



Irtiqa'a School Inspection

AY 2023/24

Vision Private School

Rating: Good

Contents

- **School information**
- **Changes since the previous inspection**
- **The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS**
- **Performance in standardized and international assessments**
- **Reading**
- **Strengths of the school**
- **Key recommendations**
- **Summary of inspection findings 2023/24**
- **Inspection findings**

School Information

General Information		
	Name	Vision Private School
	Esis Number	9123
	Location	37, Al Tarfa St, Al Mushrif, Abu Dhabi, 20215
	Website	http://www.visionschool-uae.com
	Telephone	024477730
	Principal	NABIL Y ABUJARAD
	Inspection Dates	16 to 22 Feb 2024
	Curriculum	MoE (UAE)

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1803
Number of Emirati students	6
Number of students of determination	0
Largest nationality group of students	Egypt - Jordan - Syria

Information On Teachers

Number of teachers	102
Nationalities	Egypt - State Of Palestine - Syrian Arab Republic
Number of teaching assistants	11

Changes since the previous inspection

Since the previous inspection, the school's overall performance has improved to overall good.

In KG, cycles 1, 2, and 3, children's and students' achievement in Islamic education have improved from acceptable to good.

In Arabic as a first language, attainment and progress in KG and Cycle 1 have improved from acceptable to good.

In Cycle 1 student's progress in English and science has regressed to acceptable.

In cycles 2 and 3, student's attainment in mathematics has regressed to acceptable overall.

Teaching has remained good in all cycles and acceptable on KG.

The health and safety of students, including child protection, continue to be robust features of the school and remain very good. Care and support have improved in KG and are now good, matching that of other cycles.

Self-evaluation and improvement planning processes have improved and are now good. Governance has also improved and is good.

Since the previous inspection, 12 assistant teachers have been appointed to support teaching across the school.

Many are deployed in KG. The school has invested in resources, including interactive boards in all classrooms for grades 1 to 12, to support teachers' effective teaching. The school has added a STEAM (science, technology, engineering, arts, and mathematics) laboratory, and enhanced the ICT provision across the school.

The school has improved provisions for enhancing students' awareness of environmental protection and sustainability with additional resources, initiatives, and clubs.

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

The school has participated in the most recent international assessment in TIMSS and PISA.

Leaders have a comprehensive understanding of international benchmarks, and these influence the school development plan.

The school engages parents through written communications on the importance of international assessments that support both the students and the UAE's international standing.

The school engages students in initiatives to prepare them for international assessments, including practice examinations.

Leaders have provided teacher training focused on integrating critical thinking and problem-solving questions in lesson planning.

Performance in standardized and international assessments

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

Standardized Assessments

- Students participate in IBT standardized assessments in grades 3 – 9 in Arabic, mathematics, and science.
- In mathematics, IBT results indicate that students' attainment is weak in grades 3, 4, 5, and 8 and is acceptable in Grade 7. Results indicate that in grades 6 and 9, students' attainment is very good.
- In science IBT results indicate that students' attainment is weak in grades 4 and very good in grades 3, 5, 6, 8 and outstanding in grades 8 and 9.
- In mathematics IBT results indicate that students' attainment is acceptable in Grade 7, very good in grades 4, 5, 6 and 8 and outstanding in Grade 3.

International Assessments: TIMSS, PISA, PIRLS

Results for the TIMSS international assessment for students in Grade 4 in mathematics at 469 and science at 466 benchmark students' attainment at a low level.

• For Grade 8, students' results in the TIMSS international assessment in mathematics at 483 in mathematics and in science at 517, benchmark students' attainment at the intermediate level.

• Students in grades 9, 10, and 11 participated in PISA international assessments.

- The results in reading literacy at 442, mathematical literacy at 458, and science literacy at 450 are all below the international standards and below the set target

Reading

The school has two Learning Resource Centers (LRC), which cater to students from grades 1 to 12 in the boys and the girls sections. Between both LRCs, there are 5,100 books in Arabic and English. There are 4000 Arabic books and 1100 in English. The books are an equal mix of fiction and nonfiction. KG has its Learning resource center, and there are reading areas in their classrooms. Books in KG are a mix of English and Arabic books. The main LRCs use the Dewey Decimal Plan to classify the books, and within the non-fiction, the selection includes general knowledge, philosophy and psychology, religious books, science, art, literature, history, and geography.

Each LRC has a development plan for reading and a librarian who manages the center and supports the student's development in reading. The librarian also assists students and teachers in acquiring appropriate educational resources. The librarian controls the system for students borrowing books and keeps a list of all the borrowed books. The system for recording borrowed books was previously paper-based and is now electronic, so the librarian can analyze borrowing trends efficiently, including the rate of borrowed books and the levels of the books.

Reading is promoted through the school in a variety of methods. Lessons are scheduled in the library across all grades, and students complete book reviews and summaries. This is further integrated into all lessons through reading and comprehension. Students have access to electronic books on platforms such as 'My On' and 'Kutubee' that can be monitored and followed up by the librarian. In KG, children are encouraged to choose a book and read when they have a 'choice' time. In KG2, they are encouraged to write summaries.

Parents are engaged in children's and students' reading and encouraged to attend competitions and events with them. In KG, children take reading books home, and parents check what has been read and sign their reading log. KG children also have an activity where they can take the 'reading bear' home and compose a booklet of their adventures together. This is in Arabic and English.

Reading is tracked across all phases against the curriculum standards by the classroom teachers in lessons through reading comprehension, vocabulary, written work, and other classroom assessments. Teachers keep their student records.

There is a rubric for reading so students can self, and peer-assess their reading skills.

Students participate in a variety of activities relating to reading. The school holds book fairs selling used books to students for low prices. Students have visited and attended workshops at other libraries, such as the Khalifa Park Library and the National Library.

Students are encouraged to enter competitions such as the Arab Reading Challenge, Creative Reader, and 'Little Writer' in the Big Book competition. KG children recently participated in the Spelling Bee challenge for English, and 6 of them made it to the last stage of the competition. Students read in Arabic at the morning assembly.

Strengths of the school

- Students' progress is good in cycles 2 and 3 across all of the subjects.
- Children and students' achievements are good in KG all cycles in Islamic education and Arabic as a first language.

