



Irtiqa'a School Inspection

AY 2024/25

Asian International Private School -
Madinat Zayed

Rating: Good

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School Information

General Information		
	Name	Asian International Private School - Madinat Zayed
	Esis Number	9175
	Location	16, Al Ta'atuf St, Zayed City, Al Dhafra Region, 10001
	Website	http://www.asianintlschool.com
	Telephone	028847470
	Principal	SALMA FAHIM W O MIRZA FAHIM BAIG
	Inspection Dates	04 to 07 Nov 2024
	Curriculum	Indian

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1345
Number of Emirati students	13
Number of students of determination	0
Largest nationality group of students	India - Pakistan - Sudan

Information On Teachers

Number of teachers	75
Nationalities	India - Sudan - Pakistan
Number of teaching assistants	3

Changes since the previous inspection

Since the previous inspection, the school's overall performance judgment has improved from acceptable to good, highlighting improvements in the quality of core areas.

Overall, students' achievement in Arabic-medium subjects has improved, with notable progress evident in some phases and no regression observed.

In Arabic-medium subjects, Phase 1 students' achievement was not previously reported but is now evaluated as follows: Arabic as a first language, Islamic Education, and social studies are rated good, while students' attainment in Arabic as a second language is rated acceptable, with progress rated as good.

Students' attainment in Arabic as a first language has increased across phases, with Phase 2 improving from acceptable to good and Phase 3 progressing from good to very good. Progress in Phase 2 has improved from good to very good, while Phase 3 remains at good. Phase 4, now evaluated for the first time, shows very good attainment and good progress. In Arabic as a second language, students' achievement has improved significantly across Phases 2, 3, and 4 moving from acceptable to good, driven by strong performance in internal assessments. Students' attainment in Islamic Education varies across phases, with Phases 2 and 4 improving from acceptable to good, while Phase 3 remains unchanged at good. Students' progress in Phases 2 and 4 has increased from good to very good, with Phase 3 maintaining a good level. In Social Studies, students' achievement in Phase 4 has improved from good to very good, attributed to students' strong performance in internal assessments, lessons, and recent work. Attainment in Phase 2 has risen from acceptable to good, while Phase 3 has improved from good to very good. Progress in Phase 2 has advanced from good to very good, with Phase 3 progress remaining

consistent at good.

Students' achievement in English-medium subjects has shown an overall improvement, with some phases maintaining their previous levels and no regression being observed, attributed to better teaching strategies and students effectively applying their knowledge during lessons. Students' achievement in English has improved across all phases, moving from acceptable to good, largely due to stronger performance in internal assessments and, in some cases, external assessments. Science has followed a similar pattern, with students' achievement in Phases 1, 2, and 3 improving from acceptable to good, and Phase 4 progressing from good to very good. This improvement in Phase 4 is attributed to students demonstrating stronger performance in lessons, recent work, and assessments. Students' achievement in math varies across phases. Phase 1 has improved from acceptable to good, while Phases 3 and 4 have remained consistent at acceptable. In Phase 2, students' attainment remains acceptable, but progress has improved from acceptable to good.

As a result of improved students' progress, students' learning skills have now improved from acceptable to good across all phases. Students demonstrate positive attitudes toward learning; collaboration and communication are generally productive, though opportunities for speaking, inquiry, and access to diverse resources remain limited.

Performance Standard 2 (PS2), which pertains to students' personal and social development, understanding of Islamic values as well as innovation skills, was not evaluated during the previous inspection. These areas are now evaluated, with personal development and understanding of Islamic values, Emirati and global cultures both rated as good. However, social responsibility and innovation skills is rated as acceptable.

Teaching has shown a consistent improvement, moving from acceptable to good across all phases, while assessment has remained acceptable throughout. Most teachers display a strong understanding of their subject matter and understand how students learn. They provide activities that are relevant to students' learning, which fosters student engagement and builds on prior knowledge. The assessment processes generally align with curriculum standards and are supported by external benchmarking. However, inconsistencies in reliability, analysis, and personalized support limit the effectiveness of addressing individual learning needs.

Performance Standard 4 (PS4) which pertains to curriculum design and curriculum adaptation was not included in the previous inspection process, but both elements are now evaluated as acceptable across all phases. The school offers a balanced and engaging curriculum with community involvement opportunities but faces challenges in systematic progression, differentiation strategies, and enterprise skill development, affecting the progress of high and low achievers.

