead in projects. Also, across the school students in KG and cycles 1 to 3 do not always learn to work creatively and develop their innovation skills sufficiently.
- Generally, students care for their school and the local environment. However, there remains scope for a greater involvement for children and students across the school in charity fund-raising and environmental sustainability projects both within the school and within the wider community.

### Next Steps:

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1. Ensure that students across the school learn to take the lead in projects and develop their entrepreneurial skills.
2. Ensure that students across the school develop their creativity, critical thinking, problem-solving, and innovation skills.
3. Ensure that students across the school have the opportunity to be involved in charity fund-raising and environmental sustainability projects both within the school and within the wider community.

## PS3: Teaching and Assessment

### Teaching for effective learning

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

#### Findings:

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- In KG and cycles 1 and 2 most teachers have secure subject knowledge and understand how children and students learn. They generally meet the needs of the children and students that they teach. In Cycle 3 teachers have a thorough knowledge of the subjects they teach and present ideas and information to their students in a clear way to help individuals make good progress in the English medium subjects and Arabic.
- Teachers use a common lesson plan format, and most lessons move at a brisk pace. Teachers work hard to create a supportive learning environment where students' work is celebrated. However, the learning environment is not always effectively utilized to enhance teaching and learning.
- Teachers' interactions with students are variable. In the best lessons, teachers question students effectively, supporting their critical thinking skills. However, this practice is not consistent across the different cycles and within the grades but is better in Cycle 3. Teachers do not sufficiently use open ended questioning techniques to encourage all children and students to confidently and extensively communicate their learning in classroom discussions.
- Teachers generally use strategies that help most students learn. However, the activities they provide are not always sufficiently well matched to the needs of different groups of children and students of differing abilities.
- Teachers do not always develop student's critical thinking, problem-solving, innovation and independent learning skills sufficiently well in lessons in cycles 1 and 2, but this does happen more effectively in Cycle 3 lessons.

#### Next Steps:

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1. Ensure that teachers provide activities in lessons that always offer appropriate challenge to meet the needs of all groups of learners.
2. Ensure that all teachers consistently use open ended questioning techniques to encourage all children and students to confidently and extensively communicate their learning in classroom discussions.
3. Provide more opportunities in all lessons, and particularly in KG and cycles 1 and 2, for students to develop their critical thinking, problem-solving, innovation and independent learning skills.

## Assessment

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

### Findings:

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- Internal assessment processes are consistent, beginning with a diagnostic at the beginning of the academic year. From then, there are two summative assessments each term in addition to formative assessments. Assessments are linked to the curriculum standards and provide adequate measures of progress.
- The school benchmarks against PISA international assessments, MAP standardized assessments, and IBT. However, the information is not always consistently analyzed to provide detailed information.
- The analysis of data is completed by senior leaders and communicated to middle leaders and class teachers; the latter are not involved in any data analysis. Gaps in learning are identified and weekly interventions are put in place to address these gaps. However, teachers do not routinely use this information to plan effective lessons to ensure the needs of all learners are met.
- Within lessons, teachers do not consistently adapt their teaching to take into account the emerging needs of students based on the assessment information.
- The majority of teachers provide effective verbal feedback to children and students about the quality of their work. However, the marking of children's and students' work and the feedback given to them is not sufficiently helpful. Children and students are not routinely provided with next steps to improve their progress, nor are they expected to correct errors in their written work. There are instances of peer and self-assessment, but these are not consistent.

### Next Steps:

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1. Ensure that teachers are involved in the analysis of data and use this information in the planning of lessons, taking into account the needs of all learners.
2. Ensure that during lessons, teachers adapt their teaching to take into account the emerging needs of all students.
3. Ensure that the marking of children's and students' work and the feedback given to them is appropriate for the age and stage of development of all students.
4. Provide students with constructive feedback including the next steps routinely to improve their progress.
5. Ensure consistent implementation of peer and self-assessment practices.

## PS4: Curriculum

### Curriculum design and implementation

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

#### Findings:

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- The school curriculum follows the MoE Curriculum. The curriculum is broad and balanced in developing students' skills, knowledge and understanding.
- The taught curriculum is planned through vertical and horizontal development of knowledge, skills, and understanding to ensure adequate progression. Scope and sequence are developed for all English-medium subjects with embedded pacing. The curriculum meets the needs of most students and generally prepares children and students for the next stage in their education.
- Cycle 3 students have an option of chemistry or biology in Grade 11 and Grade 12 and a health science elective is offered in Grade 11 and a computer science course in Grade 12. However, overall, there is an insufficient range of opportunities for curricular choices in Cycle 3 to further develop students' talents, interests, and future aspirations.
- The curriculum provides some opportunities for cross-curricular learning through different projects. However, the curriculum does not consistently make connections that support the transfer of knowledge and skills across subjects.
- Discussions regarding curriculum planning are part of the weekly grade-level and subject meetings. However, the development of an annual systematic review process is not yet consistent. As a result, processes for termly and yearly curriculum reviews to ensure good provision in meeting students' academic and personal needs and addressing gaps in learning are not effectively established.