- Students' achievements are good in all cycles in social studies.
- Students demonstrate' high positive and respectful behavior and relationships with each other and with the staff.
- Students have a clear understanding of Islamic values and Emirati cultures.
- Students maintain high levels of attendance and are punctual.
- Teaching is good in cycles 1, 2 and 3.
- There are effective and rigorous child protection protocols and processes are in place so that students feel safe in a bullying-free environment.
- The school has implemented effective systems to promote students' healthy lifestyles.
- The school leadership is committed to UAE national priorities including inclusive education and raising staff performance and morale in the school.

Key Recommendations

1. Improve children and students' attainment and progress so that it is consistently good in English medium subjects and further improved to very good in Arabic medium subjects by:

- enhancing students' skills in Islamic education, linking Islamic law to real-life contexts.
- enhancing students' reading skills across all cycles so that they can read more accurately and fluently and expand their vocabulary when speaking in Arabic and English.
- enhance students' skills in applying their mathematical learning to solve problems in all phases.
- enhance children's curiosity and students' inquiry skills and understanding of scientific methods.
- enhancing students' innovation, creativity, and critical thinking skills in all subjects across the school.

2. Improve teaching across the curriculum to ensure all groups of children and students make consistently good progress by:

- supporting children's play-based learning in KG.
- differentiation learning tasks so that all students are appropriately challenged.
- enhancing the integration of ICT in teaching and student learning.
- adopting a more student-centered approach, maximizing active learning in all lessons.

3. Improve assessment processes by:

- ensuring that the analysis of the full range of data is rigorous.
- ensuring that teachers understand and can use assessment information when planning lessons to meet the needs of students of different abilities.
- strengthen the processes to give feedback to students about how to improve.

4.. Further improve the leadership and management of the school by:

- strengthening the partnership with parents and the wider community.
- maximize middle leaders' understanding of effective assessment processes and use accurate data to inform effective teaching.
- ensuring that the school is sufficiently equipped with resources in specialist subjects and in KG.
- providing more professional development for teachers, especially in the use of assessment information.

Overall School Performance: **Good**

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very Good	Very Good	Very Good	Very 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	Acceptable 
Governance	Good 
Management, staffing, facilities and resources	Acceptable

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an
and Hadeeth



Islamic values
and principles



Seerah (Life
of the Prophet
PBUH)



Faith



Identity



Humanity and
the universe

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

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most children and students in KG, cycles 1, 2, and 3 are attaining the above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school does not currently have external assessments for Islamic education.
- In lessons and in their recent work, the majority of students attain knowledge, skills, and understanding that are above the curriculum standards. The majority of children in the KG phase demonstrate knowledge of the Prophet's life. They show an understanding of some Islamic values such as kindness to parents. They memorize some of the holy verses and hadith they are expected to learn. The majority of students in Cycle 1, show broad knowledge and understanding of the divine revelation and Seerah (the Prophet's biography). They apply recitation rules when they recite verses from the Holy Qur'an. They can explain the overall meaning of the assigned holy verses and hadith. However, a few students show less deep understanding of the precise meaning of Qur'anic words. They can draw out the Prophetic guidance and relate their understanding to real-life situations. However, a few middle-attaining students find it challenging to explain the precise meaning of all the words in hadith. The majority of students in Cycle 3 memorize the assigned holy verses from long Qur'anic surahs with mastery of the rules of Tajweed and demonstrate an understanding of their meanings. They demonstrate knowledge of the Islamic rulings contained in the relevant holy verses.
- Over the past three years, all children and students across the school consistently attain knowledge, subject skills, and understanding above the MoE curriculum standards.

- The internal assessment information indicates that almost all children and students across the school have consistently made above-expected progress.
- Children in the KG cycle progress in memorizing and explaining the hadith, and they know when to say some supplications. By the end of the first episode, students' knowledge and understanding of the biography had expanded. They explain the meaning of the noble hadith. The majority of students in cycles 2 and 3 have made progress in gaining a deeper understanding of Islamic jurisprudence. However, a few students have not made adequate progress in strongly and linking their understanding of the five necessities to the Prophetic guidance.
- The school does not analyze assessment data to track the progress of all groups of students across the school. In lessons, students with additional learning needs make the expected progress toward their targets. Lower-attaining students receive strong support and make better-than-expected progress. Higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve students' recitation of the Holy Qur'an and enhance their understanding of the surah and the hadith in Cycle 1.
2. Enhance students' understanding of the Islamic values associated with the Holy Qur'an in deepening their understanding of the role of Islam.
3. Strengthen the linking of Islamic law and understanding of personal affairs to real-life contexts and raise students' understanding of the role of prominent figures in Islamic history in Cycle 3.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school has analyzed the school's internal assessment data for children in KG and suggests that most children's attainment is above curriculum standards. In KG and cycles 1, 2, and 3, attainment is measured against the MoE standards, and internal assessments analyzed by the school suggest attainment is above curriculum standards for most students. This high level of attainment does not match the knowledge and skills observed in lessons.

- The school administered the International Benchmark test (IBT) during the first term of this academic year to benchmark students' attainment in Arabic in grades 3- 9. In Arabic, IBT results indicate that students' attainment is acceptable in Grade 7, very good in grades 4, 5, 6, and 8, and outstanding in Grade 3. The results of the MoE national exam for Grade 12 at the end of the academic year 2022/ 23 indicate outstanding attainment for most students.

- In lessons and their recent work, the majority of children and students attain knowledge, skills, and understanding that are above the curriculum standards. In the KG phase, children gain good early literacy skills. They can recognize letters and match them to sight words. They read sight words. However, a few children find some difficulty in recognizing between some letters, like ض, ص. The majority of students can read texts of different genres of writing. They can summarize stories using time and place connectives. Occasionally, they make mistakes in grammar. The majority of students in Cycle 3 read aloud fluently and expressively. They can participate in class discussions about familiar topics. They show a good understanding of informational texts and scan and extract specific information.

- Over the last three years, the school's internal assessment data indicates consistently outstanding attainment for children and students across all cycles.

- The school's analysis of internal assessment data indicates that most children in KG and students across all cycles make better-than-expected progress over time and from their starting point at the beginning of the academic year.

- In lessons, the majority of children in the KG and cycles 1, 2, and 3 make better than the expected progress in

developing their listening, reading, and speaking skills. They make progress in extending vocabulary and giving synonyms or antonyms.