Health and safety, including arrangements for child protection remains at good, while care and support for students, have regressed from good to acceptable. This regression is due to the fact that while the new school campus is well-maintained, there is limited accessibility for staff and students with mobility challenges. Additionally, the school has not sufficiently identified students of determination or implemented adequate support for those with additional learning needs.

The effectiveness of leadership and self-evaluation and improvement planning both elements have improved from acceptable to good, driven by the leadership team's clear understanding of the school's needs and priorities. Senior leaders maintain a strong focus on enhancing student outcomes, supported by a development plan aligned with the UAE national agenda priorities. However, partnerships with parents, governance, and management remain at an acceptable level. The school promotes parental engagement and maintains a supportive management committee, fostering collaboration and oversight. While daily operations run smoothly with adequate staffing, facilities, and resources, there are gaps in strategic areas such as involving parents in school improvement, appraising the principal's performance, and strengthening support for students with additional needs. The learning environment is affected by classroom noise, underutilized spaces, and limited play-based learning in KG, with further potential to enhance the use of technology and learning materials to support student outcomes.

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

The school benchmarks students' performance by participating in the Trends in International Mathematics and Science Study (TIMSS), Program for International Student Assessment (PISA), and Progress in International Reading Literacy Study (PIRLS). It has participated in PIRLS 2021, PISA 2022, and TIMSS 2019 and 2023, with results for the most recent assessments still pending. The school has set specific performance targets for PISA, successfully achieving its targets in science and English, although performance in both subjects remains below average. However, the school did not meet its target in mathematics, highlighting a key area for improvement.

The school understands international benchmarks and regularly promotes the importance of doing well in these assessments with parents and students. The school leadership takes a proactive approach by providing in-house teacher training focused on enhancing critical thinking and problem-solving skills in English-medium subjects. This training equips teachers with the skills to design and deliver problem-solving questions that mirror the format, language, and cognitive demands of benchmark assessments. As a result, students are better prepared to approach these assessments with confidence and familiarity, ultimately supporting improved performance outcomes.

Performance in standardized and international assessments

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

Standardized Assessments

- Students in grades 3 to 9 participated in the Ei Asset standardized assessments for mathematics, science and English.
- In the AY2023/24, student attainment in EI Asset in mathematics indicates that less than three-quarters of students attain levels that are in line with international benchmarks across Grades 4 and 9. With regards to progress, only a majority make the expected progress.
- In AY2023/24, student attainment in the EI Asset for English shows that a large majority of Grade 4 students attain levels above international standards, while less than three-quarters of students in Grades 5 to 9 attain in line with curriculum standards. Progress follows a similar trend, with the large majority of Grade 4 students making better-than-expected progress, whereas only a majority of students in Grades 5 to 9 achieve the expected level of progress.
- In AY2023/24, student attainment in the EI Asset for science indicates that most Grade 4 students attain levels above international standards. However, less than three-quarters of students in Grades 5 to 8, and only a few in Grade 9, attain in line with curriculum expectations. In terms of progress, most students in Grade 4 and a large majority in Grade 6 make better-than-expected progress, while only a majority of students in Grades 5, 7, 8, and 9 meet the expected progress.
- In Phase 4, students in Grades 10 and 12 undertake CBSE assessments. For AY2023/24, the CBSE English assessment results indicate very good attainment in Grade 10 and outstanding attainment in Grade 12. In mathematics, attainment is weak for both Grades 10 and 12. Science attainment is weak in Grade 10, acceptable in Grade 12 physics and chemistry, and outstanding in Grade 12 biology.
- In Arabic medium subjects, students' performance is benchmarked against the MOE assessment in grade 12. In the AY2023/24, attainment on the MOE assessment was outstanding in Arabic and Islamic Education.

International Assessments: TIMSS, PISA, PIRLS

- The most recent TIMSS (2019) international assessment results indicate that Grade 4 students' attainment in science is below the low international benchmark, with a score of 394.8, while mathematics attainment is at

the low benchmark, scoring 417.82. In Grade 8, student attainment for both science and mathematics is at the low international benchmark, with scores of 457.44 and 472.7, respectively.

- In 2022, 15-year-old students participated in the PISA international assessments. In mathematical literacy, the school did not meet its target of 414.6, achieving an actual result of 408.6, which is below international averages. In reading literacy, the target of 378.9 was exceeded with an actual result of 403.6, though this remains below international averages. Scientific literacy recorded the highest result at 424.4, surpassing the school's target of 414.8, but still falling below the international average.
- In PIRLS 2021, Grade 4 students achieved results within the intermediate international benchmark.