#### Next Steps:

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1. Create more effective cross-curricular learning opportunities that integrate knowledge across subjects so that students make connections and can transfer skills across different areas of learning.
2. Implement robust processes for termly and yearly curriculum reviews to ensure better provision in meeting students' academic and personal needs and to address gaps in learning.
3. Provide a greater range of opportunities for curricular choices, particularly in Cycle 3, to further develop students' talents, interests, and future aspirations.

# Curriculum adaptation

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| Performance Indicator | KG         | Cycle 1    | Cycle 2    | Cycle 3 |
|-----------------------|------------|------------|------------|---------|
| Curriculum adaptation | Acceptable | Acceptable | Acceptable | Good    |

## Findings:

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- The curriculum is adequately modified to meet the needs of most students with different ability levels, although opportunities for sufficient challenge and support are not always effectively implemented for higher-attaining students. However, this is better in the English medium subjects and Arabic in Cycle 3.
- The curriculum engages students in extra-curricular clubs, competitions, and opportunities for social contribution with the Red Crescent. Opportunities to expand students' use of learning technologies are developing with the use of ICT and virtual learning platforms. However, the curriculum does not provide students with a sufficient range of opportunities to develop their skills in innovation, enterprise, and entrepreneurship that foster social contribution and enrich their personal and academic development.
- The curriculum provides learning experiences that enhance students' understanding and appreciation of UAE culture and society. Lesson plans reflect connections to the UAE values and often use the context of the UAE in reading selections and real-world issues. However, there remains scope to further integrate learning experiences that further enrich students' appreciation of UAE culture and society more comprehensively across all curricular areas.

## Next Steps:

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1. Ensure that curriculum modifications are sufficiently developed to provide a more personalized approach in meeting all groups of students' learning needs, particularly for higher-attaining students.
2. Provide opportunities for students to acquire skills in innovation, enterprise, and entrepreneurship that foster social contribution and enrich their personal and academic development.

## 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 the safeguarding of students including child protection. These procedures are outlined clearly and shared with all stakeholders. All 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 in this mandatory training is recorded. There is a central register of all adults working in or visiting the school. The school takes steps to ensure that all children and students are protected from all forms of bullying, including online. The school has built-in steps in all lessons to raise students' awareness about how to stay safe online. However, staff are aware of the need to reinforce this awareness training for students in the context of how they use their personal online devices, especially for students in Cycle 3.
- All staff, students and parents are aware that the school takes full measures to ensure that all members of the school community feel cared for and are kept safe. The health and safety committee meets regularly to review health and safety needs. In addition, committee members are swift in addressing any issues as they arise. Supervision around the school grounds and on buses is efficient. Students are safe and well cared for as they travel to and from the school. Risk assessments are performed for every activity in and outside the school to facilitate actions where needed. The school meets all legal requirements and conducts regular emergency fire evacuation drills, ensuring full compliance with the Civil Defense regulatory requirements.
- The school has a CCTV and alarm system, with 24-hour site security. Also, the school has contracts with external organizations to manage regular pest control, waste disposal (including for clinical and laboratory waste), and routine water checks. Daily cleaning of the school campus ensures the hygiene of all facilities. All the necessary regulatory checks for these essential functions are up-to-date and all contracts are with approved providers. The school clinic is operated by a nurse, and medicines are locked in a secure cupboard. The nurse administers generic painkillers and insulin for diabetic students only. The nurse maintains accurate records to reflect administered medications and tracks the individual health status of all children and students. However, this tracking system can be further developed from a manual to a computerized system.
- The school premises provide a safe learning environment for all members of the school community. All areas of the school, where there are stairs, have adjoining ramps to ensure accessibility to those with mobility or physical disabilities. The premises appropriately meet the needs of students.
- The school canteen serves some healthy food options including water and fruit juices which come from approved providers. The importance of exercise and fitness is promoted, and the school ensures daily outdoor recreation for all students. However, there remains scope for reinforcing the school's measures for promoting students' understanding about how to lead healthy lifestyles, especially in the context of ensuring

all individuals always bring healthy snacks to school and understand the benefits of participating in regular daily physical exercise. Appropriate shading in all play areas guarantees protection from the sun. There is readily available access to fresh drinking water.

