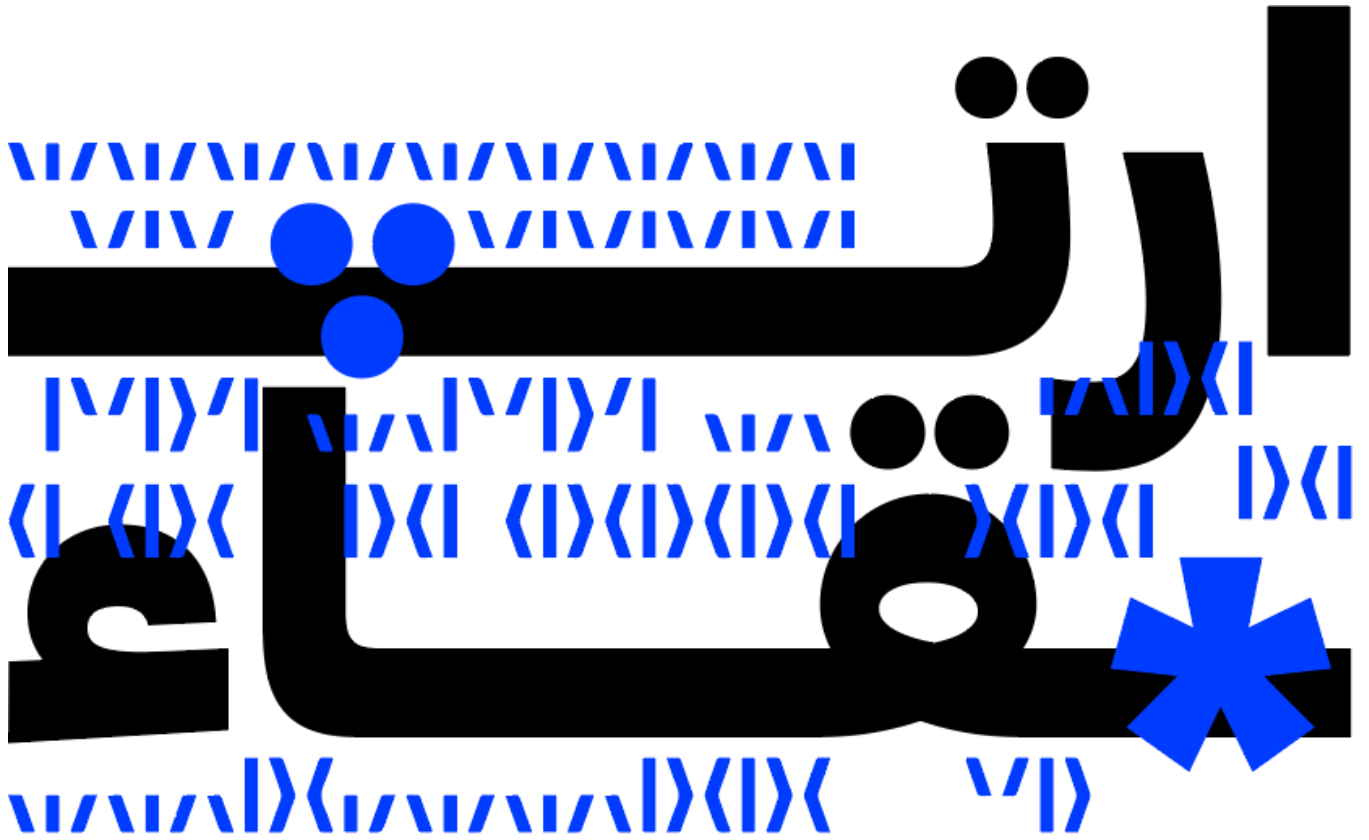




# Irtiqa'a School Inspection

AY 2023/24

Alia International Private School

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**Rating: Acceptable**

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## School Information

| General Information                                                                 |                  |                                                                         |
|-------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------|
|    | Name             | Alia International Private School                                       |
|    | Esis Number      | 9235                                                                    |
|    | Location         | 3, Al Mitbanah St, Al Dhahir, Al Ain, 30457                             |
|    | Website          | <a href="http://www.aliaintschool.com">http://www.aliaintschool.com</a> |
|    | Telephone        | 037848992                                                               |
|    | Principal        | RAED ABDELMONEIM AHMED YOUSSEF                                          |
|   | Inspection Dates | 05 to 07 Mar 2024                                                       |
|  | Curriculum       | American                                                                |

## Information On Students

|                                       |                                  |
|---------------------------------------|----------------------------------|
| Cycles                                | Cycle 1 - Cycle 2 - Cycle 3 - KG |
| Number of students on roll            | 417                              |
| Number of Emirati students            | 333                              |
| Number of students of determination   | 18                               |
| Largest nationality group of students | UAE - Oman - Egypt               |

## Information On Teachers

|                               |                                       |
|-------------------------------|---------------------------------------|
| Number of teachers            | 18                                    |
| Nationalities                 | Syrian Arab Republic - Jordan - India |
| Number of teaching assistants | 1                                     |

## Changes since the previous inspection

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Since the previous inspection, the school has remained acceptable overall.

Attainment and progress are now at an acceptable level across all the Arabic medium subjects. Students' progress has regressed and is now acceptable in Phase 3 in Arabic as a first language. Students' attainment and progress in phases 2 and 3 have regressed in social studies and are now acceptable.

In English, students' attainment and progress have improved in phases 3 and 4 and are now acceptable. In mathematics, children's attainment and progress have regressed and are now acceptable in KG. In science, students' attainment has regressed in phases 1 and 2 to an acceptable level and their progress has also regressed in phases 1, 2 and 3. Overall, students' achievements in all English medium subjects are now acceptable.

In KG, children's attainment and progress have regressed and are acceptable in all subjects across this phase.

Learning skills have regressed in phase 1 and are now acceptable and match the acceptable level of students' learning skills in other phases.

The protection, care, guidance and support of students has regressed since the last inspection. Health and safety, including the arrangements for safeguarding and child protection, have regressed and are now good. The care and support for students has regressed and is now good.

The partnerships with parents and the community have regressed to acceptable overall. The management of

staffing, facilities and resources has also regressed to acceptable. All aspects of leadership and management are now at an acceptable level.

The school has employed nineteen new teachers this academic year.

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

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The school has not yet prepared and action plan to prepare students for international assessment in PISA and TIMSS.

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

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

### **Standardized Assessments**

- Students participate in MAP standardized assessment in grades 3 to 9 in English, mathematics, and science. The school performance in MAP assessments indicates weak attainment in each grade across all three subjects.
- There are no standardized assessments in Arabic.