• The school does not analyze assessment data to track the progress of all groups of students across the school. In lessons across KG and all cycles, most groups of children and students make above the expected levels of progress with no noticeable difference between boys and girls, Emirati and non-Emirati students. The high-attaining, the low-attaining, and students of determination make the expected progress in relation to their starting points. Higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Develop students' speaking and writing skills, including structuring sentences and paragraphs, especially in KG, cycles 1 and 2.
2. Improving students' extensive writing skills, and prolonging the duration of writing for various purposes, especially in cycles 2 and 3.
3. Enhance the students' reading skills across all cycles so that they can read more accurately and fluently, and expand their vocabulary.

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	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of 2022/ 23 against the Ministry of Education (MoE) curriculum standards indicates that most children in KG and students across cycles 1, 2, and 3 attain levels above curriculum standards. This high level of attainment does not match the levels of knowledge and skills observed in lessons.
- There are no external, national, or international social studies assessments for grades KG to 12.
- In lessons and their recent work, most children in the KG demonstrate knowledge, skills, and understanding in line with the Ministry of Education (MoE) curriculum standards, while they attain above curriculum standards in cycles 1, 2, and 3. In the KG, children's knowledge of the national identity, including UAE culture and heritage, is still underdeveloped. In cycles 1, 2, and 3, students have good knowledge of the role of Emirati women in preserving the UAE heritage and culture and the importance of their participation as active members of society and government. However, they have not yet developed the ability to analyze data on contemporary issues make correct interpretations and implications, and suggest possible solutions.
- Over the past three years, the school's internal data suggests that most students have consistently attained levels above the MoE curriculum standards in all cycles.
- The school's analysis of internal assessment data provided during the inspection indicates that most students in KG and across all cycles make better-than-expected progress over time and from their starting point at the beginning of the academic year.
- In lessons in KG, most children make the expected progress in developing their understanding of the geography of where they live. However, they make minimal progress in developing their awareness of the factors that have contributed to the formation of national identity. In cycles 1, 2, and 3, students make better than expected progress in understanding the roles and responsibilities of members of society. However, they make less progress in their ability to explore contemporary global issues and suggest solutions.
- The school does not track the progress of different groups. In lessons, students with additional learning needs, including students of determination, make the expected amount of progress toward their individual

goals and targets. Low-attaining students have limited opportunities to accelerate their learning progress. Higher-attaining students have only occasional opportunities to extend their learning. Consequently, their progress is similar to that of other students, and they do not always make the rapid progress they can.

Next Steps:

1. Raise attainment and progress in KG and improve children's knowledge of the history of the UAE to increase their understanding of the national identity.
2. Improve students' knowledge and understanding of contemporary global issues and their impact on the world economy.
3. Improve students' skills in analyzing and interpreting statistical information and data so they can recognize trends.

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 ↓	Acceptable ↓
	Progress	Acceptable	Acceptable ↓	Good	Good

Findings:

- The school’s analysis of internal assessment data at the end of the 2022/23 academic year indicates that most children in KG attain levels above curriculum standards. Students in grades 1-12 attain levels above Ministry of Education curriculum standards. This 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 children. The students participated in PISA examinations in 2022 for grades 9, 10, and 11 in reading (442), and the data indicates students’ attainment is below the international benchmark. The school did not conduct IBT standardized assessment for English. Most students in Grade 12, attained above curriculum standards in the MoE examination.
- In lessons and their recent work, most students in KG and all cycles demonstrate adequate listening, speaking, reading, and writing skills that align with curriculum standards. Children in KG can recognize and sound letters and simple words; however, reading and writing are less developed, and only a few students can write the words in sentences independently. Not all students can articulate and construct sentences correctly using the vocabulary, and reading and writing are inconsistent. In cycles 2 and 3, students can read for specific information and discuss and express opinions. This is more developed in Cycle 3 where students confidently debate with their peers and can articulate and justify their answers. However, extended writing, particularly in using different genres to appeal to various audiences, is less developed.
- Over the past three years, the school’s internal data suggests that most students across all cycles have consistently attained levels above the MoE curriculum standards.
- The school’s analysis of internal assessment data provided during the inspection visit indicates that most children in KG and students in cycles 1 and 3 make the expected progress. In cycle 3, students make better-than-expected progress over time and from their starting points at the beginning of the academic year.
- In lessons, most children and students in KG and cycle 1 make expected progress in developing listening, speaking, reading, and writing skills in relation to appropriate learning objectives aligned with the expected MoE curriculum standards, although reading and writing skills are less well-developed. In cycles 2 and 3, the majority of students make better than expected progress in developing their literacy skills in relation to

appropriate learning objectives aligned with the expected MoE curriculum standards.

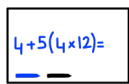
- The school does not track the progress of different groups of students. However, in lessons in Cycle 3, it was noted that girls make better progress than boys. Students with additional learning needs, including students of determination and lower-attaining students, make the expected progress in relation to their targets. Higher-attaining students are not sufficiently challenged in lessons. They do not make the progress they are capable of.

Next Steps:

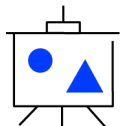
1. Raise attainment so that children and students' literacy skills are at least good across the school.
2. Improve progress in KG and cycles1, focusing on phonics to raise the level of reading and writing.
3. In Cycle 3, improve extended writing and writing for different audiences, using a range of different genres.
4. Improve students' ability to analyze and synthesize ideas in Cycle 2.

