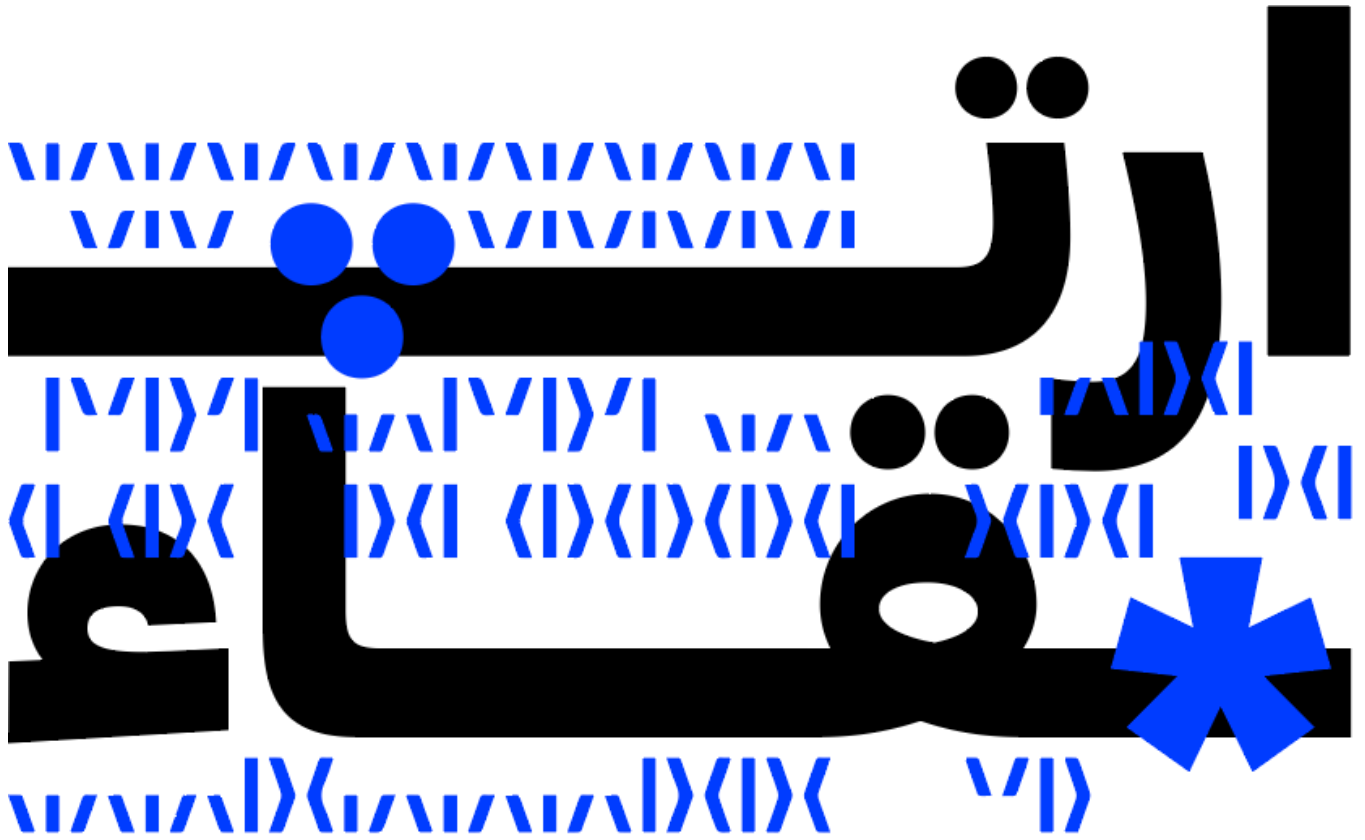




Irtiqa'a School Inspection

AY 2023/24

Al Shohub 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	Al Shohub Private School
	Esis Number	9292
	Location	Abu Dhabi, KHALIFA CITY, SE44, P2
	Telephone	025559995
	Inspection Dates	04 to 06 Jun 2024
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	542
Number of Emirati students	484
Number of students of determination	20
Largest nationality group of students	UAE - Jordan - Oman

Information On Teachers

Number of teachers	40
Nationalities	United Kingdom (UK) - Ireland - Pakistan
Number of teaching assistants	10

Changes since the previous inspection

Since the previous inspection report, the school has become part of the Aldar Education group and has appointed a new senior leadership team. The school's overall performance has improved from acceptable to good.

The new principal has been in post for two months and has instated a clear action plan to accelerate school improvements. As part of this plan, the school has reduced rendered services from covering the Early Years Foundation Stage (EYFS) for Foundation Stage 1 (FS1) and 2 (FS2), primary for Years 1 to 6, secondary for Years 7 to 11, and post-16 for Years 12 and 13, only offering EYFS and Primary (years 1 to 6) next academic year. Along with the already eliminated post-16 phase, the school is also discontinuing the Pre-FS class and the secondary phase, commencing next academic year. Consequently, the number of enrolled children and students has decreased by 21.78%.

The attainment in Arabic in EYFS and primary has regressed to acceptable, although progress remains good. Similarly, the attainment in UAE social studies in the primary phase has also regressed to acceptable, while progress remains good. In Islamic education, the attainment in EYFS has regressed to acceptable, but it remains good in the primary phase, with progress staying good in both EYFS and primary. In English and mathematics, the achievement of children in EYFS and students in primary remain the same. However, the achievement of children in science in EYFS has regressed to acceptable. The achievement of students in primary remains unchanged.

The regression in attainment is primarily due to the restructuring of the school, which has caused instability and difficulties in retainment at the leadership level, as well as among teachers and academic support personnel.

Progress has remained good in almost all subjects in EYFS and primary, except for science in EYFS. This is due to children and students inconsistently demonstrating collaboration, higher-order thinking skills, and awareness of their next steps for improvement in lessons. Nonetheless, the overall performance of the school has moved from acceptable to good.

Children's and students' personal, social development and innovation skills are now of a good standard overall. Teaching and assessment have improved to a good standard overall, but the quality of teaching remains inconsistent between English-medium and Arabic-medium subjects in the EYFS and primary phases.

While assessment information is now analyzed more rigorously, it is not yet fully embedded to effectively differentiate learning to sufficiently support and challenge all identified groups, especially higher attainers. The implementation and adaptation of the curricula are stronger in EYFS than in the primary phase. Further improvements are required in the effective use of assessment to design modifications that meet the needs of all children and student groups, although to a greater extent in the primary phase with 77.24% representation of the school's population. This results in EYFS maintaining a good curriculum adaptation standard, while primary remains at an acceptable level overall.

The health and safety of children in EYFS and students primary, including their protection, continues to be strong features of the school and remain very good. Although the school has significantly increased the number of those with additional learning needs, including children and students of determination from the previous inspection report to over 6%, there are still gains of improvement to make in the areas of identification and support. Consequently, the overall level of care, guidance and support remains good.

With the recent appointment of new ownership and leadership, there have been noticeable gains in systems of accountability and monitoring of achievement, as well as teaching and learning. As a result, the school improvement planning process accelerated in momentum, resulting in sustaining and improving progress across all core subject areas, except for science in the EYFS phase. Parents and the community support the new ownership and leadership of the school, which has contributed to the restructuring and establishment of the Governing Body. Additionally, the day-to-day running of the school remains a strength. As a result, the quality of leadership has improved from acceptable to good.