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

- Students in Grade 4 and Grade 8 participated in the TIMSS international assessments in mathematics and science.
- Results for the TIMSS 2019 in Grade 4 in mathematics at 423 benchmark students' attainment at the low level. In science, the result of 377 benchmarks students' attainment at the low level. In Grade 8 in mathematics, the results at 398, and in science, at 381 indicate that students' attainment is below the low international benchmarks.
- Students in grades 9, 10, and 11 participated in the PISA 2022 international assessments.
- The results in reading literacy at 288, mathematical literacy at 322, and science literacy at 323 are all below international standards and below the set target for the school.

## **Reading**

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The school provides adequate opportunities in lessons for students to read extensively and for pleasure.

The library provides an appropriate reading environment for students. The library offers a spacious, attractive, and welcoming place for students to enjoy. The school does not yet have a dedicated librarian. There are

approximately 1200 English books of which approximately 800 are fiction and 400 are non-fiction books. There are approximately 4700 Arabic books of which approximately 3000 are fiction and 1700 non-fiction. There are no magazines, newspapers, and subject periodicals to support students' broader reading.

Most lessons incorporate opportunities for reading. The recent initiatives to promote reading outside of lessons are proving popular with students and parents. These include providing access at home to a digital reading library, completing a reading passport where students have to read ten books per month, and a weekly reading assessment. These are yet to have a significant impact on raising students' overall level of ability in reading, particularly reading comprehension and understanding the meaning in different texts.

English lessons in KG have an appropriate focus on promoting students' literacy skills through developing their understanding and use of phonics in word recognition and speaking.

## Strengths of the school

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- Students demonstrate a secure understanding of Islamic values. They demonstrate an awareness and appreciation for Emirati culture.
- Students maintain high levels of attendance.
- The arrangements for health and safety, including safeguarding and child protection, are effective.
- The care and support provided for students is of good quality.

## Key Recommendations

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### **1. Raise students' attainment and progress to a consistently good or better level in all core subjects by:**

- ensuring all students' accurate reading and recitations of the Holy Qur'an and their ability to link the teachings of the Prophet (PBUH) with daily life practices.
- ensuring that students use standard Arabic in their writing and speaking.
- raise overall levels of reading in both Arabic and English, prioritizing reading comprehension.
- improving students' achievements in social studies, especially their ability to compare the geography, history, and economic factors of the UAE to other countries.
- ensuring students apply their mathematics knowledge and skills with more precision and accuracy to solve problems.
- enhancing students' knowledge and understanding of scientific methods.

### **2. Raise attainment and improve children's progress in KG by:**

- ensuring children make more progress in phonics and early reading.
- providing more opportunities for children to explore and develop their skills of inquiry and investigation.
- improving all children's understanding of numbers so that they can apply their skills in the basic operations of addition and subtraction.
- ensuring that children gain confidence in speaking and communicating.

### **3. Improve the quality and impact of teaching and assessment to at a good level by:**

- ensuring that teachers use data more effectively when planning and delivering lessons to meet the learning needs of all students.

- ensuring teaching in KG is focused on student-centered learning and promotes active learning.
- provides stretch and challenge, particularly the higher-attaining children and students.
- reducing the time teachers spend talking in lessons and ensuring there is sufficient time for students to engage in meaningful activities.
- raising the levels and complexity of teacher questions and ensuring students have enough time to review and present thoughtful responses.
- increasing opportunities for students to research, collaborate, present their findings, and evaluate each other's work.
- provide more opportunities for students to develop their order higher-order learning skills, particularly their independent learning, research, problem-solving, and critical thinking skills.
- monitoring the progress of different groups of students more effectively and addressing any resulting differences.

**4. Improve the adaptation of the curriculum to cater to the needs of students of different abilities by:**

- provide differentiated learning tasks in lessons that appropriately challenge all students.
- provide clubs and activities in extra-curricular sessions that meet the needs and aspirations of all students.
- reviewing the curriculum to identify and address gaps in students' knowledge and skills
- ensuring that students have opportunities to develop skills in critical thinking and problem-solving.

**5. Strengthen the care and support provided for students by:**

- improving processes for the identification and support for students with additional learning needs, including students of determination.
- meeting all expectations of the ADEK inclusion policy

**6. Improve the effectiveness of senior and middle leaders by:**

- implementing more explicit and quantifiable indicators for governors to monitor and assess the performance of the school and hold leaders accountable for student achievement.
- ensuring the monitoring of teaching has a clear focus on students' progress.
- provide professional development for middle leaders and teachers on the analysis and use of assessment data to modify their teaching and the curriculum to meet the needs of all students.

# Overall School Performance: Acceptable

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

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

|                                                                             | <b>KG</b>  | <b>Cycle 1</b> | <b>Cycle 2</b> | <b>Cycle 3</b> |
|-----------------------------------------------------------------------------|------------|----------------|----------------|----------------|
| Personal Development                                                        | Acceptable | Acceptable     | Acceptable     | Acceptable     |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good       | Good           | Good           | Good           |
| Social responsibility and innovation skills                                 | Acceptable | Acceptable     | Acceptable     | Acceptable     |

**PS3: Teaching and Assessment**

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

**PS4: Curriculum**

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

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

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

**PS6: Leadership and Management**

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

# Inspection findings

## PS1: Students’ achievements

### Islamic Education

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



Holy Qur’an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

| Subject           |            | KG         | Cycle 1    | Cycle 2    | Cycle 3    |
|-------------------|------------|------------|------------|------------|------------|
| Islamic Education | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                   | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |

### Findings:

- The school did not provide attainment data for KG. The analysis of school internal assessment data against the Ministry of Education (MoE) curriculum standards indicates that most students attain levels above curriculum standards in the elementary, middle, and high phases. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across all phases.
- The school has no standardized assessments. In the last academic year, the MoE examination results for Grade 12 students indicate that most students attain above curriculum standards.
- In lessons and their recent work, most children in KG and students across all phases demonstrate knowledge of the Holy Qur’an and Hadeeth, Seerah (life of the Prophet PBUH), and the Islamic values and principles that are in line with curriculum standards. In KG, children can recognize the 5 praying times and recite the pillars of Islam. In the elementary and middle phases, students’ interpretation of some of the verses from the Holy Qur’an and their accurate reading of the Holy Qur’an is less developed. In the middle and high phases, students struggle to make links between Islamic concepts and rules with relevant verses from the Holy Qur’an and Nobel Hadeeth.
- The school did not provide data that shows students’ attainment over the past three years.
- The school did not provide progress data for KG. Across all phases, teachers assess students’ individual starting points using diagnostic and baseline tests at the start of each academic year. End-of-unit tests aligned to MoE curriculum standards are conducted. Results are compared with baselines to measure the amount of student progress. Analysis of the progress tracking data indicates that a large majority of students make better-than-expected progress over time or from their starting points across all phases.