Mathematics

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



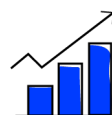
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- For children in KG, the school's internal assessment data has been analyzed by the school and suggests attainment for most children is above curriculum standards. For students in grades 1-12, attainment is measured against the MoE standards, and internal assessments analyzed by the school suggest attainment is above curriculum standards for most students.
- In the international assessment Trends in Mathematics and Science Studies (TIMSS 2019), students' attainment in mathematics in grade 4 was benchmarked at a low level, and grade 8 was benchmarked at the intermediate level and above the UAE national level. In PISA (2022), the mathematics literacy skills of students in grades 9, 10, and 11 were benchmarked, and results suggest that most students achieve levels of attainment below international averages. In mathematics, IBT results indicate that students' attainment is weak in grades 3, 4, 5, and 8 and is acceptable in Grade 7. Most students in grade 12 attained above curriculum standards in the MoE exam.
- In lessons in KG, most children demonstrate knowledge and skills in counting, numbering, and measuring that align with curriculum standards. In lessons and their recent work, most students in all cycles demonstrate mathematical knowledge, skills, and understanding that are in line with MoE curriculum standards. Students' application of mathematical knowledge to real-life situations and ability to solve complex word problems are less developed across all phases.
- Over the past three years, the school's internal data suggests that most students across all cycles have consistently attained levels above the MoE curriculum standards.
- The school's analysis of internal assessment data provided during the inspection indicates that most students in KG and across all cycles make better-than-expected progress over time and from their starting point at the beginning of the academic year.
- In lessons in KG, most children make expected progress against learning objectives aligned with curriculum standards, gaining new mathematical knowledge and applying their skills in adding and subtracting to understand numbers and quantity. Their ability to do simple mental calculations is developing. In cycle 1, most students make the expected progress in a range of mathematical concepts, including numbers, algebra, geometry, and statistics. In cycles 2 and 3, a majority of students make better than expected

progress. However, students in all grades are less confident in connecting their learning to real-life situations, and their mental math skills are less developed compared with their respective age expectations.

- The school does not track the progress of different groups of students. In lessons, students with additional learning needs, including students of determination, make the expected progress toward their individual goals and targets. Lower-attaining students have limited opportunities to accelerate their learning progress. Higher-attaining students have only occasional opportunities to extend their learning. Consequently, their progress is similar to that of other students, and they do not always make the rapid progress they can.

Next Steps:

1. Raise attainment so that children and students' mathematical skills are at least good across the school.
2. Improve progress in KG and cycle 1, focusing on improving students' abilities in applying mental mathematics in solving problems.
3. Maximize students' ability to solve complex problems by extracting the relevant information and applying it appropriately in cycle 3.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

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

Findings:

- For children in KG, the school's internal assessment data has been analyzed by the school and suggests attainment for most children is above curriculum standards. For students in grades 1 to 12, attainment is measured against the MoE standards. Internal assessments analyzed by the school suggest attainment is above curriculum standards for most of the students in science in cycles 1 and 2 and biology, chemistry, and health sciences in Cycle 3. However, in Cycle 3 physics, only a large majority of students attain above MoE standards.
- In the international assessment Trends in Mathematics and Science Studies (TIMSS 2019), students' attainment in science in Grade 4 was benchmarked at a low level, and Grade 8 was benchmarked at the intermediate level and above the UAE national level. In PISA (2022), the scientific literacy skills of students in grades 9, 10, and 11 were benchmarked and results suggest that most students achieve levels of attainment below international averages. In science, IBT results indicate that students' attainment is weak in grades 4 and very good in grades 3, 5, 6, and 8, and outstanding in grades 8 and 9. Most students in Grade 12 attained above curriculum standards in the MoE exam.
- In lessons and their recent work, most children in KG and students in all cycles demonstrate scientific knowledge, understanding, and skills that align with curriculum standards. In KG, children's knowledge and understanding of the world around them are emerging. Students in cycles 1 and 2 are beginning to apply their skills, scientific knowledge, and understanding in basic experimental investigations and can derive simple conclusions from their observations. In Cycle 3, students know scientific concepts and can capably conduct investigations in physics, chemistry, biology, and the health sciences. Children and students across the school do not always apply the age-appropriate scientific method to their investigations.
- Over the past three years, the school's internal data suggests that most students across all cycles have consistently attained levels above the MoE curriculum standards.
- The updated data provided by the school during inspection showed that most children in KG, students in cycles 1, 2, and 3 in biology, chemistry, physics, and health sciences, make better-than-expected progress.

- In lessons, most children in the KG and cycle 1 make expected progress in developing their knowledge and understanding of life science. In cycles 2 and 3, a majority of students make better than expected progress in developing investigative skills in relation to biology, chemistry, and physics. They can confidently handle equipment, follow instructions to set up practical experiments, and record results using tables and labeled diagrams. In Cycle 3, most students make better than expected progress in developing scientific thinking in biology, chemistry, physics, and health sciences. However, students' progress in their ability to pose questions and make predictions before beginning any investigation is a developing feature at all levels.
- The school does not track the progress of different groups of students. In lessons, students with additional learning needs, including students of determination, make expected progress toward their individual goals and targets. Low-attaining students accelerate their learning progress through interventions both inside classrooms and in the academic support room. Higher-attaining students have occasional opportunities to extend their learning and are insufficiently challenged, especially in KG and Cycle 1. Consequently, their rate of progress is similar to that of other students in their grade, and they do not always make the rapid progress they are capable of.

Next Steps:

1. Raise attainment so that it is at least good across the school, focusing on students' understanding of scientific methods.
2. Ensure that children in KG make predictions before they begin their investigations.
3. Strengthen students' ability to write scientific reports and conclude their findings following practical experiments in cycles 1, 2, and 3.

Learning Skills

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

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

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

Findings:

- In cycles 2 and 3, students have positive attitudes, and they enjoy lessons. Students generally take steps to improve their work through self-assessment and peer assessment using rubrics in the lessons. In the lower grades, the students are aware of the rubrics for peer and self-assessment but do not use them effectively. Students in higher grades can articulate their learning, and they take responsibility for improving their work. In KG and cycle 1, few children and students do not always work independently, finding things out for themselves. Self-reflection is evident across all cycles, with teachers using various strategies, especially in KG and Cycle 1, providing children and students with an understanding of what they have learned and need to improve.
- Across the school, group work where children and students interact and collaborate is productive. In Cycle 1, students make effective contributions to the activity. In KG, children work in groups, and they share and take turns, but on a few occasions, they do not have enough opportunities to communicate what they know and have learned with others. In cycles 1, 2, and 3, students share their learning clearly by presenting their work to the whole class, as well as listening to the views of others and providing them with feedback on what has been presented. In cycles 2 and 3 students relate text and comprehension to communication strategies and debate the advantages and disadvantages of online learning.
- Younger students make a few clear real-world connections across all subjects. This is more effective in higher grades, where students relate class topics to the world around them. Students make links a few links between different subjects. Literacy skills, including speaking and reading, are evident in all lessons. Students in cycles 2 and 3 make clear connections and demonstrate a strong understanding of the world.
- In KG and cycle 1, students' critical thinking, reasoning, and problem-solving skills are developing in lessons. Older students can think critically and conduct independent research. They can use reasoning to solve problems in cycle 3 and can apply their learning effectively to real-life contexts. Overall, students' skills in using ICT to support their learning and strengthen their ability to take the lead in their learning are developing across all cycles.