### **Next Steps:**

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1. Update the current systems for maintaining the clinical records, using computerized systems to facilitate better tracking of medications and students' health.
2. Reinforce current systems for promoting students' understanding of the need to lead a healthy lifestyle, especially in regard to ensuring that all students bring healthy snacks to school each day and understand the need to participate in regular daily exercise.

## Care and support

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| Performance Indicator | KG   | Cycle 1 | Cycle 2 | Cycle 3 |
|-----------------------|------|---------|---------|---------|
| Care and support      | Good | Good    | Good    | Good    |

### Findings:

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- Staff have positive and purposeful working relationships with all of the children in the KG and students in cycles 1 to 3. This is underpinned by the effective and well-implemented behavior policy, which has helped foster an environment where children and students behave well across the school. Incidents of misbehavior are rare. The behavior policy for students is shared with all stakeholders, including parents, across the school via a range of methods including a WhatsApp communication and on the 'School Channel.' Parents can also attend a 'behavior expectations workshop' on parents' night. All stakeholders are expected to sign the student behavior policy including students, parents, and teachers. There is a process in place to manage behavior concerns, which focuses on resolution and one-to-one counseling, which includes contacting parents. Students' behavior is included in reports in the form of a percentage score added to the academic score.
- The very good attendance of students is maintained, promoted, and supported through the school's highly effective attendance policy. The school attendance policy has been shared with all stakeholders and parents are kept regularly informed regarding attendance expectations through the school Telegram Channel for parents. Attendance documents are well organized and accurate. Daily attendance is taken after the assembly by homeroom teachers and sent to the administration department. Tardiness is recorded by the school secretary and data closely monitored so that interventions can be taken if or when necessary. Tardiness interventions are appropriately staged and begin with the first 1 to 5 breaches where lateness is noted in the register and monitored. At 10 breaches, students receive a written warning. Persistent tardiness may result in permanent exclusion and a referral made to ADEK.
- The school's Special Educational Needs policy is appropriately aligned to ADEK expectations. Fourteen children or students of the student body have been identified as requiring additional learning support. Students whose learning is a cause for concern are referred to the head of inclusion for in-class observation and assessment. Effective systems are in place to identify students of determination through carefully administered diagnostic testing. Verification of external diagnosis is conducted by the head of inclusion to corroborate the in-school diagnosis. Additionally, in-class observations are conducted leading to an individual education plan being established. Also, students referred by teachers receive two in-class observations to verify the concern before intervention is considered, and an individual education plan is then put in place. Systems for identifying students who are gifted and talented in the arts, sport and technology are also established. Students are recommended by subject teachers for special observation by the senior leadership team. Gifted and talented students are highly encouraged to invest in their talents and join one of the schools many talent groups. However, there remains scope for reinforcing systems for identifying gifted and talented students to ensure that no individuals that may be in this category are missed.
- A dedicated head of inclusion/learning support teacher works in collaboration with teachers to develop individual education plans that are structured using selected targets. These are monitored and reviewed by the head of inclusion. However, considering the acceptable progress in all core subjects, the identification of students of determination requires additional rigor in the assessment process and the use of external data as a starting point in the identification process. Lesson plans are yet to fully show specific modification for students of determination. However, class teachers provide additional work to support students' individual education plans. Intervention lessons accommodate two or three students working on the same targets, which adequately supports students in making progress towards their learning goals.

- The school reports appropriately on the ongoing academic achievement of students in all cycles across the school. The social worker effectively supports the development of students. The school successfully guides all Cycle 3 students into higher education placements after completing Grade 11 through an ongoing program. Guidance to further education includes speakers from local universities. Some students opt to continue further education outside of the UAE. However, despite the useful information that is provided, there remains scope for consolidating present information on career and further education pathways to create a comprehensive handbook for students and their parents.

## **Next Steps:**

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1. Ensure that procedures for identifying gifted and talented students are fully rigorous and that they are fully supported in lessons and all activities.
2. Incorporate the use of baseline and progress data to reinforces the rigor in the identification of students with additional learning needs, including students of determination.
3. Consolidate present information on career and further education pathways to create a comprehensive handbook for students and their parents.