- In lessons, across all phases, most children in KG and students in elementary, middle, and high phases make the expected progress in developing their knowledge of Islamic teachings and Seerah (life of the Prophet PBUH) and understanding of the Holy Qur'an.
- There is no analysis of data comparing different groups of students in the school. Overall, in lessons there are no noticeable differences between the amount of progress Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. In lessons, higher-attaining students do not always make enough progress from their starting points. Lower-attaining students do not fully accelerate their learning as they have limited opportunities to do so.

## **Next Steps:**

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1. Raise students' overall level of attainment and improve their progress in lessons all cycles to at least a good level overall.
2. Strengthen student's understanding of the teachings of the Prophet (PBUH) and ability to link these practices to their daily lives.
3. Improve students' accuracy in reading and recitation of the Holy Qur'an across all phases.

# Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

## Findings:

- The school did not provide attainment data for KG. The analysis of school internal assessment data against the Ministry of Education (MoE) curriculum standards indicates that most students attain levels above curriculum standards in elementary, middle, and high phases. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across all phases.
- The school has no external, national, or international assessments for KG. There are no standardized assessments in Arabic. In the academic year 2022/23, (MoE) examination results for Grade 12 students, indicate that most students attain above curriculum standards.
- In lessons and their recent work, most children in KG and most students in elementary, middle, and high phases demonstrate listening, understanding, speaking, reading, and writing skills that are in line with curriculum standards. In KG, most of the children recognize all the letters and age-appropriate words. In the elementary and middle phases, students are less secure in their presentation skills using standard Arabic. Students in the middle and high phases face difficulties with extended writing and expressive reading skills. Students in the high phase are less secure in their analytical abilities in examining literary texts and applying rhetorical skills in their expressive writings.
- The school did not provide data that shows students' attainment over the past three years.
- The school did not provide progress data for KG. Across all phases, teachers assess students' individual starting points using diagnostic and baseline tests at the start of each academic year. End-of-unit tests aligned to MoE curriculum standards are conducted. Results are compared with baselines to measure the amount of progress. Analysis of the progress tracking data indicates that a large majority of students make better-than-expected progress over time or from their starting points across all phases.
- In lessons, most children in the KG make the expected progress in forming short sentences using the words they learned. Most students in all phases make the expected progress in developing their listening and understanding skills. Students across all phases do not make rapid progress in developing speaking and comprehension skills, writing skills, and reading expressively.

- There is no analysis of data comparing different groups of students in the school. Overall, in lessons there are no noticeable differences between the amount of progress Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. In lessons, higher-attaining students do not always make enough progress from their starting points. Lower-attaining students do not fully accelerate their learning as they have limited opportunities to do so.

## **Next Steps:**

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1. Raise attainment and improve all students' progress, especially in speaking and writing using standard Arabic.
2. Improve students' writing skills using a wider range of ambitious and interesting vocabulary in extended writing.
3. Improve students' reading ability, including reading fluency and reading comprehension, so that it is at least at a good level overall.

# UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

| Subject            |            | KG             | Cycle 1      | Cycle 2      | Cycle 3    |
|--------------------|------------|----------------|--------------|--------------|------------|
| UAE Social Studies | Attainment | Not Applicable | Acceptable ↓ | Acceptable ↓ | Acceptable |
|                    | Progress   | Not Applicable | Acceptable ↓ | Acceptable ↓ | Acceptable |

## Findings:

- The school did not provide attainment data for KG. 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 students across the elementary, middle, and high phases are above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external or standardized social studies assessments for grades 1 to 9.
- In lessons and their recent work, most students in the elementary, middle, and high phases demonstrate knowledge and skills that are in line with MoE curriculum standards. In elementary and middle, students understand the cultural values and geographical features of the UAE and recall historical facts related to the UAE. However, they are less able to make comparisons between UAE culture and other cultures. Students in the middle phase are also less able to recognize the government's role and efforts to preserve and sustain the environment. Students' recognition and appreciation of the role of Sheikh Zayed and the government to enhance the role of women in the present time are less developed.
- The school did not provide data that shows students' attainment over the past three years.
- Across all phases, teachers assess students' individual starting points using diagnostic and baseline tests at the start of each academic year. End-of-unit tests aligned to MoE curriculum standards are conducted. Results are compared with baselines to measure the amount of progress. Analysis of the progress tracking data indicates that a large majority of students make better-than-expected progress over time or from their starting points across all phases.
- In lessons in elementary, middle, and high, most students make the expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards. Students in the elementary and middle phases develop their understanding of the geography and history of where they live, the life and role of Sheikh Zayed as the founding father of the union, and their national identity. Students in the high phase develop an appropriate understanding of the history, tradition, culture, and geography of the UAE.
- There is no analysis of data comparing different groups of students in the school. Overall, in lessons there

are no noticeable differences between the amount of progress Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. In lessons, higher-attaining students do not always make enough progress from their starting points. Lower-attaining students do not fully accelerate their learning as they have limited opportunities to do so.

### **Next Steps:**

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1. Raise attainment and improve all students' progress, especially in understanding the role of Sheikh Zayed and the UAE government.
2. Improve all students' understanding of the UAE government's role and efforts to preserve and sustain the environment and to enhance the role of women.
3. Improve students' ability to make comparisons between UAE culture and other cultures and draw conclusions about similarities and differences.
4. Ensure that students' progress in all lessons is consistently at least good.

# 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 | Acceptable ↑ | Acceptable ↑ |

## Findings:

- The school did not provide attainment data for KG. The school’s analysis of internal assessment data for the end of 2022/23 against the California state standards indicates that most students in elementary are attaining above curriculum standards in English. In the middle phase, the internal assessment data indicates that the large majority of students are attaining above curriculum standards. In the high phase, the internal assessment data indicates that the majority of students are attaining above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for KG The school has conducted NWEA MAP assessments for grades 3 to 9 in 2023 to benchmark students’ attainment. The results across all grades indicate that most students attained levels below international expectations. The students participated in PISA examinations in 2022 for grades 9, 10, and 11 in reading. The results in reading literacy at 288 indicate students’ attainment is well below the international benchmark. There are no external Grade 12 curriculum-linked assessments for students.
- In lessons and their recent work students. Most KG children can consistently sound letters phonetically when learning new words. Their extended speaking skills are developing. In lessons and recent work, most students in the elementary, middle, and high phases, students demonstrate skills in reading, writing, speaking, and listening that are in line with curriculum standards. Most students in elementary build on their knowledge of correct spelling and basic grammar to produce accurate sentences and short paragraphs. Only a minority of students communicate these confidently and clearly in discussing their work and presenting to the class. Most students in the middle phase speak clearly and confidently in correct English. Their ability to research and write extended pieces of creative writing is less well-developed. Most students in high are able to comprehend and analyze text. Their understanding and analysis of different genres and communication media are developing. A few students can produce interesting extended pieces of writing which can hold the interest of readers. Students’ understanding and use of rubrics to evaluate their’ and their peers’ work is limited, particularly in the middle and high phases.
- The school does not have three years of internal attainment data.
- The school’s analysis of internal assessment data indicates that most students in all grades make better

than expected progress over time and from their starting point at the beginning of the academic year.