Next Steps:

1. Promote students' independent inquiry and research skills in lessons, including using ICT and e-learning technologies.
2. Enhance students' ability to link learning with real-life applications, particularly in KG and Cycle 1.

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

Personal Development

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

Findings:

- Children and students enjoy coming to school, and older students show a positive and responsible attitude towards learning. All children and students respond well to teachers' comments and instructions. Children and students throughout are becoming increasingly more self-reliant and need less guidance from teachers; although they value critical feedback from teachers and peers, they are less likely to take the initiative.
- Children and students fully understand classroom procedures that support effective transition and create a happy working atmosphere. Students throughout the school respond well to staff and to each other, creating a safe and productive environment. Older students are more self-disciplined and show more independence and respect to uphold the school's values. Bullying is rare.
- Children and students respect and considerate their classroom friends and openly show affection when they meet them every morning. Children and students in KG and cycles 1, 2, and 3 are sensitive to the needs of others and readily help each other. They regularly contribute to school teams, activities, and initiatives, including volunteering to be peer mentors for younger students, assisting with the elected class and school student council, and assisting teams.
- Children and students demonstrate a sound understanding of healthy eating and maintaining physical fitness. The school encourages healthy eating, and the food sold in the canteen is healthy. Most students are physically active during breaks and participating in sports.
- The attendance rate of 96% is very good for KG and cycles 1, 2, and 3 and at all phases as students usually arrive at school and attend their lessons on time, and there are few absences in classes.

Next Steps:

1. Improve students' sense of responsibility for their own learning.
2. Develop all students' understanding of the importance of maintaining healthy eating and a healthy lifestyle.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Children and students at all levels clearly appreciate and understand Islamic values, heritage, and history in the UAE. Children and students throughout the school are aware of the impact of Islamic values on their daily lives in the UAE, and this is evident in their display of student work on the walls in corridors, classrooms, and corners.
- Throughout the school, through projects, arts, and celebrations, children and students demonstrate their appreciation and knowledge of the heritage and culture of the UAE. They celebrate all Islamic and national occasions with respect, including National Day, Flag Day, Martyr's Day, and Haqq Laila, in appreciation of the wise leadership of the UAE that transformed the nation from a desert landscape into an advanced, modern society. Students are involved in initiating and participating in national events and cultural celebrations within the school. They wear national costumes and prepare popular dishes, and there is a day to prepare food for different countries.
- Children and students demonstrate a clear understanding of their own culture and the culture of the UAE. The school has effectively used its multicultural student body to provide a range of multicultural experiences and activities. As a result, most students are aware of the similarities between their cultures and can explain the wide range of different foods, national flags, and sports represented throughout the student body.

Next Steps:

1. Ensure that students reflect on what they learn in gaining a greater awareness of Islamic values and how this affects UAE society.
2. Support students in gaining a deeper understanding of Emirati culture and the importance of traditions.
3. Raise students' understanding of different world cultures to deepen their understanding of cultural diversity.

Social responsibility and innovation skills

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

Findings:

- Students' involvement as volunteers benefits the school and the wider community. Students, mainly from Cycle 3, participate in activities, including fundraisers and charity campaigns. They organize sports events for people of determination in partnership with the UAE National Charitable Foundation. Students donate food and clothes through Red Crescent, and some children and students in Cycle 1 donated books to the school library. Students in Grade 5 participated in a beach cleaning campaign organized by the school. Overall, students' participation is largely limited to Cycle 3 students.
- Children and students across all phases show a positive work ethic. In cycles 2 and 3, students are more enthusiastic about participating in internal and external competitions and activities that promote creativity and innovation. Students from cycles 2 and 3 participated in multiple local and international robotics competitions and recently won 5th place worldwide. The school has also organized a wide range of internal competitions, many initiated by students, such as competitions related to healthy food, Arabic poetry, sustainability, national identity competitions, and creative minds.
- Students across all phases demonstrate an understanding of conservation and limited awareness of national and global environmental issues. Their care for the immediate environment is well-developed. However, not all students engage in projects.

Next Steps:

1. Encourage children and students in the KG and cycle 1 to actively take part in volunteering and social contribution initiatives.
2. Enhance students' ability to initiate purposeful activities that benefit the school and the wider community and encourage them to take the lead.
3. Enhance students' knowledge and understanding of other sustainable and conservation projects taking place in the wider world and ensure this is integrated in lessons.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers consistently apply their specialist subject knowledge and understanding of how students learn to provide a positive classroom setting conducive to learning, especially in cycles 1, 2, and 3, and in Arabic as a first language, Islamic education, and social studies in all cycles across the school. In KG and in Cycle 1 in English medium subjects, the teacher demonstrates secure knowledge.
- Planning is consistent, using a standard template that includes learning outcomes, but success criteria are not always adequately defined in KG and Cycle 1. Activities are usually differentiated to provide the appropriate level of challenge, especially to extend the higher achievers in all cycles. Subject teachers work collaboratively to plan purposeful lessons that scaffold learning between grades. In the Arabic-medium subjects, teachers provide interesting learning environments, and using activity centers has improved children's engagement in KG. Teachers in cycles 2 and 3 are more efficient in their time management minimizing teacher talk, using resources that are consistently well-used to accommodate a range of abilities and learning styles. In the higher grades, learning experiences successfully accelerate students' progress.
- Teacher-student interactions are positive, ensuring students are actively engaged. Teachers' questioning and effective use of prompts extend students' thinking in Islamic education, Arabic first language, social studies, and in cycles 2 and 3 of English and science, but in KG and Cycle 1, teachers' questioning checks learning but rarely prompts to build on the student's answers.
- Teachers use various strategies that effectively meet the needs of groups of students. In some subjects in KG and Cycle 1, differentiation requires further development to provide the challenge required to make better progress.
- Teachers promote students' independent learning skills starting in KG, which are enhanced over the cycles, to reach a higher level in Cycle 3. Teaching to develop critical thinking, problem-solving, and innovation is inconsistent within lessons, although the Innovation and Creativity Club develops innovation skills for those participating. While teachers incorporate interactive activities or quizzes online, they do not regularly build opportunities for students to conduct more than basic research using technology.