## PS6: Leadership and Management

### The effectiveness of leadership

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| Performance Indicator           | Quality judgement                                                                      |
|---------------------------------|----------------------------------------------------------------------------------------|
| The effectiveness of leadership | Good  |

#### Findings:

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- The senior leadership team, comprising the principal, vice principal, and academic supervisor, demonstrates a full commitment to the UAE's national priorities and inclusion. The principal shares her vision with staff, parents and students, emphasizing the importance of national priorities and promoting the UAE identity. The senior leadership team is supported by less experienced middle leaders who oversee core subject areas, inclusion, and the KG provision.
- Senior leaders recognize best practices in teaching and learning, assessment, and curriculum. Middle leaders are less secure in their understanding. The impact on raising students' standards is not yet evident in all phases and subjects. Senior leaders understand the need for a more comprehensive approach to the analysis and use of assessment data to accurately reflect children's and students' outcomes. There is a culture of sharing best practices both within the school and with other local schools, which is helping to build the school's capacity for improvement. Currently, there is a need to improve the skills of middle leaders in accurately monitoring the quality of teaching and learning in classrooms.
- Professional and friendly relationships are clearly evident throughout the school. A commitment to delegated leadership has led to the appointment of a teacher for students of determination, who ensures that students receive appropriate care and support. Middle leaders are aware of their roles and responsibilities, but their understanding and use of data and judgments about students' achievement are underdeveloped. Morale across the school is positive.
- The principal and other leaders know the school's improvement priorities. They recognize the importance of enhancing the skills of middle leaders to enable them to monitor the quality of teaching and learning in classrooms as well as ensure that data is used effectively to help raise standards. The impact of these efforts remains inconsistent. They show capacity to improve the school further.
- The influx of new teaching staff, (42%) impedes the rapidity of improvement, although the commitment to raising salaries has slowed the turnover rate from a previous high of 80%. Leaders have improved some aspects of the school's performance, such as health and safety procedures and achievement in Cycle 3. Adequate school performance has been maintained. Senior leaders ensure that the school is compliant with statutory requirements.

#### Next Steps:

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1. Provide training for middle leaders in accurately monitoring the quality of teaching and learning in classrooms.
2. Ensure that all middle leaders can analyze data and use it effectively to help raise standards of achievement within their departments.

3. Strive to maintain a stable teaching staff to support consistency in the quality of teaching.

# School self-evaluation and improvement planning

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

## Findings:

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- Self-evaluation uses both internal and external data; however, it is more descriptive, than evaluative. Leaders indicate that all stakeholders, including parents and students, contribute to the school's self-evaluation. There is evidence that self-evaluation and the school improvement plan have some alignment but there remains room for further development.
- The monitoring of teaching and learning is regular and takes different forms. There are three formal observations each year, conducted by the senior leadership team, but there are also learning walks, work scrutiny sessions, and checks of teachers' planning. These are usually completed by middle leaders, who are not as skilled as their senior counterparts, hence the impact of monitoring has slowed. Written feedback to teachers is usually focused on student outcomes, although not consistently so. The school has been impeded in raising the standards of teaching and learning across some cycles of the school because of the high turnover of staff.
- The school improvement plan contains some clear targets. However, the links between success criteria and student outcomes can be further strengthened. Leaders have a realistic view of key priorities and the importance of raising standards in all core subjects.
- The recommendations from the previous inspections are being addressed. There is some evidence of improvement. For example, although still high, staff turnover has reduced considerably as a result of actions to improve salaries. The school has been successful in exceeding its PISA targets in English, mathematics, and science, and the results of the Grade 10 students in 2022 were above the average of other schools in the UAE.

## Next Steps:

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1. Ensure that the self-evaluation is comprehensively aligned to the UAE inspection framework and is evaluative rather than descriptive.
2. Improve the skills of middle leaders in accurately monitoring teachers' work, including checking lesson plans, scrutinizing samples of students' work, and providing accurate feedback on lessons."
3. Ensure that the school improvement plan accurately reflects the areas for improvement identified in the school self-evaluation and makes robust links between students' outcomes and success criteria.

## Parents and the community

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| Performance Indicator     | Quality judgement |
|---------------------------|-------------------|
| Parents and the community | Good              |