- In lessons, most students make expected progress in developing their English knowledge, understanding, and skills in the elementary, middle, and high phases. In KG, most students make expected progress in developing their phonics skills and learning English vocabulary to speak in simple, correct sentences.
- The school has not analyzed English assessment data to compare the progress of different groups of students. Overall, in lessons there are no noticeable differences between the amount of progress Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. In lessons, higher-attaining students do not always make enough progress from their starting points. Lower-attaining students do not fully accelerate their learning as they have limited opportunities to do so.

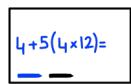
## **Next Steps:**

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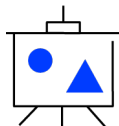
1. Raise attainment and improve all students' progress so that their literacy skills are at least good overall.
2. Improve student's ability to write extended pieces of grammatically correct creative writing in all grades.
3. In KG and elementary, improve all students' reading and reading comprehension skills so that their reading abilities are at least good for their age.
4. Ensure children in KG make at least good progress in phonics and early reading.

# 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:



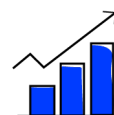
Number and quantity and their use



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 | Acceptable | Acceptable |

## Findings:

- The school did not provide attainment data for KG. The school's analysis of internal assessment data at the end of the academic year 2022/23 indicates that most students in the elementary phases are attaining above curriculum standards. In the middle and high phases, a large majority attain above curriculum standards. This high level of attainment does not align with the levels of knowledge and skills observed in lessons.
- The school has no external national or international assessments for KG Children and students are measured against the California state standards. The school has conducted NWEA MAP assessments for grades 3-9 (June 2023). The results for all grades indicate below international expectations. In the international assessment Trends in Mathematics and Science Studies (TIMSS 2019) students' attainment in Grade 4 was at the low international benchmark. In Grade 8 attainment was below the low international benchmark. The students participated in PISA examinations in 2022 for grades 9, 10, and 11 in mathematics. Results in mathematical literacy at 322 indicates students' attainment is below the international benchmark. There are no Grade 12 external curriculum-linked assessments for students.
- In lessons and children's and student's most recent work indicates that most children and students in all phases demonstrate mathematics knowledge, skills, and understanding of describing shapes, number placement, and numbers that are in line with curriculum standards. Their skills and the ability to reason are less developed across KG and the elementary phases. In the middle phase, most students can use common factors to simplify fractions and use algebraic expressions, whilst in the high phase, they can apply integration techniques in calculus. However, they are inconsistent in reasoning abstractly and quantitatively.
- The school did not present internal attainment data for the last three years.
- Across all phases, teachers assess students' individual starting points using diagnostic and baseline tests at the start of each academic year. End-of-unit tests aligned to California state standards are conducted. Results are compared with baselines to measure the amount of progress made. Analysis of the progress tracking data indicates that a large majority of students make better-than-expected progress over time or from their starting points across all phases.
- In lessons in all phases, most children and students make expected progress. In KG, children can see

patterns and connections and place numbers accurately. In the elementary and middle phases, students' progress in algebra, number quantity, and solving problems is appropriate. However, they are not secure with precision, and they cannot apply key mathematical concepts. In the high phase, most students progress adequately in algebraic functions and statistics.

- There is no analysis of data comparing different groups of students in the school. Overall, in lessons there are no noticeable differences between the amount of progress Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. In lessons, higher-attaining students do not always make enough progress from their starting points. Lower-attaining students do not fully accelerate their learning as they have limited opportunities to do so.

### **Next Steps:**

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1. Raise attainment and improve all students' progress so that their mathematical knowledge and skills are at least good overall.
2. Ensure that children in KG and students in elementary use appropriate resources in solving problems accurately.
3. Ensure that all students gain more confidence in applying their mathematical skills and can think critically to solve problems.

# 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 ↓ | Acceptable ↓ | Acceptable |

## Findings:

- The school did not provide attainment data for KG. The school's analysis of internal assessment data at the end of the 2022/23 academic year indicates that most students in the elementary phase are attaining above curriculum standards. In the middle phase, a large majority attain above curriculum standards, and in the secondary phase, a majority attain above curriculum standards. This high level of attainment does not align with the levels of knowledge and skills observed in lessons.
- The school has no external national or international assessments for KG Children and students are measured against the Next Generation Science Standards (NGSS) curriculum. The school has conducted NWEA MAP assessments for grades 3-9 in June 2023). The results for all grades indicate below international expectations. In the international assessment Trends in Mathematics and Science Studies (TIMSS 2019) students' attainment in Grade 4 was benchmarked at below the low international benchmark. In Grade 8, attainment was also below the low international benchmark. The students participated in PISA examinations in 2022 for grades 9, 10, and 11 in science. Results in science literacy at 323 indicates students' attainment is well below the international benchmark. There are no external Grade 12 curriculum-linked assessments for students.
- In lessons and most recent work, this indicates that most children and students in all phases demonstrate scientific knowledge, skills, and understanding of physical, life, earth, and space sciences that are in line with curriculum standards. Scientific thinking, inquiry, and investigative skills are less well developed across KG and the elementary phase. In the middle phase, most students can draw conclusions and communicate ideas. In the high phase, a minority of students use critical thinking and problem-solving skills well. The application of science to technology, the environment, and society and innovative skills are not consistently applied across the school.
- The school did not present internal attainment data for the last three years.
- Across all phases, teachers assess students' individual starting points using diagnostic and baseline tests at the start of each academic year. End-of-unit tests aligned to (NGSS) curriculum are conducted. Results are compared with baselines to measure the amount of progress. Analysis of the progress tracking data

indicates that a large majority of students make better-than-expected progress over time or from their starting points. In the high phase, only the majority make better than expected progress.

- In lessons in all phases, most children and students make expected progress. In KG children can observe and describe what they are seeing. In the elementary and middle phases, students make progress in the scientific method, such as basic practical skills of measuring and recording. However, they are not secure in analyzing or drawing conclusions. In the high phase, most students progress in hypothesizing and evaluating data.
- There is no analysis of data comparing different groups of students in the school. Overall, there are no noticeable differences between the amount of progress Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. In lessons, higher-attaining students do not always make enough progress from their starting points. Lower-attaining students do not fully accelerate their learning as they have limited opportunities to do so.