Next Steps:

1. Enhance the quality of teaching in English, mathematics, and science in KG and Cycle 1 with a strong focus on student-centered and active learning.
2. Ensure that all teachers differentiate learning tasks to match the learning needs of different groups of students.
3. Extend opportunities for students to inquire, think critically, and use their imagination, creativity, and innovation skills to solve problems.

Assessment

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

Findings:

- Internal assessment processes are consistent and generally aligned with the Ministry of Education (MoE) standards in all subjects. In the KG, an assessment is conducted monthly against the initial diagnostic test based on Oxford resources to gauge improvement in children's skills mapped to the MoE standards. In cycles 1, 2 and 3, the school uses tests associated with the MoE textbooks. Internal assessments in cycles 1, 2, and 3 are not rigorous enough to provide accurate and reliable assessment information about students' attainment levels.
- The school benchmarks students' academic outcomes against international standards and curriculum expectations. Students participate in ACER's International Benchmarking Tests (IBT) standardized assessments in Arabic, mathematics, and science for grades 3 to 9. Results in IBT standardized assessment fluctuate in each grade and between subjects. Overall, results are higher in Arabic. There are currently no standardized IBT tests in English. In TIMSS, students in grades 4 and 8 participate in international assessments in mathematics and science. In PISA, students aged 15 years participate in international assessments in mathematical, scientific, and reading literacy. In the most recent PISA, results suggest attainment is below international standards. The school did not meet the targets set in PISA. Students in the senior school sit the external MoE examinations in Arabic, English, mathematics, biology, chemistry, physics, and health science.
- The school uses the internal system to analyze students' progress over time in subjects by grade. The school's analysis is superficial and not yet refined enough to accurately track the progress of different groups of students.
- Assessment information generated by the subject department's twice-termly formative tests and teachers' continuous assessment information is used adequately to identify gaps in student's knowledge and skills. These results are also used to adapt the curriculum to meet the needs of identified groups, such as lower achievers who need additional support through the academic support room. However, the limitations of the current system mean that learning is insufficiently personalized to meet the needs of all groups, particularly to provide sufficient challenges for the higher achievers.
- Teachers have a reasonable knowledge of individual students' strengths and weaknesses. Teachers provide affirming oral feedback during lessons, but constructive feedback that identifies the next steps in student learning is inconsistently seen in their written work. Students are sometimes involved in peer and self-assessment, but these strategies are not consistently well-used to enable students to take greater responsibility for monitoring their progress.

Next Steps:

1. Strengthen assessment processes so that there is accurate and reliable information about student's attainment and progress.
2. Enhance teachers' ability to understand and use assessment information in lesson planning and monitoring.
3. Implement a more consistent approach to students' self-and peer assessment and strengthen teachers' feedback on students' written work that identifies the next steps in learning.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum is designed with clear rationale that meets the requirements of the school's authorized Ministry of Education (MoE) curriculum. It is aligned with the school vision but doesn't sufficiently promote innovation and challenge, particularly in the KG. Across the school, the curriculum is designed to be broad and balanced with a great focus on building knowledge, skills, and understanding and implemented to provide more opportunities for practical and physical learning experiences in cycles 2 and 3. The curriculum also provides learning experiences to help improve students' knowledge about the UAE culture, heritage, and Islamic values.
- The curriculum is planned and provides appropriate progression and continuity in all subjects across all cycles. It focuses on developing students' language, mathematical, and scientific skills. However, it has yet to have a demonstrable impact on children's and students' learning in all subjects in the KG and cycle 1. Students graduating from high school are not always well prepared, given their attainment in English-medium subjects, to continue their studies in local and international colleges and universities.
- The school offers a reasonable range of extra-curricular options to develop students' talents. In the KG, the school offers computing in cycles 1, 2, and 3; in addition to art and music, students are offered a wide range of extra-curricular activities and clubs such as the "Sanie" club, scouts club, robotics club, science club and music club. However, in Cycle 3, the school offers advanced stream students the chance to pick science subjects, such as biology, chemistry, and physics.
- The MoE curriculum offers embedded and planned cross-curricular links, which are meaningful and enable students to transfer knowledge and skills from one subject to another. Collaborative planning in cycles 2 and 3 ensures meaningful links in most lessons and connections between subjects are integrated. However, in the KG and across all cycles, links with other subjects and within subject areas are mostly initiated by teachers rather than students.
- The school conducts a regular review of the curriculum at the end of every year to ensure it meets the UAE priorities. Middle leaders work closely with teachers to ensure that improvements in provision are reflected in students' achievement.

Next Steps:

1. Ensure students are well-prepared with the knowledge and skills needed for the next phase of their education.
2. Review the curriculum to identify and address gaps in students' knowledge and skills, taking into account stakeholder feedback and assessment data.

Curriculum adaptation

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

Findings:

- The school ensures teachers make purposeful modifications to the curriculum to meet the needs of all groups of learners. Meeting the diverse needs of all groups of students is a core principle of the MoE curriculum. The school identifies groups of students based on assessment data, classroom observations, and classroom activities. Teachers provide high-attaining students with additional enrichment tasks. However, gifted and talented children have limited opportunities to pursue their talents through planned extra-curricular activities.
- The curriculum is motivational and aims to raise students’ interest, but it is largely driven by worksheets and textbooks in the KG and Cycle 1. There are opportunities for innovation, creativity, enterprise, and social contribution within the curriculum. The school has productive links with local and wider communities and offers a wide range of extra-curricular activities and clubs, such as the mathematics critical thinking club, science club, robotics club, scouts club, and Sanie club. However, participation in those clubs is relatively limited to Cycle 2 and 3 students, who subsequently make better progress.
- In most lessons, there are opportunities embedded and integrated into the curriculum for all students to develop their knowledge and understanding of the UAE national identity. Additionally, there are further opportunities for students to appreciate the heritage and culture of the UAE and Islamic values, such as presentations in assemblies, celebrations of national events, and field trips to local heritage sites.