Reading

The school demonstrates a strong commitment to improving reading proficiency, supported by structured access to a well-stocked library containing approximately 6,000 books in both English and Arabic. The library provides a stimulating environment where students from Grades 1 to 12 engage in weekly reading sessions. During these sessions, students read independently or in pairs under the supervision of teachers or the librarian, fostering reading fluency, comprehension, and a love for reading. Students maintain reading diaries to document their progress and reflect on their engagement with various texts. Access to a digital library further enhances reading opportunities, allowing students to select books of their choice and read at their own pace. However, while the school tracks overall Lexile levels in English, there is limited identification and targeted support for reading skills across other subjects. This presents a missed opportunity to reinforce essential comprehension and critical thinking skills in a cross-curricular context.

The use of phonics instruction is well-structured in Phase 1, where the 'Jolly Phonics' program is implemented to develop early literacy skills. However, the systematic phonics approach is not extended to Grades 1 and 2, limiting continuity in phonics development. Additionally, the application of phonics and the use of context clues to enhance understanding in Arabic and English from Grades 2 to 12 is not evident. This lack of a cohesive reading strategy across all phases hinders the accelerated development of reading proficiency. Guided reading is incorporated across all phases, providing opportunities for differentiated instruction that addresses students' individual needs. However, the school's Lexile level assessments are applied inconsistently, and comprehension strategies taught in English lessons are not reinforced across other subjects. Reading corners are available in the school corridors, offering students access to additional books. However, the range, quality, and quantity of these books are insufficient to support a diverse reading experience. Moreover, the absence of comfortable, inviting reading areas in these corners limits student engagement with these resources. Reading comprehension is embedded within the curriculum, with teachers explicitly developing this skill during lessons and assessing students based on curriculum standards. However, comprehension skills in Arabic are less developed.

The school actively promotes a love of reading through various initiatives and student participation in reading competitions. These activities create a culture of reading enjoyment and encourage students to engage with books beyond the classroom. School-wide reading events, book fairs, and participation in national reading competitions are examples of initiatives that foster a love of reading among students.

Teachers engage in ongoing professional development to strengthen their pedagogical approaches for teaching reading. Such efforts contribute to the school's overarching goal of promoting literacy and developing confident, independent readers.

Strengths of the school

- Improved student achievement across all subjects and phases reflects the impact of effective teaching strategies.

- Students' personal development, demonstrated through positive attitudes towards learning, eagerness to engage in learning activities.
- Thorough safeguarding procedures ensure the protection of students, including effective child protection measures.
- Dedicated and effective senior leadership, led by the principal, drives school improvement with a clear vision and direction.
- A systematic approach to self-evaluation, guided by recommendations from the previous inspection, ensures continuous school improvement.

Key Recommendations

1. Raise students' attainment, progress and learning further by:

- ensuring that students in science across all phases have more opportunities to develop scientific thinking, inquiry, and investigation skills, while applying the scientific method.
- improving students' problem-solving skills and promoting the application of mathematical thinking to real-life situations.
- strengthening extended writing, spelling, and speaking skills across all phases in English and Arabic as a second language.
- actively engaging KG students in play-based and experiential learning to foster exploration and creativity.
- ensuring that students can effectively access and use technology across all phases and subjects for independent research and learning activities.
- enhancing the quality and range of classroom libraries and books to foster a love of reading among students.
- expanding the phonics program to include Grades 1 and 2, thereby strengthening foundational phonics skills that support solid reading development.

2. Improve strategies and provision for effective teaching, assessment, and curriculum, by:

- ensuring that teachers deliver purposeful lessons that provide appropriate pace, support, and challenge for all students.
- strengthening the teaching of phonics in Phase 1 and lower Phase 2 grades.
- enhancing resources to provide students with access to learning materials, including digital tools and hands-on resources, that promote differentiated learning and skill development.
- providing all students with clear and consistent feedback so that they know their strengths and next steps for improvement.
- using assessment data effectively across all phases and subjects to appropriately challenge and support students to accelerate their progress.
- reviewing the curriculum so that there is continuity between and across phases to ensure it develops the relevant skills and knowledge that students need as they progress through the school.
- incorporating experiential and inquiry-based learning opportunities in subjects to enhance student engagement and understanding.
- improving students' innovation and creativity skills in lessons and their entrepreneurship skills.
- enhancing the adaptability of the curriculum to address the needs of students with different learning styles and abilities, including higher-ability students.