## **Next Steps:**

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1. Raise attainment and improve all students' progress so that their scientific knowledge and skills are at least good overall.
2. Enhance all students' understanding of scientific methods so they can hypothesize, investigate, analyze results and draw conclusions.
3. Ensure students in all phases are able to carry out practical experimental tasks safely and collaboratively in a laboratory setting.
4. Ensure a deeper understanding of basic scientific principles in earth sciences, in the elementary phase using hands-on resources such as rocks, minerals, and fossil specimens.

## Learning Skills

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

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

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

### Findings:

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- Children and students engage adequately in learning and can work for short periods without direction from their teachers. When given opportunities they can discuss their work and what they have learned. Self-reflection and peer evaluation are not key features of their learning. As a result, most students only have a general idea of how to improve their work.
- Students interact adequately with their teachers and peers. They can work collaboratively in groups and adequately communicate their learning when given the opportunity to present their work in class.
- Students make connections between areas of learning, particularly between Islamic education and Arabic. Most students can make connections between their learning and their daily lives and experiences, but these are often directed by their teachers rather than being suggested by students.
- Students occasionally use learning technology and engage in research, particularly in the high phase. Students' innovation, enterprise, critical thinking, and independent inquiry skills are underdeveloped. Occasionally, children in KG are given opportunities to develop their creativity and basic inquiry skills by finding things out through play-based learning.

### Next Steps:

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1. Improve all students' communication and presentation skills in all subjects with more regular opportunities for researching and presenting findings from activities and projects within lessons.
2. Encourage students to review and reflect on their learning and make improvements based on evaluation by their peers.
3. Enhance students' critical thinking, problem-solving, and innovation skills across the school by regularly researching solutions to real-life problems.

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

## Personal Development

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

### Findings:

- Children and students have responsible attitudes in their classes and across the school. In KG, children respond promptly to staff instructions and feedback. Students in elementary phase are developing self-reliance when given the opportunity and respond well to lesson activities. However, there is much reliance on direction and support from teachers. Students appreciate teacher feedback, knowing that it helps to improve their learning.
- Students’ behavior is positive, and they are courteous to adults and other students. They are clear about the new school behavior code of conduct, resulting in very few and only low-level incidents of bullying. In KG and some of the primary boy’s lessons children and students occasionally need reinforcement from the teachers.
- Relationships between children and students with each other and their teachers are respectful and courteous. In lessons, children and students cooperate well with others, including those with additional learning needs.
- Children and students have a sound understanding of the importance of staying fit and eating healthily, but they make inconsistent choices about their own health and safety. Most of the boys and most of the girls participate with enthusiasm in PE lessons. Those bringing food for lunch often bring unhealthy items.
- The school reports attendance at 98% with students generally arriving punctually for school and lessons throughout the day. A few students across the grades consistently arrive late for assembly.

### Next Steps:

1. Embed the principle of healthy eating into the curriculum so students can make healthy eating food decisions.
2. Improve the student’s understanding of the importance of arriving to school on time and the impact of lateness on their learning and progress.
3. Improve students’ independent learning and self-reliance in elementary, so that they are less reliant on teacher direction to complete lesson tasks and activities.

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

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

## Findings:

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- Children and students across the school demonstrate a clear appreciation and understanding of Islamic values and practices, and how these values are integrated into UAE society. This is evident in their enthusiastic celebration of all the Islamic events, such as Ramadan and the Prophet’s (PBUH) birthday.
- Children and students across the school demonstrate respect and appreciation for Emirati culture and heritage. Children and students participate in a range of cultural activities, including national celebrations, Flag Day, and National Day. Students play an active part and have prominent roles in these celebrations. Children and students understand the value of Emirati heritage and culture, which is evident in students’ work and displays around the school.
- Children and students across the school demonstrate a clear understanding and appreciation for their own culture, but only a limited understanding and knowledge of other world cultures. They participate in celebrating the cultural diversity in their school during International Day.

## Next Steps:

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1. Deepen all students’ awareness, appreciation, and understanding of how Islamic values can be integrated into their daily lives.
2. Enhance the students’ awareness, appreciation, and understanding of UAE history and culture and how it has informed the current UAE society.
3. Promote student-led cultural initiatives where they can actively participate in sharing and learning about different cultures within the school and the world.

## Social responsibility and innovation skills

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

### Findings:

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- Children and students contribute to the life of the school through planned responsibilities and some volunteer activities. There is a school council whose members enjoy developing their individual responsibilities, for example in leadership roles within the council. Apart from grade 12 being appointed as behavioral supervisors, there are few other ways in which students can contribute and, therefore, these attributes are underdeveloped.
- Children and students have positive attitudes to learning in lessons, but they rarely take the initiative or come up with original, creative ideas. They rely too much on adults to help them. Children in KG enjoy participating in the project-based learning lessons. However, students in the elementary and middle phases are not confident in suggesting ideas and making decisions. Students' innovation, enterprise, and entrepreneurial skills across all phases are inconsistent.
- Students understand the importance of environmental sustainability. They take care of their school environment and a few take part in schemes such as the annual desert cleanup. Students demonstrate an appropriate level of care for the immediate environment, for example when using the recycle bins in the playgrounds.

### Next Steps:

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1. Improve students' innovation, enterprise, and entrepreneurial skills in all phases.
2. Increase students' participation in the life of the school as leaders and caring, responsible, and environmentally aware members of the local community.
3. Provide more opportunities for students to contribute to the life of the school and wider community.

## PS3: Teaching and Assessment

### Teaching for effective learning

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

#### Findings:

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- Most teachers demonstrate adequate subject knowledge and understand how their students learn their subjects, providing appropriate examples and different relevant concepts.
- Lessons are planned and follow a consistent approach, aligned with curriculum standards, with teachers sharing the learning objective with students. In a minority of lessons, teachers do not use time and resources effectively and do not provide appropriate support and challenge. In all lessons, worksheets and textbooks are the main learning resources. In more effective lessons in the high phase, teachers create interesting lessons that engage students, develop problem-solving skills, and allow them to collaborate with others. In KG and elementary, the classroom environments are conducive to learning. Teachers plan lessons that meet the needs of a large majority of students, including students with additional learning needs and students of determination, but do not plan effectively to provide appropriate support or challenges for lower and higher-attaining students and gifted and talented students.
- Teachers interact with students to ensure that they are engaged in lessons. However, teachers spend too much time talking. Questioning is used to check student learning and provides opportunities to challenge thinking and engage students in discussion. Opportunities for discussion are variable across the school, and less consistent in KG.
- Teachers employ basic strategies to meet the diverse needs of all students, setting adequate expectations. Teachers across all subjects provide general challenges and support to help students meet expectations. This is insufficiently personalized for individual students across all subjects.
- Opportunities for students to be independent and think for themselves are limited, especially in the elementary and middle phases. Too often the teacher directs the learning. Critical thinking and innovation skills are not a regular feature in most lessons across the school.