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

The school has benchmarked students' attainment against international standards. In 2023, the school entered Year 5 and Year 9 students for the Trends in International Mathematics and Science Study (TIMSS) assessment and is currently awaiting the publication of the results and targets due in December 2024. The school is aware of the set targets from the previous administration of TIMSS. In 2021, the school engaged Year 5 students in the Progress in International Reading Literacy Study (PIRLS) and is aware of their 2026 targets. In 2022, the school entered Year 10 and/or Year 11 students into the Program for International Student Assessment (PISA). The school is aware that students are performing below the international benchmark averages set by the Organization for Economic Co-operation and Development (OECD). Despite the closure of the secondary and post-16 phases, the curriculum has been adapted to promote students' digital literacy skills and ensure their preparedness for TIMSS and PISA assessments. The school aspires for their students to be well-equipped with the necessary skills for TIMSS when they reach Year 9 in 2027 and for PISA when they turn 15, typically in Year 10 or 11. The school has conducted professional development for staff, emphasizing the importance of these international tests and clarifying the role teachers play in improving students' performance. Data from international and standardized tests have been utilized to identify gaps in the curriculum. Lesson planning now incorporates TIMSS and PIRLS-style questions to familiarize students with the types of questions they are likely to encounter. The school plans to integrate more STEM (Science, Technology, Engineering and Mathematics) activities to better promote critical thinking in mathematics and science. Additionally, the school has started informing parents about both international and standardized tests, offering face-to-face sessions and online options for working parents.

Performance in standardized and international assessments

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

International Assessments: TIMSS, PISA, PIRLS

- The school has participated in the most recent TIMSS assessment in 2023 and is currently awaiting the results.
- The school has conducted Program for International Student Assessment (PISA) in 2022. The results in reading literacy at 451.8, mathematical literacy at 426.8, and science literacy at 442.8 are all below the international standards and below the set target.
- Year 5 students' results in the Progress in International Reading Literacy Study (PIRLS), conducted by the school in 2021 and overseen by the International Association for the Evaluation of Educational Achievement (IEA), are within the intermediate international level at 515, which is above the UAE average range. However, they did not meet their target of 535.

Reading

The main school library is located in a bright and spacious room, equipped with comfortable seating and study desks capable of accommodating multiple classes. The library features a teaching area with an interactive whiteboard, tablets, and several laptops for research. Additionally, there is a small, independent study room. The collection includes over 13,000 books, displayed on age-appropriate shelving, with approximately 9,000 books in English and 4,000 in Arabic. The collection comprises 75% fiction and 25% non-fiction, with 2,200 fiction books aimed at younger readers.

Vocabulary acquisition and reading are integrated across all subjects, as evidenced in most lesson plans. Weekly library sessions are complemented by multiple guided reading sessions per week for each class, along with daily reading times at the end of the day for bus riders. Each term, a reading-focused event, such as the read-a-thon, encourages students to read as many books as possible, with prizes awarded for their achievements. Students also utilize the Accelerated Reader application. Although there is no comprehensive whole-school reading plan, the English and Arabic departments have developed their own reading strategies as part of their departmental plans. To enhance their pedagogical knowledge and improve reading instruction, staff undergo training on interpreting and utilizing various tools, including the Granada Learning National Group Reading Test (GL NGRT), Super Sonic Phonics, guided reading strategies, and the Accelerated Reader platform.

The librarians organize various activities to promote reading across the school, such as book fairs, the Scholastic Book Club, and the Drop Everything and Read initiative. Students develop a love of reading through engaging activities like 'lucky dip,' where new books are wrapped and selected at random as prizes, and 'musical books,' a game similar to musical chairs where students become familiar with the book on their chair. Reading competitions, organized in collaboration with teachers, also award prizes.

The library is an essential resource for the entire school, featuring dedicated reading areas for Key Stage 1 (KS1) and Years 5 and 6, as well as reading corners in all Foundation Stage (FS) and primary classrooms. Classroom books are updated every 14 days based on teacher, as well as children and student requests. Teachers also request subject-specific books for their classes. Each class has a scheduled library session once a week, with additional time slots of up to three-to-four times per day, which are widely utilized. Reading comprehension progress is tracked across all phases through formative and summative assessments in Arabic and English, including the GL NGRT.

Strengths of the school

- Students make good progress across both phases and across both Arabic and English medium subjects.
- Students in primary communicate well with their peers and adults, as well as use digital technology well to support their learning.
- Teachers across both phases have strong subject knowledge and knowledge of how students learn.
- The spacious and modern buildings are very well maintained, providing a very safe, hygienic, and secure environment accessible for all children, students and staff.
- Leadership and management are effective, providing a clear direction that is shared and understood by the entire school community.

Key Recommendations

1. Improve students' attainment and progress in all subjects and phases, by:

- raising attainment in all subjects, especially in the Arabic-medium subjects and in science.
- increasing the rate of progress in all subjects, particularly in science in the EYFS phase.
- applying and using assessment information, such as benchmarking more effectively to gain a clearer understanding of national and international expectations, particularly in the Arabic-medium subjects.
- extending language acquisition and age-related communication skills development approach in English, as a school-wide approach, to raise children's and students' levels in reading and comprehension in Arabic.
- deepening students' application of their knowledge of Islamic values to everyday life and the application of Tajweed rules while reciting Qur'an.
- improving children's extended writing skills in different genre including informational, such as scientific reports, while applying correct spelling, punctuation and coherence of thoughts and ideas, in both Arabic and English.
- enhancing children's and students' collaboration and communication skills by providing regular opportunities in all subjects for them to make oral presentations about group activities and individual research projects.
- providing more regular opportunities to build students' higher order thinking and innovation skills.
- strengthening students' knowledge of the next steps they need to take to improve.
- enhancing links to other subjects to transfer learning, and regularly making links with the real world to show the relevance of learning.

2. Improve the quality of teaching for learning and assessment to ensure all groups of children and students make the progress of which they are capable, by:

- raising teacher expectations of what children and students can do by using data more effectively.
- reducing teacher talk time and initiating learning activities promptly.
- personalizing learning strategies more effectively to challenge the higher achievers, including the gifted and/or talented.
- providing more frequent, comprehensive and constructive feedback and personalized challenge and support to enable all children and students to make the progress of which they are capable of.
- strengthening the rigor for the identification of those with additional learning needs, including children and students of determination, as well as with gifts and/or talents.
- modifying the curriculum more extensively, adjusting the levels of challenge within lessons, to appropriately extend the learning of all groups, especially individuals with additional learning needs, including children and students of determination, higher attainers, as well as those with gifts and/or talents.
- using academic support, such as teacher assistants and inclusion assistants, more effectively to support and extend learning progress.
- developing more robust processes for curricula review and design to elevate modifications and adaptations, based on rigorous analysis of both internal and external data.

3. Improve the school leadership to raise effectiveness by:

- developing the capacity and capability of middle leaders to build an effective distributive leadership model.
- systemizing an annual performance enablement review cycle, with termly monitoring against specific, measurable, achievable, relevant and timebound (SMART) objectives to inform and ensure continuous improvement.
- working more effectively with parents to further raise attendance and early morning punctuality.
- establishing the school as a community hub by strengthening partnerships with parents and the local district for mutual benefit and educational enrichment.

Overall School Performance: **Good**

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an
and Hadeeth



Islamic values
and principles



Seerah (Life
of the Prophet
PBUH)



Faith



Identity



Humanity and
the universe

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

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year, against the Ministry of Education (MoE) curriculum standards for Islamic education, indicates that most students in the primary phase attained levels that are above curriculum standards. However, these levels of attainment do not align with the levels of knowledge, skills, and understanding observed in lessons. The school did not submit attainment data for students in FS in Islamic education.
- The school has no external national or international assessments for primary and secondary for Islamic education.
- In lessons and their recent work, most children in FS demonstrate knowledge of Islamic values, principles, and etiquette in line with curriculum standards, while the majority of students in primary demonstrate levels above curriculum standards.
- Over the last two years, the school's analysis attainment of most students in phase 2, based on the school's data, has been above national standards. The school has not provided data to inform trends over time for students in FS.
- The school's analysis of internal assessment data indicates that most students in FS and in the primary phase make better than expected progress in relation to their starting points and curriculum standards.
- Based on lesson observations and scrutiny of students' work, across both phases, the majority of students make better than the expected progress in developing their knowledge of Islamic values, principles and etiquette.