3. Improve the impact of leadership and management by:

- strengthening self-evaluation so that evaluations are accurate and reliable and consider all stakeholders' views.
- ensuring that all leaders at all levels are focused on increasing student achievement and demonstrate secure knowledge of best practices in teaching, learning, and assessment.
- aligning the monitoring of teaching in lessons and the quality of achievements with the UAE School

Inspection Framework.

- ensuring that leadership is focused on delivering effective provision for students with additional learning needs, including students of determination.
- ensuring sufficient learning resources in all subjects, including the use of technology.

Overall School Performance: **Good**

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management

The effectiveness of leadership	Good ↑
School self-evaluation and improvement planning	Good ↑
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	Good	Good ↑	Good	Good ↑
	Progress	Good	Very Good ↑	Good	Very Good ↑

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students across all phases are attaining levels that are above curriculum standards . This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external examinations for MoE Islamic education for Grades 1 to 11. Most students in Grade 12 attain levels that are above national standards in their external MOE examination.
- In lessons and in their recent work, the majority of students demonstrate knowledge of Islamic principles, etiquette, Holy Quran, and Hadeeth that are above curriculum standards throughout all phases.
- Over the past three years, internal data results indicate that the attainment of most students has been consistently above curriculum standards across all phases. Grade 12 students sat for the MoE external exams, and results over the past three years indicate that most students attain levels above national standards.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students make better than expected progress over time and from their starting points.
- In lessons and in their recent work, the majority of students in Phases 1 and 3 and the large majority in Phases 2 and 4 make better than expected progress in relation to appropriate learning objectives aligned with curriculum standards.

- The school analyzes assessment data to track the progress of boys, girls, and other student groups. The school's analysis of internal assessment data indicates that boys make outstanding progress across all phases. Data results show that girls make outstanding progress in Phases 1, 3, and 4, while their progress is very good in Phase 2. The school has not identified any low attainers in Phases 2 and 4; however, low attainers in Phase 1 make very good progress, and those in Phase 3 make outstanding progress. High attainers make outstanding progress in Phases 1, 2, and 4, while their progress is weak in Phase 3. The progress of gifted and talented students varies across phases, with outstanding progress in Phases 1 and 4, very good progress in phase 2, and acceptable progress in phase 3. In lessons, boys make better progress than girls across all phases. Lower and higher-attaining students do not consistently make the progress they are capable of.

Next Steps:

1. Accelerate students' attainment and progress across all phases.
2. Enhance students' Qur'anic recitation and memorization skills across all phases by improving their ability to follow Tajweed, particularly in Phases 3 and 4.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in all phases attain levels that are above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external examinations for MoE Arabic language for Grades 1 to 11. Most students in Grade 12 attain levels that are above national standards in their external MOE examination.
- In lessons and in their recent work, the majority of students in Phases 1 and 2 and a large majority of students in Phases 3 and 4 demonstrate listening, understanding, reading, speaking, and comprehension skills that are above curriculum standards.
- Over the last three years, the school's internal assessment data indicates consistently outstanding attainment across all phases. Similarly, Grade 12 students who sat for the MOE external exams have maintained consistently outstanding attainment over the past three years.
- The school's analysis of internal assessment data for AY2023/24 indicates that most students in Phases 1, 2, and 3, in addition to the large majority of students in Phase 4, make better-than-expected progress over time and from their starting point at the beginning of the academic year.
- In lessons and in their recent work, the majority of students in Phases 1, 3, and 4, in addition to the large majority of students in Phase 2, make better-than-expected progress in developing their listening, reading, speaking, and comprehension skills.
- The school analyzes assessment data to track the progress of boys, girls, and other student groups. The school analysis of progress data indicates that boys and girls across all phases make similar progress, with results showing outstanding progress. The school has not identified groups of low-attainers and students with additional learning needs, including students of determination, except for low attainers in Phase 3, who make outstanding progress. Gifted and talented students make slightly better progress than high attainers.

High-attainers make outstanding progress in Phases 1 and 2 but weak progress in Phases 3 and 4. Gifted and talented students make outstanding progress in Phases 2 and 3, very good progress in Phase 1, and good progress in Phase 4. In lessons, there are no evident differences in the progress of boys and girls across all grades, though low attainers make less progress than other groups, and high attainers as well as gifted and talented students do not consistently achieve their full potential.