#### Next Steps:

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1. Improve the quality of teaching in KG so that children make at least good progress in all areas of learning.
2. Improve the quality of teaching so that students make at least good progress in all subjects.
3. Strengthen teachers' skills in, and use of, higher-order questioning to deepen students' understanding, especially in the elementary and middle phases.
4. Improve lesson planning in all phases to differentiate learning and ensure that students with additional needs are appropriately supported and challenged.
5. Ensure that teachers in all phases use a wider range of subject-specific resources, beyond the textbook to meet children's and student's needs.

## Assessment

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

### Findings:

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- Internal assessment processes are in general alignment with the school's curriculum standards in all cycles. They provide measures of students' academic achievement and progress across all core curriculum subjects.
- NWEA MAP standardized assessments are undertaken in English, mathematics and science for grades 3-9. In the MoE section, students sit the MoE exams in Grade 12. There are no standardized assessments in Arabic. The school has benchmarked student's attainment in TIMSS and PISA international assessments. The school did not meet the targets set for PISA and results are well below international standards.
- The school conducts an analysis of assessment data, with some attempts to ensure accuracy and comprehensiveness in evaluating students' attainment and progress. There is a superficial analysis of individual student performance and identification of strengths and areas for improvement conducted by individual teachers. The school does not track the progress of different groups of students.
- Teachers make occasional attempts to use assessment information to inform teaching strategies to meet the learning needs of all students. In the better lessons, teachers identify areas where students need additional support or challenge, including students with additional learning needs and students of determination, making occasional adjustments to planned teaching. However, this is inconsistent.
- Teachers have a reasonable understanding of students' strengths and weaknesses. There is a lack of personalized support to address individual students' needs across the school. Teachers generally offer verbal feedback to students. Written feedback is not always constructive and does not identify what is needed to improve work. Students in KG and elementary phases are occasionally encouraged to participate in assessing their learning and that of their peers.

### Next Steps:

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1. Improve assessment processes so that data is at least of good quality and is accurate and effectively analyzed.
2. Ensure that teachers use data to inform lesson planning and differentiate learning to meet the needs of all groups of students.
3. Track the progress of different groups of students in all subjects across the phases.
4. Provide students in all phases with clear and consistent feedback so that they know what their strengths are, and what they need to do to get better. Ensure students have a greater involvement in assessing their work and that of their peers.

## PS4: Curriculum

### Curriculum design and implementation

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

#### Findings:

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- The curriculum is designed with a clear rationale and is aligned to California state standards for English and mathematics, Next Generation Science Standards (NGSS) in science, and the Ministry for Education (MoE) requirements in Arabic, Islamic and social studies. The curriculum includes other subjects such as art, robotics, world history, and physical education enriching the core curriculum. In KG, there is more balance between developing knowledge and skills but in the other phases, there is more focus on knowledge development.
- Curriculum progression is based on prescribed textbooks, and planning is aligned in subjects, to ensure that course content is delivered each term and meets the needs of a large majority of children and students. However, it is not based on all student's existing knowledge or starting points, except in KG. As a result, some gaps in student learning are not adequately addressed, and not all students are adequately prepared for the next stage in their learning.
- In the middle and high phases, students have a limited choice of curricular options, to enable them to pursue their interests and aspirations in preparing them for the next steps in their education or potential career.
- Cross-curricular links are planned in a majority of lessons and prompt students to remember other experiences within their general knowledge, including making links when doing projects in robotics and making links in Islamic education and social studies. Teachers do not consistently make the best use of these links to deepen learning and these links are sometimes unrelated to the lesson topic.
- The school has conducted a review of the curriculum, carried out by heads of subject departments and senior leaders to ensure that the taught curriculum is aligned with curriculum standards and requirements. However, there is a reliance on the prescribed textbook for sequencing work and content, rather than enhancing the taught curriculum to meet the needs of different groups of students.

#### Next Steps:

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1. Broaden students' curricular options including elective subjects in the middle and high phases, to enable them to pursue their interests and aspirations in preparing them for the next steps in their education or potential career.
2. Strengthen cross-curricular links ensuring there are meaningful and purposeful links between different subjects.
3. Further review the taught curriculum to identify gaps in children's and students' knowledge and skills and ensure that the taught curriculum meets the needs of all groups of students.

# Curriculum adaptation

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

## Findings:

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- The school adequately makes modifications to the curriculum to meet the needs of most students. However, the school can further enhance and modify the curriculum to ensure it meets the needs of all groups of students and provides appropriate support and challenges to students with additional learning needs, including students of determination, lower and higher attaining, and gifted and talented children and students. The challenge for these students is most evident in the high phase, where students in mathematics and Islamic education are provided with opportunities to develop their critical thinking skills and to engage in productive, collaborative activities.
- The curriculum is unimaginative and textbook-driven. There are too few planned opportunities for innovation, enterprise, and creativity. A few students benefit from a robotics club and project work in science. The school offers a limited range of extracurricular activities which include science club, inter-school sports, reading challenges in Arabic, and Quran recitation. These have little impact on students' academic and personal development. There are few planned initiatives to develop students' links with the community.
- Links with UAE heritage and culture are integrated in almost all lesson plans, and key features of Emirati and UAE culture, heritage, and society are promoted well, particularly in the subjects taught in Arabic. These elements include references to proverbs, the life and works of prominent individuals, and current environmental concerns. UAE values are regularly placed at the forefront of school assemblies.