- The school's analysis of internal data indicates that most boys, girls and high attaining students make better than expected progress across both phases. The large majority of Emirati students in FS and most in the primary phase make better than expected progress. Most low attainers in FS make the expected progress while the majority in primary make better than expected progress. In FS, only a majority of students of determination, including students with additional learning needs make the expected progress; however, in primary most make better than expected progress. The school has not provided data for the gifted and talented students across both phases. In the lessons observed, boys and girls make similar progress in phases 1 and 2. Low-attainers and those with additional learning needs, including students of determination, make less progress than other groups, while high-attainers do not always make the progress they are capable of.

Next Steps:

1. Improve attainment and progress across all phases.
2. Strengthen students' knowledge and application of Tajweed rules while reciting the Qur'an.

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 ↓	Not Applicable	Not Applicable
	Progress	Good	Good	Not Applicable	Not Applicable

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year, against the Ministry of Education (MoE) curriculum standards for Arabic as a first language, indicates that the large majority of students in the Foundation Stage (FS) and most students in the primary phase attain levels that are above curriculum standards. These high levels of attainment do not align with the knowledge, skills, and understanding observed in lessons across FS and primary.
- The school has not participated in external national or international assessments for Arabic in both phases.
- In lessons and their recent work, most students in FS and primary demonstrate listening, understanding, and reading comprehension skills that are in line with curriculum standards. In FS, children are able to recognize and identify the shapes of letters at the beginning of words. However, they often struggle with blending and sounding out initial sounds due to insufficient knowledge of phonics, including short and long vowel sounds. In primary, students respond to questions with short answers and participate in small group discussions, although they struggle to fluently speak coherently and at length in class discussions, using standard Arabic. Moreover, they lack the language acquisition skills to support their thoughts fluently with evidence and correct vocabulary use. They occasionally write short narrative paragraphs, although they are unable to produce extended texts in different genres with correct spelling, punctuation and structure. They comprehend the overall meaning of reading texts; however, they do not yet practice expressive reading across different genres, including poetry, with correct application of vowel points that match parts of speech.
- Over the past two years, the attainment of the large majority of students in FS has been consistently above curriculum standards. In primary, the students' attainment has improved from very good to outstanding.
- The school's analysis of internal assessment data indicates that most students in FS make the expected progress in relation to their starting points and curriculum standards. However, most students in primary make better than expected progress.
- Based on lesson observations and scrutiny of students' work, the majority of students in FS and in primary,

make better than the expected progress in relation to learning objectives aligned to curriculum standards.

- The school's analysis of internal data indicates that the large majority of boys, lower-attaining students, and higher-attaining students in FS make better than expected progress, however, the majority of girls and Emirati students make better than expected progress. In primary, most girls, Emirati students, higher-attaining students, and students with additional learning needs, including students of determination make better than expected progress; however, the large majority of boys make better than expected progress and most of the lower-attaining students make the expected progress. The school has not identified gifted and talented students in Arabic as a first language. In lessons, boys and girls make similar progress from their starting points. Low-attainers and those with additional learning needs make less progress than other groups, and high-attainers do not always make the progress they may be capable of.

Next Steps:

1. Enhance FS students' phonemic awareness skills in Arabic.
2. Advance students' extended writing abilities across various genres.
3. Improve students' expressive reading of different genres, including poetry.

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 ↓	Not Applicable	Not Applicable
	Progress	Not Applicable	Good	Not Applicable	Not Applicable

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year, against the Ministry of Education (MoE) curriculum standards for UAE social studies indicates that the large majority of students in the primary phase attain levels above curriculum standards. However, this level of attainment does not align with the knowledge, skills, and understanding observed in lessons across primary.
- The school has not participated in any external national or international assessments for students in UAE social studies.
- In lessons and their recent work, most students in the primary phase demonstrate knowledge and skills in line with the MoE UAE social studies curriculum standards.
- Over the past two years, the attainment of students has improved from good to very good levels.
- Based on lesson observations and scrutiny of students' work, the majority of students in primary make better than expected progress in relation to learning objectives that are aligned with MoE UAE social studies curriculum standards.
- The school's analysis of internal data indicates that most boys, lower-attaining students, and students with additional learning needs, including students of determination, make the expected progress, while most of the girls and the large majority of the higher-attaining students make better than expected progress in relation to their individual starting points. The data shows that less than three-quarters of Emirati students make the expected progress. The school has not identified gifted and talented students in UAE social studies. In lessons, the progress made by boys and girls is similar. High attainers are not sufficiently challenged to make the progress they may be capable of.

Next Steps:

1. Improve students' understanding of the characteristics of UAE geography and their knowledge of existing landforms.

2. Deepen students' understanding of the UAE's regional history, including the impact of significant figures and events in shaping communities.

English

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Good	Acceptable	Not Applicable	Not Applicable
	Progress	Good	Good	Not Applicable	Not Applicable

Findings:

- The school’s analysis of internal assessment data at the end of the 2022/23 academic year indicates that most children in FS attain levels that are in line with the Early Years Foundation Stage (EYFS) standards. In primary, most students attain levels that are in line with the National Curriculum in England standards. Although, the levels of attainment in FS do not align with the knowledge, skills, and understanding observed in lessons; however, it does align in primary.
- In the Granada Learning (GL) Assessment Progress Test in English (PTE), in the primary phase, students in Years 4 to 6 participated in the Summer of the AY2023/2024, although results are yet to be received by the school. In the GL PTE examinations, in the Fall of the previous AY2022/2023, less than three quarters of students in Years 4 to 6, in the primary phase, attained levels that are in line with international standards. In the Progress in International Reading Literacy Study (PIRLS) 2021, Year 5 students in primary scored 515 attaining a score that was above the international average.
- In lessons and in their recent work, the majority of children in FS demonstrate levels of knowledge of the English language, listening skills, and reading comprehension that are above curriculum standards, while most students in primary demonstrate knowledge and skills that are in line with curriculum standards.
- Over the last two years, the school’s trends data indicate that the attainment of students in FS and in primary has improved from weak to acceptable levels.
- The school’s internal assessment data indicates that most students in FS and the majority of students in primary make better than expected progress in relation to their starting points and curriculum standards.
- Based on lesson observations and scrutiny of students’ work, the majority of students in FS and in primary make better than expected progress in relation to learning objectives aligned with curriculum standards.
- The school’s analysis of internal data indicates that most groups of students, including boys, girls, Emirati students, lower-attaining students, and higher-attaining students, make better than expected progress in FS, while the majority of students with additional learning needs, including students of determination make better than expected progress. In primary, the majority of boys, girls, Emirati students, and lower-attaining

students make better than expected progress. However, the large majority of lower-attaining students make better than expected progress. Most higher-attaining students make better than expected progress. Most students with additional learning needs, including students of determination, make the expected progress. There is no data provided for the gifted and talented students for both phases. In lessons, the progress of students with additional learning needs, including students of determination and lower-attaining students across both phases is inconsistent. In the better lessons, higher-attaining students are challenged; however, this too, is inconsistent.