Next Steps:

1. Ensure that the curriculum in all subjects and extracurricular provisions is effectively modified to meet the needs of gifted and talented students.
2. Offer more learning opportunities for children and students in the KG and cycle 1 to innovate and be creative.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school's child protection and safeguarding arrangements are rigorous, and procedures are shared with parents, staff, and students. There is a team of teachers and students in the school who are responsible for advising parents and students about safeguarding and child protection, and brochures are published on the school website. Workshops and presentations occur in school, with posters about anti-bullying, general safety, and cyber security. Students know who to refer to if they have any concerns. The school has rules for electronic safety on the school walls and parents receive a monthly new letter informing them on safety, wellbeing and security and steps to take to keep safe and well. Students celebrate Cyber Defense Day, and grades 4 to 8 use online games to learn about cyber security.
- The school provides a very safe and secure environment. The safety and security team in the school ensures thorough safety checks occur regularly. They work with the Civil Defense to ensure that all fire safety equipment is checked and replaced where required and school evacuation takes place 4 times a year. The school is compliant with the Civil Defense regulatory requirements. Staff and students understand the rules and their responsibilities in ensuring the school is a safe environment. Supervision of students is highly effective around the school. Bus supervision routines are well organized in the schoolyard, and the buses do not leave until all children and students have been checked onto the buses by the monitors. Bus monitors are all trained by the school. Children and students at the school are safe as they travel backward and forward to school.
- The school buildings are well maintained by the relevant external contractors that manage various health and safety functions, such as water testing and tank maintenance, pest control, medical waste, and fire maintenance. All the essential functions are up to date and contracts are with approved providers. The school has 2 well-equipped medical clinics in the girls' and boys' sections, staffed by qualified nurses in each section. The nurses carry out regular medical checks and log all daily incidents in the logbook. Essential medicines are locked in a secure cupboard within the clinic. The nurses keep secure and accurate records of each student. However, all records are paper-based, so any data analysis is manual. There is no analysis of trends to predict needs. Detailed risk assessments are in place and include internal and external risks.
- The school premises provide a safe environment for all members of the school community. However, not all parts of the school are accessible to those with mobility or physical disabilities.
- The school effectively promotes healthy living in almost all aspects of school life. Healthy eating and healthy lifestyles are embedded in lessons and student activities. The school ensures that a vast range of healthy food choices are available in the canteen, and students generally bring healthy food into school. The nurse invited parents into school to discuss healthy food, which is reinforced in the monthly newsletters. Students exercise regularly in school, in assemblies, and PE lessons.

Next Steps:

1. Ensure the premises and facilities provide an inclusive physical environment accessible to all.
2. Investigate the integration of digital school record-keeping systems so data and trends can be analyzed more efficiently.

Care and support

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

Findings:

- Teachers know the students well, and they have positive relationships. There is a climate of respect between students and adults. The school has high expectations for students' good conduct, and students behave well. Systems for managing behavior are successfully implemented through the school policy. Parents and students are aware of the codes of conduct and appropriate behavior in school. This is reinforced by the social workers who ensure the processes are fully implemented within the school.
- Procedures for recording and monitoring student attendance and punctuality are established and successful. They are shared on the school's online system. The social workers record late students and then follow up with parents. Attendance at the school is very good.
- The school has a thorough system to identify students with special educational needs and those who are gifted and talented. Students are identified through diagnostic tests, teacher observations, and reports.
- Students with additional learning needs are provided with Individual Learning Plans (ILP) and provided with either classroom support by the teacher or, in grades 1 to 4, they are taken out of class for interventions in the academic support classroom. ILPs are reviewed monthly, and parents are informed. Gifted and Talented students are identified through academic achievements and creativity at the beginning of the academic year. They are also supported through the academic support classroom to accelerate their progress. However, they are not consistently identified in lessons or sufficiently challenged.
- The school social workers in both the boys' and girls' sections routinely monitor the personal and well-being of the students. They provide workshops and presentations to the teachers, and wellbeing is embedded into lessons. From grade 10, the social workers provide information and career guidance to students. Students are advised of the importance of the EMSAT examination and prepared for examinations. They are provided with admissions information and guidance in applying for local and international universities so they can choose the best education route for their chosen career. This helps students make informed choices about courses and future career paths.

Next Steps:

1. Align with best practices for the identification and support of students with additional learning needs, including students of determination (SoD) both in lessons and interventions.
2. Meet all expectations of ADEK's inclusion policy.
3. Strengthen the monitoring of students' personal and academic development to provide accurate support and career advice.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good

Findings:

- The school principal and two vice principals are committed to the UAE's national priorities and inclusion. The principal has communicated with all staff and students a clear vision and directions. Leadership is committed to the UAE's national priorities, such as inclusion and national identity. The principal is supported by subject coordinators and middle leaders with specific roles and responsibilities. The principal recognizes the need to enhance the capacity of middle leaders and allows for fewer teaching responsibilities to enhance support and monitor for effective teaching.
- The senior leadership, along with the middle leaders, demonstrate a secure understanding of the curriculum and what constitutes best teaching practices. However, they are less effective in modifying the teaching practices to raise students' achievement in KG and Cycle 1 in lower grades in English medium subjects. The principal and vice principals have encouraged the sharing of best teaching practices to support the professional development of teachers. Although the school implements effective assessment processes, leaders' understanding of the use of accurate data analysis to influence students' learning and progress is less well-developed.
- Relationships between all staff are professional and respectful. The principal has ensured that there are clear roles and responsibilities for all staff and leaders have effectively delegated responsibilities for accountability. Accountability is not always aligned to students achievements. Teachers are aware of what is expected from them and work together to provide effective learning experiences for their students. The principal has developed a clear formal and informal communication process to share information with staff. Across the school, staff morale is positive.
- The senior leadership team has a clear understanding of the school's priorities and sufficient capacity to improve the school. They know what needs to be done and show sufficient capacity to maintain school achievements and introduce additional improvements.
- Leaders have improved school performance and ensured that the school complies with statutory and regulatory requirements.

Next Steps:

1. Enhance middle and subject leaders' understanding of best assessment processes and use accurate data to inform leadership and curriculum decisions.
2. Implement a robust system of accountability linked to improving students' achievement.
3. Ensure middle leaders can fulfill their responsibilities in monitoring and improving teaching.