## Next Steps:

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1. Enhance the curriculum across all subjects and phases to support all students' needs more effectively, ensuring more appropriate modifications for students with additional learning needs.
2. Modify the curriculum to include learning opportunities that promote creativity, curiosity, and critical thinking.
3. Broaden the range of extracurricular activities with a strong focus on enterprise, and community engagement.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has effective procedures for the safeguarding of students including child protection. Child protection and safeguarding arrangements are stated in a written policy that is shared with staff, parents, and students at the beginning of the academic year. All staff know the procedures to follow if an issue of child protection occurs. Students feel safe and are confident to report concerns to an adult in school. The school effectively ensures that all students are protected from all forms of bullying, including online. Parents have attended workshops on how to deal with cyberbullying. Incident reports are filed with the social worker and kept securely. There are procedures for dealing with bullying incidents and parents are informed of these by letter and asked to attend a meeting so that the school can remind them of the policy and any implications. Anti-bullying posters are in corridors, and assemblies regularly refer to them.
- The school provides a safe, secure, and hygienic environment, ensuring all members of the school community feel cared for and are safe. The health and safety committee meets regularly to review procedures and deal with any health, safety, and student welfare issues that have been raised by staff, students, or parents. All issues and subsequent actions are accurately recorded on paper and kept and checked by the Health and Safety Officer. Children and students are well supervised in school, with each class having a dedicated homeroom teacher as the first point of contact should students have any issues. The school has four buses for children and students to pick up and drop off. During the school inspection, the buses were not running because of rain. Staff take steps to ensure students' safety and risk assessments are carefully completed and assessed for all activities including trips and outings. The school meets all legal requirements and conducts regular emergency fire evacuation drills, ensuring full compliance with the Civil Defense regulatory requirements. Records of fire drills are kept. The last time school was evacuated for a fire drill, the time was 3mins. During the inspection, on two occasions, the fire alarm was triggered, and on both occasions, the school maintained close contact with the fire department to ensure the safety of the children and students, including all staff, was a number one priority. However, the process used to deal with such incidents can be enhanced.
- The school contracts external organizations to manage various health and safety functions including the CCTV, 24-hour site security, fire equipment, and the daily cleaning of the school. A maintenance checklist for the premises and buildings is completed at the end of every month using the ADEK checklist. Records of health and safety procedures and maintenance records are kept in a file. There are parts of the school site which require repairing. Shock-absorbent matting covers the outdoor play area for KG. The school has a well-equipped medical clinic staffed by a nurse. The license for the nurse and the clinic permits license is valid until October 2024. Medicines are locked in a secure cupboard within the clinic and the nurse administers essential medication if required. Medical records are accurate and well-maintained. There is a medical waste bin as well as a general waste bin. A record is kept of the removal of this waste from the school by a medical waste management company.

- The school generally provides a safe physical environment for all members of the school community, including those in KG. Where there are stairs, there are ramps, but limited parts of the school are currently not accessible to those with mobility or physical disabilities, as the school plans to install an elevator in the near future.
- The school has a small canteen which currently only sells water, but there are plans to serve a small range of healthy food and drinks to all members of the school. The importance of healthy eating is referred to; there are posters around the school showing examples of healthy and unhealthy food, encouraging students to opt for healthy choices. The policy needs to be more consistently adhered to, as not all students bring healthy snacks to school. The nurse regularly checks the BMI of students and highlights students who are at risk because of being overweight or obese. The importance of exercise and fitness is promoted by the PE department, and during assemblies, but extra-curricular activities do not provide many opportunities for students to do this. Measures are taken to protect from the sun including appropriate shading in some of the outdoor spaces. There is readily available access to fresh drinking water, although students pay a small amount for this.

### **Next Steps:**

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1. Ensure that all outside spaces are properly maintained and that all exposed metal posts are covered with appropriate padding.
2. Promote safe and healthy lifestyles more effectively across the school, including the addition of more sporting opportunities in extracurricular provisions.
3. Provide regular training for all staff related to their roles as part of effective procedures for emergency fire evacuation drills.

## Care and support

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

### Findings:

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- Teachers and adults have established positive relationships with students at the school whom they know well. There is a climate of respect between children, students, and adults. Expectations for all students' good conduct and behavior are successful and understood. There is an effective new behavioral reward system in place supervised by Grade 12 students during break and assembly times and by teachers during lessons. Systems for managing instances of misbehavior are in place and shared with parents.
- The school has established protocols for recording and monitoring student attendance and punctuality. The follow-up of unauthorized absences and lateness is effective. Parents are invited into school to discuss reasons why their child is not punctual and are reminded of the importance of attendance and punctuality.
- The school has appropriate processes for identifying students with additional learning needs, including students of determination. Class teachers make recommendations to the inclusion team to initiate parental involvement and student evaluation. All identified students have individual education plans (IEPs) which are monitored weekly by the SEN coordinator. The school has not identified any gifted and talented students for this academic year.
- Students with additional learning needs, including students of determination, are appropriately supported in lessons. This support is individualized and provided by the SEN coordinator and teaching assistants. Students attend intervention sessions. The progress of students with additional learning needs is tracked by the SEN coordinator who also feeds back to parents and reviews next step plans. However, teachers do not routinely refer to the IEP when preparing and delivering lessons.
- The care and guidance provided by the school to support the well-being and personal development of all children and students is routinely monitored. Most groups of children and students are sufficiently supported, although those who have gifts or talents are less so. Information about the personal development of students is effective but is not monitored systematically. Careers guidance is offered to students, with the social worker running workshops for students in grades 10, 11, and 12 regarding application to university courses. Grade 12 students last year visited Abu Dhabi University to discuss available courses and entrance requirements with their admissions department.

### Next Steps:

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1. Strengthen the procedures for identifying, supporting, and monitoring the progress of all groups of students, particularly those with additional learning needs.
2. Provide professional development for teachers in all phases in the best practices for inclusive education and equip them with effective strategies to use in lessons.
3. Monitor all students' personal progress and give middle and high-phase students more formalized career guidance to prepare them more thoroughly for their next steps after school.

## PS6: Leadership and Management

### The effectiveness of leadership

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

#### Findings:

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- The senior leadership team, comprised of the principal, Head of Administration, and Head of KG to Grade 4, demonstrates a commitment to the UAE's national priorities and inclusion. They have developed a positive learning environment at the school which is inclusive of students of different abilities and the small number of students who are not Emirati. This is the first year this leadership team has been in place, and they have yet to have an impact in significantly raising academic standards at the school. The principal shares a clear direction with staff and students to improve academic standards at the school and emphasizes the importance of tolerance, promoting UAE identity, and helping students become environmentally aware young citizens.
- The senior leadership is supported by five subject heads of department, all of whom demonstrate basic knowledge of the curriculum, teaching, and assessment. Their expertise in planning and delivering stimulating, challenging curriculum content and understanding of best practices in teaching and assessment is variable.
- Professional and friendly relationships and effective communication channels exist throughout the school. The principal adequately delegates leadership responsibilities, ensuring students generally receive the appropriate care, guidance, and support. Leaders are generally aware of their roles and responsibilities but are yet to be formally held to account for outcomes. Morale at the school is generally positive.
- The principal and school leaders are aware of the school's improvement priorities, particularly in improving classroom teaching to match best practices at the school and preparing students for the next stage of their education. The senior leadership team acknowledges the importance of enhancing the skills of middle leaders, particularly in accurately evaluating teaching quality and monitoring students' attainment and progress in classrooms. The impact of these efforts remains inconsistent but overall, they show sufficient capacity to improve the school further.
- Accountability for student standards is collectively shared among subject staff and the section heads but their impact on improving the quality and impact of teaching and improving learning in the classroom is limited. They ensure that the school is compliant with statutory requirements.