Next Steps:

1. Foster communication skills across phases.
2. Develop students' extended writing skills in the primary phase

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	Not Applicable	Not Applicable
	Progress	Good	Good	Not Applicable	Not Applicable

Findings:

- The school’s analysis of internal assessment data at the end of the 2022/23 academic year, indicates that most students in FS attain levels that are in line with the Early Years Foundation Stage (EYFS) standards. In primary, most students attain levels that are in line with the National Curriculum in England standards. Although the levels of attainment in FS do not align with the knowledge, skills, and understanding observed in lessons, they do align in primary.
- Students in Years 4 to 6 participated in the Granada Learning (GL) Assessment Progress Test in mathematics (PTM) in the fall of the previous AY2023/2024; however, the school is yet to receive the results. In the GL PTM examinations in the Fall of the previous AY2022/2023, a few students in the primary phase attained levels that are in line with international standards.
- In lessons and in their recent work, the majority of students in FS demonstrate knowledge and skills that are above the curriculum standards. In primary, most students demonstrate knowledge, skills and understanding that is in line with curriculum standards. Children in FS demonstrate their knowledge of number sense, including quantity and their use. In primary, students use mathematical terms correctly to solve word problems and explain their reasoning. However, they do not always link their knowledge, skills and understanding to the world around them and employ complex operations to solve mathematical real-world word problems. Additionally, across both phases, students inconsistently use their spatial reasoning skills in their environment to demonstrate their understanding of shapes, patterns, and measurements.
- Over the past two years, the school’s trends in attainment data indicates improvement in internal attainment across both phases from weak to acceptable.
- The school’s internal assessment data indicates most children in FS make above expected progress in relation to their starting points and curriculum standards. In primary, a majority of students make better than expected progress in relation to their starting points and curriculum standards.
- Based on lesson observations and scrutiny of students’ work, the majority of students in FS and primary, make better than expected progress in relation to learning objectives aligned to curriculum standards.
- The school’s analysis of internal data indicates that most groups of students, including boys, girls, Emirati

students, lower-attaining students, and higher-attaining students, make better than expected progress in FS, while the majority of students with additional learning needs, including students of determination make better than expected progress. The data shows that in primary, the majority of boys, girls, Emirati students, and lower-attaining students make better than expected progress. However, the large majority of lower-attaining students make better than expected progress. The data analysis indicates that most higher-attaining students make better than expected progress and most students with additional learning needs, including students of determination make the expected progress. There is no data provided for the gifted and talented students for both phases.

Next Steps:

1. Strengthen students' understanding of numbers and mathematical operations in FS.
2. Foster students' spatial reasoning abilities and link to the world around them.
3. Provide greater challenges, particularly for high attainers, to enhance their higher-order thinking skills.

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

Findings:

- The school’s analysis of internal assessment data at the end of the 2022/23 academic year indicates that most students in FS attain levels that are in line with the Early Years Foundation Stage (EYFS) standards. In primary, most students attain levels that are in line with the National Curriculum in England standards.
- Students in Years 4 to 6 participated in the Granada Learning (GL) Assessment Progress Test in science (PTS) in the fall of the previous AY2023/2024; however, the school is yet to receive the results. In the GL PTS examinations in the Fall of the previous AY2022/2023, less than three-quarters of students in the primary phase attained levels that are in line with international standards.
- In lessons and in their recent work, most students in FS and in primary demonstrate levels of scientific knowledge, skills and understanding that are in line with curriculum standards.
- Students in FS demonstrate basic scientific thinking, using their observation skills to compare and contrast summer and winter seasons. However, students’ inquiry skills in reception are less well-developed due to limited opportunities to explore their environment and follow their curiosity about the world around them. In primary, students demonstrate secure knowledge of the nature of materials, electric circuits, and rocks. They are able to draw and label diagrams to demonstrate their understanding. However, students inconsistently demonstrate their skills in solving problems independently. Although they can capture results on a worksheet, they rarely write age-appropriate scientific reports based on their findings from scientific investigations and observations or carry out independent research.
- Over the past two years, the school’s trends in attainment indicate that most students across both phases have consistently attained levels in line with curriculum standards.
- The school’s analysis of internal assessment data indicates that most students in FS make better than expected progress in relation to their starting points and curriculum standards. In primary, the school’s analysis of internal assessment data indicates that a majority of students make better than expected progress.

- Based on lesson observations and scrutiny of students' work, most students in FS make the expected progress, while the majority of students in primary make better than expected progress in relation to learning objectives aligned to curriculum standards.
- The school's analysis of internal data indicates that most groups of students in FS, including boys, lower-attaining students, and higher-attaining students, make better than expected progress, while the majority of girls and the large majority of Emirati students make better than expected progress. However, most students with additional learning needs, including students of determination make the expected progress. The school's data analysis indicates that in primary, the majority of girls and Emirati students make better than expected progress, while most of the boys and students with additional learning needs, including students of determination, make the expected progress. The large majority of the lower-attaining students make better than the expected progress. There is no data provided for the gifted and talented students for both phases.

Next Steps:

1. Enhance students' inquiry skills, especially FS.
2. Improve the ability of primary phase students to handle equipment, conduct experiments based on their predictions, and write age-appropriate scientific reports following scientific methods, including ideas to improve the experimental design or reliability of results.
3. Strengthen students' abilities to carry out and confidently present the results of scientific investigations using their own ideas to solve real problems identified from observations of nature and society, and research.

Learning Skills

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

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

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Good	Good	Not Applicable	Not Applicable

Findings:

- Students enjoy learning and exhibit positive attitudes, increasingly taking responsibility for their own learning as they progress through the year groups. They utilize the school's standard system for learning levels: ready to climb, ready to learn, and ready to fly, to identify their current status. However, it is primarily in the best lessons that they can identify the next steps in their learning to take targeted actions for improvement. In Arabic and less strong lessons, students can work independently for short periods without the teacher's intervention but lack opportunities to take greater responsibility for their own learning.
- Students interact well, and in a few of the better primary phase lessons where roles are allocated, their ability to work as a team is strong. However, most students' ability to collaborate and report on their group's results is less well-developed due to insufficient opportunities to practice presentation skills. In FS, children are learning to socialize and can share their ideas within pairs. In the Arabic-medium subjects and in the English-medium subjects for children at the early language acquisition stage, communicating the outcomes of learning is affected by students' language proficiency.
- Students' ability to make applications to the UAE is stronger than their ability to apply their learning to the world and make connections between other areas of learning. In the Arabic-medium subjects, children and students are able to make strong links within these subjects, as these are embedded within the curricula, but only a few, more superficial links to other subjects. For example, in UAE social studies, students in the primary phase learned about the application of hydroponics but did not refer to the system model on display in the hallway to link their knowledge. Links are occasionally made in science, where Year 1 students built a camel shelter using their knowledge of materials and experience of recent bad weather. Year 2 students made a pie chart showing the proportion of vegetables and fruits in a healthy meal, but there were little to no reference to what they ate at home.
- Students use technologies well to support learning, and they are developing independent learning skills, especially as they move up the year groups in the primary phase. However, students' problem-solving, critical thinking, and innovation skills are developing features. Children's sense of curiosity and their enquiry skills are not yet well-developed in reception. Students are rarely involved in research in the primary phase, and if they conduct a search on the internet, their approach is very superficial, taking the first answer without assessing the credibility of the source.

Next Steps:

1. Improve students' collaboration skills, and ability to present the outcomes of group work.
2. Strengthen students' higher-order thinking skills.
3. Enhance students' understanding of their individual needs for improvement and the next steps in learning,

allowing them to take targeted actions to progress.

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	Not Applicable	Not Applicable

Findings:

- Students exhibit positive and responsible attitudes in lessons across FS and primary. They respond well to staff instructions, and students in the primary phase, when given the opportunity, take responsibility for their own learning. In the Foundation Stage (FS) and Key Stage 1, children are more reliant on teacher support but clearly enjoy their learning.
- Students behave well both in lessons and throughout the school. They are courteous to each other and the staff, contributing to a safe and orderly learning environment. Instances of bullying are rare.
- Students and staff across FS and primary share a supportive and nurturing relationship. In lessons, children and students cooperate well with their peers and are often supportive of those with additional learning needs, including children and students of determination.
- Students in primary are aware of the importance of staying fit and healthy. Most students participate in physical education (PE) and are very active during break times. They receive advice on healthy living from classes, the school clinic, and information boards, which helps them make some healthy choices for snacks and meals. This effort is supported by pastoral staff who confiscate banned snack items such as chips and carbonated and sugary drinks. However, as most children and students bring packed lunches and snacks, there is a reliance on parents to comply, indicating that further promotion of healthy options is advisable.
- Attendance at 94% is good, which is fairly consistent across all years. However, these levels of attendance were not observed in all lessons. Punctuality is good between transitions, although some children in FS are delayed at the start of the day due to late arrival in private cars.