### Findings:

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- The school has effectively engaged parents as partners in school life and their children's education. Parents' opinions are consistently reviewed and surveyed, and their perspectives are taken into consideration when school leaders shape improvement priorities. Additionally, parents actively contribute to supporting school activities through the Parents Council, which aims to enhance educational standards. Also, parents are represented in the governing group, where they play a positive role in the decision-making processes across the school. There remains scope for the school to further reinforce the role of the Parents' Council, for example, by providing more opportunities and involvement in improving students' reading and language 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. Parents also contribute positively by their involvement in celebrating events such as National Day, Flag Day, International Day, and children's and students' performances for both parents and the community. Parents also join in activities such as reading to children and students about the traditions of the Emirates.
- Regular reports ensure that parents are well-informed about their children's academic progress and personal development. These reports are followed by parents' meetings, providing an opportunity for parents to discuss their child's progress. Additional communication channels, such as regular emails and an established telecommunication channel, 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. However, despite these opportunities, there remains scope for the school to increase the range of opportunities for reporting to parents about the personal and academic progress of their children.
- The school maintains a partnership with the Red Crescent, where children and students support underprivileged individuals within the local community. Students are actively engaged with charitable organizations to foster their personal development. However, there remains much scope for the school to develop more partnership opportunities with a wider range of local and international community entities and other schools to further develop children's and students' engagement and understanding of their wider environment.

### Next Steps:

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1. Offer parents more frequent feedback about their children's development and areas for improvement.
2. Increase partnership opportunities with a wider range of local and international community entities and other schools to further develop students' engagement and understanding of their wider environment.

| Performance Indicator | Quality judgement |
|-----------------------|-------------------|
| Governance            | Acceptable        |

### Findings:

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- The Board of Governors has representation from all stakeholders. The views of parents and staff are regularly sought and acted upon. There are meetings at the beginning of each term with parents if required. Governors know that the current priorities of the school are about identifying the areas that will help to raise the standards of teaching and improve children's and students' outcomes in core subjects.
- Governors monitor school performance. They make regular visits to the school, but these visits lack a precise focus. The principal presents information to the governors about the school's performance. However, the systems for holding the principal, senior leaders, and teachers to account are not robust. The process is not closely linked to checking how successful senior leaders are in improving the academic performance of students.
- The governors exert a positive influence on the school and reinforce senior leaders' drive to ensure that children's and students' positive personal development is evident in the high attendance figures. Governors ensure that statutory requirements are met and that the buildings are safe and secure. Recent improvements to the building have included the installation of new air conditioning and the renewal of water pipes. Resources are not plentiful, but teachers do make good use of the new smartboards. There remains scope for the governors to provide more support for leaders in checking that there is an adequate supply of resources to support children and students with their learning. Governors have had some positive impact on the overall performance of the school, most notably in supporting initiatives to aid improvement in students' achievement in Cycle 3.

### Next Steps:

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1. Ensure that governors' visits to the school have a clear focus on monitoring aspects of the school's performance.
2. Ensure that the systems for holding all staff to account are robust and closely linked to students' achievement and the quality of teaching and learning.
3. Ensure governors provide full support to the school with checking that there are adequate, practical resources available to support students in their learning.

## Management, staffing, facilities and resources

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

### Findings:

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- The learning and development needs of children and students are met through thorough management and appropriate staffing levels. Timetables are appropriately planned to ensure that no time is wasted during the school day. Routines such as break times and canteen access are well organized. School arrival and departure procedures ensure that all children and students enter and leave the school grounds and building systematically and safely. The school is clean and runs in an orderly and efficient manner.
- The school is well-staffed across all departments. Senior leaders and teachers possess qualifications that match their individual deployments. However, the school faces challenges with retaining its more experienced teachers due to staff seeking better employee packages elsewhere. Continuous professional development is cascaded from senior leaders to heads of departments who meet with core subject teams to provide training aligned with school priorities in weekly team meetings. Whole school professional development is provided twice a year. The impact of continuous professional development is not yet consistent across the school and requires focus, so that it is more strongly aligned to the attainment and progress needs of children and students, especially in the core subject areas. In particular, the training does not sufficiently focus on ensuring that teachers consistently match the work they plan in lessons precisely to the needs of all groups of children and students.
- The school premises are sufficient, with all necessary specialized facilities in place, including technology resources, learning support rooms for students of determination and a learning support room in KG, a library, science laboratories for physics and chemistry, a gymnasium and a theatre. Recess areas are suitable for the number of students, and new flooring and sponge reinforcements around poles are appropriate, though some areas require additional shading. Classrooms are of a suitable size and are equipped with interactive whiteboards in KG and overhead projectors in the remainder of the school. Bathrooms have accessibility rails for those with mobility challenges.
- Teachers primarily rely on worksheets for lesson delivery. However, there is a lack of subject-specific resources to support effective investigation, exploration, and expression in the arts. Resources for students with additional learning needs, including students of determination, are adequate.

### Next Steps:

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1. Link teachers' professional development more closely to the school's academic targets to support and raise achievement in all cycles and core subjects.
2. Provide teachers with training on planning activities that precisely match the needs of different groups of students in lessons.
3. Improve the range of subject-specific resources to support students' effective investigation, exploration, and expression.

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