#### Next Steps:

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1. Ensure all leaders are trained in more impactful practices in teaching and assessment and focus on improving students' achievements.
2. Hold all teachers and middle leaders accountable for students' good academic achievements.
3. Improve assessment processes so that there is reliable and accurate assessment data that measures students' attainment and progress.

4. Ensure that the school's plans for inclusion are fully implemented and align with best practices, including all expectations of the ADEK's inclusion policy.

# School self-evaluation and improvement planning

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

## Findings:

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- The designated school leaders are closely involved in the self-evaluation process (SEF). They also seek input from teachers, parents, and, to a lesser extent, students. Input from individual teachers is minimal with the majority of students new to the school this academic year. The SEF relies solely on internal and external data, with judgments that do not accurately represent students' actual achievement in achieving the curriculum standards. The current senior leadership team generally knows the strengths of the school, particularly in terms of students' personal development and how this has improved over the current academic year. They are fully aware of the areas for development, particularly in improving most aspects of classroom teaching.
- The monitoring of teaching and learning is regular and conducted mainly by the principal, with visits to classrooms undertaken on a daily basis. Relevant feedback is focused on student learning and ensuring that students of all abilities are catered for. However, few teachers have responded sufficiently to this feedback to provide more student-centered activities that fully engage all students in activities that are challenging and exceed curriculum expectations.
- The school's development plan is based on the previous inspection report and closely follows the ADEK template. However, it urgently needs updating to provide current, relevant, and SMART targets for school improvement with a robust linkage to students' academic outcomes.

## Next Steps:

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1. Improve the quality of self-evaluation processes so that they are at least good and are based on accurate internal and external assessment data.
2. Ensure the monitoring of teaching has a clear focus on evaluating students' progress in lessons.
3. Improve the quality of improvement planning processes ensuring that there are measurable targets and goals that are regularly reviewed.

## Parents and the community

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| Performance Indicator     | Quality judgement |
|---------------------------|-------------------|
| Parents and the community | Acceptable ↓      |

### Findings:

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- The school has a functioning Parents' Council which meets every month to provide advice to the school. Activities to explicitly support students' learning and personal development are limited. Parents feel the school is very effective in ensuring their children are safe and well looked after at the school.
- Parents believe that communication channels are effective and much improved this academic year. The school uses a range of communication channels to see parents' views and keep them informed. Students bring their copy books home for parents to view, comment, and sign. Parents with children with additional learning needs engage well with the school to ensure their particular needs are met. Parents were effectively briefed at the beginning of the academic year on the curriculum and how it would be assessed. Parents are appreciative of the open access to the principal and teachers should they have concerns about the children's academic progress or personal development.
- The school shares a student progress report with parents every half-term. The reports provide information about their child's academic progress and personal development. The school's rewards system, including the 'Star of the Week' award, has been well received and appreciated by parents. However, reporting on students' next steps in their learning is limited as is any information as to whether students are meeting international standards.
- Parents contribute occasionally to events highlighting UAE culture and heritage and are involved in helping with trips to cultural sites in the area. The school is involved in a number of external competitions and links with other schools including football and reading of the holy Qur'an. There are no international links or partnerships.

### Next Steps:

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1. Provide opportunities for parents to contribute to the school's work in a range of activities that support all children's and students' development.
2. Provide parents with more detailed information in written reports on their child's next steps in their learning.
3. Explore more opportunities to establish meaningful links, locally, nationally and internationally.

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

### Findings:

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- The Board of Governors has a wide representation from the local community, including from the police, medical, and legal professions. The school's owner is the chairman of the Board. A representative of the Parents Council is also a member. Student views are not formally sought by the Board but are communicated informally by the parents' representative. The chairman makes weekly visits to the school to address any concerns and suggestions, but the wider Board members only have limited knowledge about the school and its barely adequate learning environment.
- All matters related to the planning and delivery of the curriculum are left to the principal and school leaders. The governors generally monitor school performance and hold the SLT accountable for the quality of the school performance but have yet to set explicit, quantifiable performance indicators for the school and its leaders, particularly for the standards reached by students and their personal and social development.
- The Board has some influence and impact on the overall performance of the school. The chairman is aware of the need to ensure the school premises and subject resources are of good quality and that they support effective teaching. The Board ensures regulatory requirements are met.

### Next Steps:

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1. Prioritize the maintenance and repair of outdoor spaces in improving the school.
2. Set explicit, quantifiable performance indicators to evaluate the performance of the school aimed at improving students' academic outcomes.
3. Ensure the Board of Governors addresses any shortfalls in subject resources.

## Management, staffing, facilities and resources

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

### Findings:

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- The day-to-day management of the school is adequate and ensures a safe and secure environment for students. School operations are organized and promote an inclusive environment. However, the school arrangements where teachers move to classes mean classroom resources are limited by what teachers can carry, and lessons often do not start on time. Routines and procedures, including students' arrival and dismissal times, are effective.
- Staff are suitably qualified and approved by both the relevant UAE authorities. The principal delivers staff development to enhance the quality of teaching, but this has yet to have a significant effect on student learning in lessons. The school has a social worker and two teachers to support students of determination. They oversee the process of identifying and supporting students with additional needs. The arrangements for the monitoring of individual student's academic and personal development are limited, with no homeroom teachers in place and too many students for the social worker to manage effectively.
- The school premises are adequate, with specialized facilities in place for science, computer studies, art, and physical education. Outdoor facilities are extensive and include two large areas for sporting activities and a KG play area with suitable large outside equipment. However, both indoor and outdoor sports facilities are in need of repair and maintenance. . The classrooms for students with additional learning needs, including students of determination, are limited and not yet well equipped with suitable resources. Classrooms are of a suitable size but are invariably dull with few displays and student work. The school has ramps on the ground floor to provide accessibility and accommodate those with mobility challenges. There are no elevators in all the buildings.
- The school's subject resources are limited. Classrooms do not provide a stimulating environment for students, particularly the higher-attaining students with little to promote learning in a subject-specific environment. Every classroom has a Smartboard, which teachers use in their teaching but mainly just for showing videos, pictures, or presentation slides with little interaction with and between students.

### Next Steps:

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1. Ensure all sports facilities are maintained to a high standard.
2. Revise the current arrangements for the transitioning of teachers between classrooms to prevent loss of learning time.
3. Update the learning environment to provide inspiring, engaging and stimulating learning spaces for all students.
4. Provide a wider range of relevant, subject-specific resources, including learning technologies to support the students' learning.

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