Next Steps:

1. Improve the punctuality of students in the morning.

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	Acceptable	Acceptable	Not Applicable	Not Applicable

Findings:

- Students in primary demonstrate awareness and appreciation of Islamic values. They exhibit adequate tolerance, compassion, and respect towards each other and those with special educational needs during lessons and breaks. Students speak proudly about Emirati rituals during Eid Al-Fitr and Eid Al-Adha and show generosity during Ramadan. In FS, children often help their teachers by distributing worksheets, while in Years 3 and 4, high-achieving students assist their peers in completing tasks. However, across the school, students are still developing a deeper understanding of how Islamic values influence their daily lives in the UAE, as evidenced in their displays of student work.
- Students in primary demonstrate basic knowledge about UAE culture and heritage, as seen in their projects, artwork, and participation in celebrations. They show a sense of belonging to their country and adherence to its cultural values. Students stand respectfully during the national anthem and attend lessons in the heritage room, which contains traditional items. They learn about traditional Emirati houses, such as Bait Al Areesh, Bait Al Shar, and Bait Al Teen. They engage in national celebrations and visit historical sites and museums, including the Louvre Museum, Heritage Village, and Al Hosn Castle. However, only a few students take the initiative to promote national identity and actively participate in organizing school events.
- Students demonstrate a basic understanding and awareness of their own culture and speak about their traditions. However, opportunities to learn about other world cultures are limited, with most knowledge gained from history and UAE social studies lessons. Students participate in Cultural Day celebrations, but their understanding of global cultures remains inconsistent.

Next Steps:

1. Improve students’ understanding and appreciation of the relevance and impact of Islamic values on everyday life in the UAE.
2. Improve students’ understanding of other world cultures.

Social responsibility and innovation skills

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

Findings:

- Students understand their responsibilities within the school community and take on some roles, such as serving on the Student Council, acting as Playground Leaders, and organizing community Iftar events. Some students are involved in the preparation of Ramadan boxes for school staff and volunteer in community cleanup efforts.
- Students demonstrate a strong work ethic, although few take initiative independently. While they may have creative ideas, they often rely on teachers for step-by-step directions, indicating a need for more opportunities to develop innovative thinking and self-directed learning.
- Students are involved in school-wide efforts such as recycling, the "Going Green in 2030" initiative, and promoting sustainability to improve their environment. The Eco Council leads environmental initiatives, raising awareness about conserving resources like paper and electricity within the school.

Next Steps:

1. Strengthen students' innovation skills.
2. Broaden opportunities to volunteer in the wider school community.
3. Enhance sustainability and role of Eco Council across the school.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers in FS and primary, across all subjects consistently apply their knowledge of their sound subject knowledge and are skillful in conveying it confidently at year level and age. However, pedagogy in science is inconsistent.
- Lessons are planned carefully and in detail with learning objectives that are based on the National curriculum of England (NCfE), Early Years Foundation Stage as part of the NCfE for English-medium subjects and the Ministry of Education curriculum standards for Arabic-medium subjects. These objectives are shared with students, with lessons being usually interesting so that children and students concentrate well and work hard. As a result, most teachers create positive learning environments conducive to learning. While the pace of lessons is generally sound and drives learning effectively in better lessons, upper primary lessons sometimes feature excessive teacher talk before transitioning to learning activities and often focus more on knowledge than skills.
- Classroom environments are well-supported, especially in FS2, where there are dedicated reading areas in all classrooms. In science, breakout areas in corridors support independent learning effectively. The school is well-resourced; in most primary lessons, students use tablets for learning and assessment, hands-on materials, manipulatives and rods are used in mathematics to engage children and students in active learning. As a result, students gain confidence in their new learning and make good progress in the lessons, although to a lesser extent in science in the FS phase.
- Students across both phases are engaged through supportive and nurturing staff relationships, particularly in FS2 and lower primary. However, although a few students are less attentive. While questioning skills are developing, the ability of teachers to promote dialogue is inconsistent across subjects.
- Teachers attempt to employ strategies that meet the needs of most student groups; however, levels of support and challenge are, at times, superficial. Opportunities for high-achieving students and individuals with additional learning needs, including children and students of determination is not always effectively personalized, with heavy reliance on adults for guidance. While support for these groups is planned, its implementation is often not well implemented.
- Teaching in most lessons is driven by the learning objectives, which can limit teacher expectations and the level of challenge for students. In science and English, independent learning skills are strong in Primary, with QR codes often provided for students to access work. In math, teachers sometimes use problem-solving scenarios in the upper levels to develop students' mathematical understanding and real-world application. However, critical thinking and problem-solving skills are inconsistently embedded across lessons in all phases.

Next Steps:

1. Reduce the amount of teacher talk in lessons.
2. Further develop questioning skills to consistently promote more thoughtful and considered responses.
3. Provide more opportunities for students to develop their innovation, critical thinking and problem-solving skills.

Assessment

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

Findings:

- Internal assessment procedures are consistent. They provide appropriate measures of students' progress. They are suitably based on the Ministry of Education's (MoE) curriculum standards for the Arabic-medium subjects, and in the English-medium subjects, there is a strong linkage with the National Curriculum in England standards, as well as the Early Years Foundation Stage (EYFS) learning standards. Baseline testing and regular in-school testing provide a useful overview of children's and students' attainment and progress, which is enhanced by the use of pre-moderated assessment tools developed in conjunction with the Aldar education group of schools. Although comparisons may not be broad based and varied, they provide a helpful picture of performance. Consequently, the judgements of subjects in the internal assessments do not always fully match with standards observed during lesson observations.
- The school benchmarks learner academic outcomes in both Arabic and English medium subjects against international standards, utilizing assessments such as the Granada Learning Progress Test in English (GL-PTE), mathematics (GL-PTM), and science (GL-PTS) for Years 4, 5, and 6. The New Group Reading Test (NGRT) is used to inform reading levels and progress. These data sets are compared to the United Kingdom and international results. The Progress in International Reading Literacy Study (PIRLS) was conducted for Year 5 in 2021, and the school administered the TIMSS assessment in 2023, with results pending. Cognitive Ability Tests (CAT4) assist in identifying cognitive abilities and reasoning aptitudes. The school does not administer any further international assessments. The school's results are compared with similar schools within the Aldar Education group, enabling the Governing Board to identify areas requiring additional support and facilitate improvements.
- Assessment data is analyzed although information about learner progress is analyzed in some depth. Information about individuals and as groups, is detailed and accurate. There is a system in place to track assessment information overtime through termly year-level meetings, involving the vice-principal, key-stage leads and teachers who work together to review attainment levels and the impact on individual and groups of students' progress. Data, especially from the NGRT and GL-PT, is thoroughly monitored to identify students' progress, and establish differentiated groups. However, because internal and external data do not always align closely with the national and international standards, and the baseline test is set at a very low level, especially in the MoE subjects, analysis of progress may not be always fully accurate. However, the ongoing assessments enable school leaders to identify trends across all subjects and inform actions needed to address identified areas for improvement. The reports are comprehensive, but the outcomes have yet to fully impact instructional planning and curriculum adaptation because of the newness of the system, and the complexity of the system outputs.
- Assessment data is used adequately across the school to inform teaching and curriculum planning. Teachers in all subjects are provided with a comprehensive set of assessment data but not all fully understand the data and its significance. While in the better lessons, teachers do use the information effectively to ensure activities provide sufficient challenge to extend the learning of all students, in most lessons, especially in the Arabic-medium subjects, teachers' expectations of what students can do is too low. Teachers plan for different groups of learners in all lessons, but the degree of differentiation implemented is insufficient to extend the higher attainers and the gifted and talented. The use of assessment data to provide support for those with additional learning needs, including students of determination, is better done in pull-out interventions than within subject lessons.