Next Steps:

1. Enhance students' proficiency in spoken standard Arabic in Phases 1 and 2, focusing on expanding vocabulary usage and constructing more complex sentences.
2. Develop students' advanced reading skills across all phases, emphasizing their ability to interpret context, infer meanings, and draw logical conclusions.
3. Improve student's writing skills in all phases, including their ability to support their point of view with strong evidence.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against Arabic as a second language (ASL) curriculum expectations indicates that most students throughout all Phases attain levels above expectations.
- The school has no external national or international assessments for ASL.
- In lessons and in their students' work, most students in Phase 1 attain levels that are in line with curriculum standards, while the majority, in Phases 2, 3, and 4, demonstrate listening, understanding, reading, and writing skills above expectations. Students demonstrate strong speaking skills in Arabic, confidently responding to questions and discussing topics using vocabulary from their lessons, though this is not consistent. In Phases 2 to 4, students exhibit good proficiency in reading, listening, and comprehension, with accurate application of grammar in speaking and writing and the ability to infer vocabulary from short texts, while these skills are less developed in Phase 1. Across all phases, reading and listening skills are stronger than writing abilities.
- Over the past three years, the attainment of most students has been consistently above curriculum standards in all phases.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phases 1, 2 and 4 and the large majority of students in Phase 3, make better than expected progress over time and from their starting points.
- In lessons and in their recent work, the majority of students in all phases make better than expected progress in gaining secure listening, understanding, writing, and reading skills.
- The school analyzes assessment data to track the progress of boys, girls, and other student groups. The school analysis of progress data indicates that boys and girls across all phases make similar progress, with results showing outstanding progress in Phases 1, 2 and 3 and very good progress in Phase 4. The school has not identified groups of low-attainers and students with additional learning needs, including students of determination, except for low attainers in Phases 2 and 3, who make outstanding progress. The progress of high attainers varies, with very good progress in Phase 1, good progress in Phase 2, and weak progress in Phases 3 and 4. Gifted and talented students make outstanding progress across all phases. However, higher-attaining students in lessons do not consistently make the progress they are capable of.

Next Steps:

1. Accelerate students' progress in Arabic literacy across all phases, with a focus on enhancing speaking, reading, and writing skills.
2. Develop students' communication and expressive skills in standard Arabic by expanding opportunities for extended responses, particularly in Phase 1.
3. Expand students' writing skills across all phases by promoting a broader range of factual and creative

extended writing.

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	Good	Good ↑	Very Good ↑	Very Good ↑
	Progress	Good	Very Good ↑	Good	Very Good ↑

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in all phases attain levels that are above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external, national or international social studies assessments in grades 1 – 9
- In lessons and in their recent work, the majority of students in Phases 1 and 2, as well as the large majority of students in Phases 3 and 4, demonstrate knowledge, skills, and understanding that are above MoE curriculum standards.
- Over the last three years, the school's internal assessment data indicates consistently outstanding attainment across all phases.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in all phases make better than expected progress over time and from their starting point at the beginning of the academic year.
- In lessons and in students' work, in all phases, the majority of students in Phases 1 and 3 in addition to a large majority of students in Phases 2 and 4 make better than expected progress in relation to their learning objectives aligned with the curriculum standards.
- The school analyzes assessment data to monitor the progress of boys, girls, and other student groups. Data indicates that boys make slightly better progress than girls, with boys making outstanding progress across all phases. Girls make outstanding progress in Phases 1, 3, and 4, while their progress is very good in Phase 2. The school has not identified students with additional learning needs, including students of determination, in any phase. Similarly, no low-attaining students are identified in Phases 2 and 4, while they make very good progress in Phase 1 and outstanding progress in Phase 3. High-attaining students make better progress than gifted and talented students, with high attainers making outstanding progress in Phases 1, 2, and 4 but weak progress in Phase 3. The progress of gifted and talented students is variable, with outstanding progress in

Phases 1 and 4, very good progress in Phase 2, and acceptable progress in Phase 3. In lessons, there are no evident differences in the progress of boys and girls across grades, but low attainers make less progress than other groups, and high attainers, as well as gifted and talented students, do not always make the progress they are capable of.

Next Steps:

1. Ensure appropriate interventions and tailored support are provided to address their specific needs and accelerate their progress.
2. Ensure students consistently apply their knowledge and skills to meet curriculum standards effectively.