School self-evaluation and improvement planning

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

Findings:

- The principal involves all staff in the school self-evaluation process (SEF) and seeks input from parents through a parent survey. The processes for self-evaluation and writing the SEF are systematic and informed by the school's internal assessment, which is the main source of evidence. Leaders have an accurate awareness of the school's strengths and areas for improvement.
- The school has set up an effective system for monitoring teaching, which all members of the leadership team conduct. They undertake formal classroom visits and learning walks and arrange for peer observations. The observation feedback form is focused on teaching activities but not on assessing students' learning and progress. The middle leaders' understanding of what constitutes best teaching practices is secure. Consequently, the impact of monitoring classroom teaching is effective in monitoring students' achievements, especially in the higher grades.
- The school improvement plan (SIP) is based on the SEF and follows the structure of the UAE inspection framework. The plan identifies the improvement priorities and sets clear goals and strategic activities. The plan assigns responsibilities and a time frame.
- The school has been successful in improving students' attendance and punctuality, creating positive relationships between staff and students, and promoting healthy eating habits and healthy lifestyles for students. The school has improved the overall level of performance to good.

Next Steps:

1. Improve the accuracy of the self-evaluation process by incorporating diverse sources of evidence including students' learning and personal development.
2. Improve the school development plan to include success criteria focusing on student achievement.
3. Ensure subject leaders develop their skills in monitoring teaching to focus on students' learning and progress in lessons.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Acceptable ↓

Findings:

- The school ensures parents are engaged in some aspects of their children's learning and in school life. The school has a Parent Council that adequately supports the school in organizing events, including voluntary activities related to supporting needy persons during Ramadan and beach cleaning. The school considers the views of parents when planning school initiatives, and their involvement makes an adequate contribution to the school community and school life.
- The school uses various communication methods, including social media, telephone calls, and the school website, to ensure parents are informed about their child's progress and the school's work. Parents say they can contact the principal and their children's teachers, social workers, and supervisors freely. Parents are satisfied with the extent of communication from the school.
- The school shares a progress report with parents at the end of each term. The reports only provide information about their child's attainment in subject areas across all phases and do not include any aspects of personal development or key improvements needed in their learning. KG reports provide information about children's levels of key skills.
- The school occasionally links with the local and national community. It coordinates with the Red Crescent for volunteering activities and with Zayed Institute to enhance support for students with additional needs, including students of determination. These activities help students understand the impact of what they do and the needs of others in the community. There are no international links with schools or relevant organizations beyond the UAE.

Next Steps:

1. Ensure that reports for all students, including students with additional learning needs, are enhanced to accurately reflect progress and key areas for improvement in learning.
2. Enhance the school's national and international links and connections that can further support students' academic achievements and personal development.

Performance Indicator	Quality judgement
Governance	Good 

Findings:

- The Governing Board has representation from all stakeholders including parents, but as yet, no students. The head of the board representing the owners demonstrates a strong understanding of the inspection framework and key aspects of effective school performance and has a keen interest in the school and its performance. The Governing Board effectively communicates with stakeholders and actively seeks their input and views through the school website and formal and informal communication channels. The Governing Board has effective and consistent communication, weekly visits, walk-throughs, and meetings to maintain a consistent understanding of school priorities and performance. The Governing Board consistently discusses with leaders all the suggestions from parents. They also extend financial support through reduced fees to support vulnerable families. Decisions are effectively shared and communicated with stakeholders.
- The Governing Board regularly visits schools and meets with the principal, conducts learning walks, and visits classrooms to monitor school performance. The Governing Board consistently seeks views from parents through meetings and surveys. The Governing Board relies on internal and external assessment data and uses the correlation between the two for reliability. Leaders are held accountable based on students' performance, as indicated by the assessment data. In the meetings with the principal, school strengths and areas for improvement are discussed, and the principal is held fully accountable for the school's performance. The Governing Board ensures that the school is managed and run effectively.
- The Governing Board has had a positive and direct impact on driving the school to improve its overall performance. However, the Governing Board has not yet enhanced the school's resources to integrate ICT in teaching and students' learning and fully resource KG to allow children to develop their learning through discovery and play.

Next Steps:

1. Ensure that the Governing Board visits to the school include formal classroom observation to obtain additional accurate evidence about students' attainment and progress in lessons.
2. Ensure that the Governing Board support the school in improving resources especially in KG and in the school's ICT provision.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the school's day-to-day management are adequately organized. The school runs smoothly, and leaders have clear daily roles and responsibilities. The school has put in place effective routines and procedures to support smooth school operations. There are clear routines for students' arrival, morning assembly, and departure, which are well established. School leaders constantly ensure that lessons start on time.
- The school has adequately qualified staff to deliver the curriculum, although a few lack sufficient experience. The school has added 12 assistant teachers to strengthen teaching in KG, Grade 1, and English and Arabic in Grade 4. Leaders offer professional development to teachers on a weekly basis and cover a range of topics. However, the school does not have structured and consistent staff development plans based on accurate identification of the training needs of teachers. The impact of professional development on improving students' attainment and progress is not yet evident.
- The premises are adequate, and sufficient specialist facilities are available, including science laboratories, an adequately resourced library, and playing areas. There is an adequate designated area for KG children to play. There are also two music rooms, one for boys and one for girls. However, the resource facilities are mainly used during lessons as extracurricular activities are less fully developed. The school has sufficient staff and resources to support students with additional learning needs, including students of determination. Classrooms are relatively small and crowded with respect to the number of students, which occasionally impedes students' movement and group work. The school has ensured that all specialist facilities are accessible to the current students. However, the school is not fully accessible to staff or students with mobility difficulties.
- There are adequate resources to support the delivery of the curriculum. Every classroom has been equipped with a smart whiteboard, which teachers adequately use in their teaching. Teachers mainly depend on PowerPoint presentations and worksheets to deliver their teaching and learning activities. Additional educational resources are needed in the science laboratories and KG to support play-based learning.

Next Steps:

1. Ensure that the school is sufficiently equipped with resources that allow students across all phases to engage in investigation and experimentation activities in science.
2. Provide a more personalized program of professional development for teachers that matches their subjects and roles.
3. Provide sufficient resources to support hands-on learning exploration to support play-based learning in KG.

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