- Teachers have reasonable knowledge of the strengths and weaknesses of individual children and students. They provide some challenge, support, feedback, and follow-up. However, children and students are not always involved in evaluating their own learning. Although the school implements a three-tiered success criteria system (ready to climb, ready to learn, ready to fly) and employs various continuous assessment strategies, the effectiveness of these implementations is inconsistent. This is particularly evident for individuals with additional learning needs, including children and students of determination, high-achievers and those with gifts and talents. While teachers are aware of assessment results and generally understand their learners' strengths and weaknesses, they often lack the ability to effectively utilize this data to engage different groups of learners with tailored support systems and extensions that ensure active learning at their individual thresholds. Additionally, not all teachers consistently apply the school's guide for marking children's and students' work. In the best lessons, a few teachers provide appropriate challenges and support through personalized learning targets, tailored questioning, and individual feedback. However, this best practice is not yet uniformly embedded across all lessons throughout the school.

Next Steps:

1. Use the assessment results more rigorously to raise teachers' expectations of what students can do, enabling all students to make the progress they are capable of.
2. Provide more consistent, comprehensive, and constructive feedback and personalized challenge and support to optimize students' progress within lessons, especially the higher attainers, including those with gifts and talents, as well as individuals with additional learning needs.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school delivers the Early Years Foundation Stage (EYFS) learning standards for students in the Foundation Stage 1 (FS1) and 2 (FS2) and the National Curriculum in England for students in primary in Years 1 to 6 for English medium subjects, and the Ministry of Education (MoE) curriculum for Arabic medium subjects. The school closely follows curricula requirements. The framework has a clear rationale based on the content delivered, which aligns to the school, Abu Dhabi and the national vision. Most of the school's programs and activities promote interest and enjoyment for learners. It is broad so that children and students experience a variety of subjects and includes creative, physical, and practical experiences. It is balanced so that all Arabic and English medium subjects and their various elements, are sufficiently covered. All key subjects are given the appropriate amount of time. Content and activities are well matched to learners age-related expectations, and there is an appropriate focus on the development of both knowledge and skills. Statutory requirements are fully met.
- The curriculum is planned so that learning builds upon children's and students' prior learning and experiences. However, this is variable. Consequently, curriculum adequately progresses to ensure depth of knowledge, improvement of skills and deepening of understanding of ideas and concepts to meets the needs of most students. However, the school attempts to close this gap, and there are planned transitions between FS2, Year 1 and 2 through a collaborative planning process. Although the school attempts to ensure children and students in the early years of primary are well prepared academically and personally, with a planned transition day of orientation activities, such as class visits and meet-the-teachers, it is yet to be fully embedded in its effectiveness. In Years 1 to 6, progression maps are developed to ensure that all curriculum objectives are covered progressively, which are then tracked through the Learning Ladders assessment tool. Knowledge and skills are planned so that learning builds on students' previous achievements, in all core subjects. Curriculum mapping is completed in all core subjects from Years 1 to 6.
- The school currently serves children and students from EYFS to Year 7. It is expected that the curriculum for students beyond Year 7 will develop as the school expands.
- The curriculum makes some cross-curricular links and in better lessons, makes connections to the UAE and real-world contexts. In some lessons, connections are made to subject-specific vocabulary Arabic and English have focused upon a whole school National Identity projects link.
- The curriculum is regularly reviewed on a half-termly basis as well as through weekly subject and middle level leadership meetings. The school has aligned the curriculum to the Granada Learning Progress Test in English (GL-PTE), mathematics (GL-PTM), and science (GL-PTS), and has sequenced the curriculum. However, internal and external assessment gaps are not fully addressed in the curriculum review. A robust horizontal and vertical alignment from Year 1 to Year 6 is not yet completed. As a result, it meets the needs of most children and students.

Next Steps:

1. Develop more robust processes for curriculum review and development to ensure stronger development of students' knowledge, skills and understanding.
2. Strengthen cross-curricular links to the real world and to other subjects to transfer learning.
3. Strengthen the continuity and progression of the curricula to ensure activities are well matched to individual abilities, and gains are made on prior knowledge.

Curriculum adaptation

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

Findings:

- The school makes adequate modifications to the curriculum to meet the needs of most groups of students in the primary phase, although to a better extent in FS. Lessons group students although it is not evident how data is used and the specific processes. Curriculum modifications are not always personalized to meet the needs of individual students or groups, such as English Language Learners (ELLs). In the Arabic-medium subjects, curriculum adaptation processes are inconsistent.
- The curriculum provides a functionally designed range of learning experiences for the majority of children and students to enhance their academic and personal development in extra-curricular clubs, sports, and activities such as the student run Al Shohub Souk. The curriculum provides few opportunities for innovation, social contribution, and community engagement.
- The curriculum provides learning experiences that enhance students understanding and appreciation of Emirati culture and embeds the values, culture, and heritage of UAE society. The National Identity initiative and celebration activities instill pride and belonging to Emirati students and the Ministry of Education (MoE) curriculum provides opportunities to integrate learning experiences with UAE culture and society.

Next Steps:

1. Modify the curriculum more extensively to better meet the needs of all groups of students.
2. Continue to develop opportunities that foster students’ innovation and enterprise skills.

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	Not Applicable	Not Applicable

Findings:

- The school has rigorous procedures for Safeguarding, including child protection and all school staff receive annual training and termly updates. Additionally, any new staff arriving throughout the academic year receive training as part of their induction. There is a comprehensive Child Protection Policy that is regularly updated, accessible, and regularly shared with staff. This policy, along with the code of conduct, is signed by all staff, who have acknowledged their understanding by signing a central register. The school has seven Level 3 trained Designated Safeguarding Leads. The child protection team has been expanded to include the school counsellor, Head of Inclusion, and each Phase Leader. The school runs safeguarding training for students and online safeguarding workshop for parents. The school ensures lessons on Safeguarding information are available and sent to Parents and TES SG training level 1 plan is available to parents. Children and students are aware of how to stay safe online, and who to talk to if anything arises. Assemblies and workshops for children and students provide a constant reinforcement with online safety tips. Additionally, auxiliary staff and inclusion assistants receive child protection training delivered by the school, supplemented by TES Develop Training to meet high standards and familiarize them with school-specific procedures.
- The school campus is a very clean and hygienic environment for students and staff. The school is cleaned constantly by a specialized company, which is responsible for whole school maintenance and cleaning. Regular inspections ensure high standards of cleanliness and safety and daily reports are monitored by the School Operations Team. A range of safety procedures are in place which staff follow, taking responsibility for students' safety. Bus routines are very well organized, students at the school are very well cared for as they move into the school and any issues on bus transportation are swiftly dealt with. All visitors and contractors have a photo taken and sign an online portal before being given a color coordinated lanyard and pass, however it would be advisable to ensure that any visitors are given a full H&S and safeguarding briefing before being given access.
- Any incidents, near misses or concerns are logged electronically and followed up with actions and communication with relevant authorities or parents, as necessary. All incidents recorded are reviewed and analyzed by Aldar Education Head Quarters, and full investigations are conducted if and when necessary. The school clinic staff keep medical records of all students and maintain their confidentiality. Medication is kept locked away and all staff know how and by whom it can be administered. Safety checks are frequent and thorough, and all recorded on appropriate sheets and forms. There are extensive polices (79 in total) for the school clinic that would benefit from some streamlining in order to make them more user friendly. Health and safety teams conduct checks and risk assessments on all parts of the school to maintain students' safety. The school conducts regular emergency fire evacuation drills and is fully compliant with the Civil Defense regulatory requirements.

- The school buildings and facilities provide a safe and inclusive physical environment that meets the educational and physical needs of all students, especially for students of determination who have specialist facilities on site. The school also has very well-maintained sports facilities including a swimming pool that is operated by appropriately qualified staff including full time lifeguards.
- The school provides food services for children and students which offer a range of healthy alternatives such as salad and avoids carbonated soft drinks and other foods high in sugars. Whilst the school does provide some healthy living and eating advice to students, and confiscates high sugar foods, drinks and unhealthy food, there is still work to do to encourage students to consistently make healthy choices. Children and students have opportunities for physical exercise in PE lessons and almost all children and students play outside at break times where they have a very well shaded area that protects them from the sun. Drinking water is available in all teaching areas and other common areas for free use.

Next Steps:

1. Systematically promote safe and healthy living into school life.

Care and support

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

Findings:

- Teachers and students have positive relationships demonstrated in mutual respect and care for one another. Teachers have high expectations for student behavior supported by effective classroom management skills. Classroom routines are secure and off-task behavior is quickly addressed by the teacher resulting in very few disruptions in lessons.
- The school has effective processes in place to promote good attendance and punctuality. The school positively reinforces attendance with certificates and tokens for children and students to spend in the Al Shohub Souk. The school addresses punctuality with parents and has policies and procedures in place to address persistent tardiness, particularly on Fridays. Attendance has improved because of their focus and efforts.
- The school has appropriate systems in place for identifying students with additional learning needs, including students of determination, as well as those with gifts and talents. Teachers complete referrals, and the Head of Inclusion conducts observations and diagnostic testing. Parents are notified and consent is obtained for identifying students with special educational needs. Parents and the Inclusion department meet termly and usually more frequently. Although the school has significantly increased the percentage of learners with additional needs from the previous inspection report to over 6%, there are further gains of improvement to make. As a result, robust systems of identification are developing.
- The school provides appropriate support for most students with additional learning needs, including children and students of determination, as well as those with gifts and talents. The school offers small group support within lessons and some individualized 1:1 sessions in a push in or pull-out model. Support in lessons provides more intensive small groups or 1:1 intervention with targeted students in core subjects. Gifted and talented students have an after school activity or a block once per week tailored to their interests and talents.
- The well-being and personal development of all children and students are routinely monitored, by the pastoral lead. This information is collated and used to provide effective social and personal development support. Guidance is delivered on a range of academic, social, emotional, and behavioral challenges. There is a system of checks-ins and follow-up, which is implemented frequently. The school has a team of specialists and provides students requiring academic support Individual Provision Plans (IPP), which include intervention for English Language Learners (ELLs), as well as to support the academic achievements in mathematics, phonics, or GL- PT intervention. The school conducts regular wellbeing surveys and uses data from Pupil Attitudes to Self and School (PASS) and Child Protection Online Management System (CPOMS) to identify patterns and students who may need pastoral intervention and support.

Next Steps:

1. Improve the rigor for the identification of students with additional learning needs, including the students of determination, as well as those with gifts and talents.
2. Strengthen the provision for the inclusive support of students with additional learning needs, including students of determination, inside and outside of lessons.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good 

Findings:

- Leaders at all levels, led by the enthusiastic new principal, set a clear direction that is shared by the whole school, which is for a respectful integration of the British curriculum and Emirati values. Leaders promote an inclusive school, shown by the open admission policy that welcomes all children, assessing only to ensure appropriate learning provision. On appointment, the first steps the principal took were to introduce morning coffee meeting times and a strategic governance group, to ensure better connection with parents and the wider community. These mechanisms will strengthen all stakeholders’ commitment to the school’s vision and direction, ensuring these are understood and fully supported.
- While most leaders demonstrate a secure knowledge of the curriculum, and best practices in teaching, learning and assessment, all leadership roles have recently been reviewed, with new appointments made for commencement in August 2024. A distributive leadership model is being implemented, so that through deeper knowledge of the UAE school inspection framework, middle managers can provide clear guidance of what is expected to the teaching teams that report to them, so that every student can succeed.
- While communications with all stakeholders are professional, the senior leadership team is focused on strengthening relationships, especially with parents, promoting the concept of “stronger together.” As a result of the recent restructuring, all leaders’ roles now have clear job descriptions and systems are in place to ensure clear accountabilities for allocated improvement targets through regular meetings and performance appraisal systems. After a period of leadership instability, these changes have been well-received by the whole school community, and morale is now positive.
- Leaders at all levels clearly understand what needs to be done to improve, with a well-thought-out short-term road map for school improvement in place. The senior leaders promote transparency, encouraging staff to be open about problems so that they can be discussed, and solutions found. For example, the three-tiered approach to encourage student engagement was an idea put forward by a Year 1 teacher, but this concept is now used effectively across all year groups. In the long term, the senior leaders plan to embed a learning culture across the school and use community networks more extensively to remove barriers to learning, such as attendance and early morning punctuality. Leaders’ capacity to innovate and improve is good.
- A change in ownership, lack of a stable senior leadership team, high staff turnover (38% last year) and an influx of new joiners (in 2023/24 there was a 37% increase in students from FS2 to Year 6) are factors that the new senior leaders have had to contend with, as they seek to redress the school’s historical decline in performance. The takeover by Aldar and the recent appointment of qualified and experienced senior leadership team have already seen an impact on improved attainment in the English medium subjects, although there is still much work to be done in improving teaching and learning in the Arabic-medium subjects. Rigorous audits and helpful guidance, coupled with the school’s strong health and safety team, ensure that the school is compliant with statutory and regulatory requirements.

Next Steps:

1. Strengthen all stakeholders' commitment to the school's vision and direction, to ensure it is understood and fully supported by the whole school community so that every student can succeed.
2. Build the capacity and capability of middle leaders to implement a distributive leadership model, strengthening deeper knowledge of the UAE school inspection framework, and understanding of best practices in teaching, learning and assessment.
3. Continue to foster relationships and communication with all stakeholders, especially parents, using community networks more extensively to reduce the barriers of learning.

School self-evaluation and improvement planning

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

Findings:

- Self-evaluation using both internal and external data is increasingly used, and the school has a realistic view of improvement priorities. A thorough process of self-evaluation has commenced with a back-to-basics approach that started with staff addressing the question of why they worked at the school, what the school stands for, and the school's vision, mission, and values. The school had twelve values, linked to slogans for each of the houses to inspire the affiliated staff and students. However, respect was not included among these, and a recent survey of parents indicated that this was an important omission, given the school's focus on Islamic values. Consequently, a working party has been established to further investigate the values and expected behaviors. The process of self-review is seen as a strength of the school because it takes a school development approach and is sustainable. However, the full process was not yet complete at the time of the inspection. The senior leadership team plans to revise the interim self-evaluation form (SEF) to cover every element related to all subjects and standards, to better inform school improvement planning on all levels.
- The school has recently revised the model for effective teaching and learning and has accurate records of monitoring using an improved electronic form linked to the system, from which a PD plan has been derived to redress the identified areas for improvement. This more effective system has resulted in improved attainment in the English medium subjects. However, in the Arabic-medium subjects, there are two new teachers, and the department is awaiting the arrival of a new Head of department in August 2024, so in the interim, an Arabic specialist from Aldar-HQ is assisting the school in improving the quality of teaching and learning in this area.
- A six-month action plan was put in place soon after the arrival of the new principal, based on an Aldar audit conducted as part of due diligence before taking over the school, and the results of a National Identity review by ADEK. As the results of the school's in-depth self-review process emerge, these will be incorporated into longer-term strategic ('milestone') plans, school development plans, and department action plans. To ensure that the school continues to meet UAE national priorities, and improve students' achievement in all areas, the senior leaders recognize the need to involve all stakeholders more extensively in the process through an annual cycle of review (performance enablement). This would see termly monitoring against SMART (specific, measurable, achievable, relevant, and time-bound) objectives to inform adjustments to enable continuous improvement.
- Since the previous inspection, there has been a change in school ownership, and instability in the senior leadership team. Many of the recommendations of the previous inspection report related to the middle and high phases, which will be closed at the end of this academic year (2023/4). The primary section has gone through a very recent restructuring under the guidance of the new principal, and improved attainment is reported as a result of the timetabling restructure and focus on reading in the English-medium subjects. New teachers have been employed in the Arabic-medium subjects, and the MoE section is awaiting the arrival of a newly appointed head of Arabic subjects. These changes have yet to impact the attainment in these subjects, which have declined since the previous inspection. However, plans to redress all the recommendations from the previous report that relate to the primary are now in place.

Next Steps:

1. Revise the most recent Self-Evaluation Form (SEF) to comprehensively cover all subjects and standards,

ensuring results are integrated into strategic milestone plans for school improvement with clear prioritization, responsibilities, timelines, and review processes.

2. Strengthen stakeholder involvement in SEF and SIP, ensuring parents and staff have ownership of the process and full buy-in for raising achievement.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good 

Findings:

- The school is successful in encouraging parents to engage as partners in the learning of their children and consistently takes initiatives to use parents' expertise to enhance students' learning. For example, one of the parents participated in story telling for children in FS. In social studies, a mother of year 6 student presented part of a lesson about UAE culture and heritage in well decorated and equipped heritage room. Subsequently, students were observed making accelerated progress as they enjoyed reading and learning more about the UAE culture and heritage. Additionally, the school, supported by its active parents' council, encourages parents to participate in enhancing their children's reading skills and recently trained them on how to do so. Moreover, parents contribute to school development and improvement planning by means of surveys or questionnaires. However, although parents' involvement makes a very positive contribution to raising students' standards, the number of parents who actively participate in school initiatives is limited.
- The school has a wide range of communication channels with parents that include social media applications, educational platforms, and regular emails in addition to phone calls. These communication systems and procedures ensures parents are informed of their children's learning and development and that they are engaged as partners. Parent-Teacher meetings are scheduled every term where teachers share feedback to encourage parents to participate in the child's improvement planning. Parents who have children of determination are well involved in the monitoring and target setting in their child's individual education plan (IEP). They work closely with the head of inclusion to ensure that all needs of the child are met. The school has one parents liaison person who immediately responds to parents concerns and refers the issue to the appropriate person who usually replies immediately.
- Reporting on students' progress is comprehensive, regular, and sufficiently detailed. Parents have access to a web-based system where they can effectively review their child's academic progress at any time. Parents also receive written reports at the end of each term that includes attainment and progress in all subjects, behavior, attitudes to learning in addition to teachers' comments in every subject that provide details of the strengths and areas for improvement but without clearly identified next steps.

Next Steps:

1. Increase the number of parents that involve as partners in their children's learning and in school life.
2. Establish effective local, national, and international partnerships, including with other schools so that they have positive effects on students' learning.

Performance Indicator	Quality judgement
Governance	Good 

Findings:

- The school is part of the Aldar Education Group (AEG) of schools. The Aldar Properties governance structure comprises three layers, and the top layer is the ownership board of directors, which oversees the company's real estate and investment portfolios, one of which is the development, management, and operation of schools. Alongside owner representatives, the group comprises chief executive officers (properties, investment, development), group chief financial and sustainability officer, chief people and communications officer, and general counsel. Education interests are represented at this high level by the attendance of the Executive Director of Education and the Chief Education Officer. The second tier is the Aldar Education Group (AEG), which guides the network of schools and is chaired by the Chairman of Aldar Education (who also is the Chair of Aldar properties), Chief Education Officer, Chief Child Protection Officer (also the Executive Director of Education) and Academic Director of Training Academy, an Executive Principal (representing all Aldar principals) and two other education representatives selected for their seniority and experience. The AEG provides advice and guidance to schools, based on detailed knowledge of educational trends in the UAE and internationally. The AEG has put mechanisms in place to collect stakeholder feedback, such as parent and teacher surveys. They also establish a Strategic Governance Group (SGG) at every school that provides for parent and staff representation. The school has just established this, with the first meeting of the two AEG representatives, four parent representatives (industry, parent relations and international relations representatives); and the principal covering the constitution, and the role of governance. The SGG has provision for an elected staff representative, and the process is underway for appointment. The parents' representatives have informal systems in place to gather parents' views, such as WhatsApp groups. However, the SGG wishes to strengthen partnerships with the local district for mutual benefit and educational enrichment. The next step to ensure governors are aware of the direction that stakeholders wish to take is for the SGG to work with the school's leadership to formulate a longer-term more strategic 'milestone' plan with a clear vision, goals, and future plans as a dedicated FS2 to Year 6 British curriculum primary school.
- The Board has an effective system to hold the principal accountable, using an appropriate mix of meetings, reports, and stakeholder satisfaction measures that enable a judgment to be made about the school's progress against agreed targets and how well the relationships with key stakeholders are maintained. The school's development plan and associated key performance indicators provide the basis for regularly scheduled reviews, with the SLT furnishing comprehensive reports to provide the evidence to support progress. The Chief Education Officer follows up with informal visits and phone calls to ensure the SLT feel well-supported, especially where there are new appointments.
- The AEG provides an objective and independent view of the school, quality-assuring the decision-making process and providing strategic guidance to senior leadership. The AEG oversees and personalizes standard policies and procedures for Al Shohub, guiding all aspects of school operations, including quality assurance and health and safety. AEG conducts regular compliance audits in critical areas such as human resources and health and safety. AEG, in consultation with the school leadership sets targets to ensure that the school is well staffed, well-resourced and that all statutory requirements are met. The AEG assists the school in areas of school development such as assessment and inclusion, providing vital expertise which influences the school's development. For example, as a result of the first audit AEG conducted at the school, Aldar HQ is currently supporting the school in the area of curriculum revision and raising teacher quality in MoE subjects. Governors are making a clear and direct impact on the overall performance of the school.

Next Steps:

1. Formulate a longer term more strategic 'milestone' plan in partnership with the SGG to provide the school with a clear understanding of the vision, goals, and future plans as a dedicated FS2-Year 6 British curriculum primary school.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the school's day-to-day management are effective, with well-trained staff and efficient procedures, ensuring a calm and well-organized environment conducive to learning. The school routines are embedded, such that if something unexpected happens, staff take the initiative to deal with any problems so that learning is not disrupted.
- The school is appropriately staffed to align with the vision and improvement priorities of the school. A review of staffing commenced in January, and the school is now fully staffed, albeit with a reduced secondary component. To raise achievement levels in the AMS, a new Head of Arabic has been appointed and two new Arabic-speaking teacher assistants also will be put in place to commence term 1 of the new academic year 2024/25. The ongoing training of teaching assistants and shadows will enable them to take a more proactive role in supporting teachers as they strive to develop the social, emotional, and academic skills of the students under their care. Emirati appointments have been made to join the front-of-house team, so that parents can converse in either Arabic or English. A new male head of PE has also been appointed, which will extend the number of male role models for the boys. Professional development is twice weekly with internal expertise used, as well as the Aldar Training Academy options. With the restructuring, a new Middle team will be established, and capacity building will be needed. Some current Middle Leaders are doing the National Primary Qualification of Middle Leaders (NPQML) and this opportunity will be extended to the new appointments. With the consolidation of the school as an FS2 to Year 6 primary school, new appointments are anticipated. To ensure the whole school community is clear about what standards are expected requires regular professional development to ensure consistency in staff knowledge of the UAE School Inspection Framework.
- The premises are well-designed, with specialist facilities such as IT and science laboratories, art and music rooms, shaded play areas, an auditorium, inclusion rooms, and a heritage space, that allows access for all. There are ramps and lifts and adapted toilets to allow learning for those with mobility issues. The wide spacious hallways, decorated with students' work, create a learning environment that promotes student achievements. However, despite the modern and spacious facilities, the environment is not yet fully utilized as a learning space. While some year groups have set up learning centers to facilitate remediation and extension work for groups, these are not consistently seen in every year group.
- The school is well-resourced, although resources are not used at full capacity to support and challenge the learning of every child. The more extensive use of everyday items and a more consistent use of learning walls would reduce the impact of language as a barrier to learning.

Next Steps:

1. Develop middle leaders' capacity and capability to assist in driving the school's improvement priorities through an effective distributive leadership model.
2. Continue training academic support staff, such as teachers assistants and individual assistants to enhance their productivity to accelerate social, emotional, and academic skills of the learners in their care.

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