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 ↑	Good ↑	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good ↑	Good ↑

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against CBSE curriculum standards indicates that most students across all phases attain levels that are above curriculum standards. This high level of attainment does not align with the skills, knowledge, and understanding observed in lessons.
- The school has no national or international assessments for Phase 1. The school administered the EI ASSET standardized assessment to benchmark students' attainment. Results for the AY2023/24 indicate that the large majority of students in Phase 2 attain above national and international standards, while less than three-quarters in Phases 3 and 4 attain in line with the standards. Older students have the option to enter for the CBSE examination, and the outcomes for the AY2023/24 of the number of students who opted for the exams indicate that the large majority of Grade 10 students and most Grade 12 students attain above national and international standards.
- In lessons and in their recent work, a majority of students across all phases demonstrate knowledge, skills and understanding that are above curriculum standards. In Phase 1, students develop basic decoding, writing, and comprehension skills, though their ability to construct longer sentences and paragraphs is limited. In Phase 2, students demonstrate speaking skills and can answer and form questions, but their writing often lacks complete sentences and clarity, with developing grammatical accuracy and pronunciation. In Phase 3, students construct sentences and engage in contextual writing, but many struggle with grammar and producing complete sentences. In Phase 4, students exhibit fluent reading and speaking skills, though their ability to write extended paragraphs independently remains inconsistent.
- Over the past three years, the school's internal data analysis indicates that most students have consistently attained above curriculum standards across all phases. In the CBSE board examination, the results have been consistently very good, and in the EI ASSET examination, students' attainment has been consistently weak for the last three years.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most Phases 1 and 2 students and a large majority of Phases 3 and 4 students make better than expected progress over time and from their starting points at the beginning of the academic year.

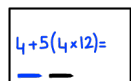
- In lessons and their recent work, the majority of students across phases make better than expected progress in relation to appropriate learning objectives.
- The school analyzes assessment data to monitor the progress of boys, girls, and other student groups. Data indicates that boys make slightly better progress than girls with most boys in Phase 1 and a large majority in the other phases make better than expected progress. Most girls, low attainers and gifted and talented students across phases make better than expected progress. Data indicates that while most high attainers, in Phase 1 and a large majority in Phase 2 make better than expected progress, only a majority in Phases 3 and 4 make the expected progress.

Next Steps:

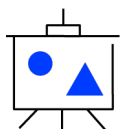
1. Improve students' writing skills by strengthening their knowledge of constructing full sentences and applying grammar rules across phases.
2. Provide appropriate support to accelerate the progress of high attainers, particularly in Phases 3 and 4.

Mathematics

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



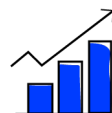
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 indicates that most students in all phases attain levels that are above curriculum standards. However, these levels of attainment are not consistent with the attainment in external assessments and in lessons.
- The school has no national or international assessments for Phase 1. The school administered the EI ASSET standardized assessment to benchmark students' attainment. Results for the AY2023/24 indicate that less than three-quarters of students in Phases 2, 3 and 4 attain levels in line with the national and international standards. Older students have the option to be entered for the CBSE examination, and the outcomes for the AY2023/24 of the number of students who opted for the exams indicate that, less than three-quarters of students are in line with curriculum standards in Grades 10 and 12.
- In lessons and their recent work, a majority of Phase 1 students demonstrate mathematical knowledge, skills and understanding that are above curriculum standards, while most students in Phases 2, 3 and 4 attain in line with curriculum standards. In Phase 1, 2, and 3, students demonstrate grade level appropriate numerical fluency and basic operational skills but limited spatial awareness and representation skills. In Phase 4, students work with advanced concepts, however independent problem-solving is still developing. Across all phases, students lack age-appropriate reasoning skills and the use of mathematical vocabulary in communication are less well-developed.
- School's internal assessment data indicates that students' attainment has consistently been outstanding in Phases 1, 2 and 3. In Phase 4, attainment has significantly improved from weak in the AY2021/22 and 2022/23 to outstanding in the AY2023/24. In the Ei-ASSET examination, trend in attainment over the last three years indicates that less than three quarters of students attain in line with international standards. Similarly, trends in attainment in the CBSE external exams indicate that less than three quarters of Grades 10 and 12 students attain levels in line with expectations over the past three years.
- The school's analysis of internal assessment data for the AY2023/24 indicate that most students in Phases 1, 2 and 3 make better than expected progress while most in Phase 4 make the expected progress from their starting points at the beginning of the academic year.
- In lessons and in their recent work, a majority of students in Phases 1 and 2 make better than expected

progress and most students in Phases 3 and 4 make the expected progress in relation to appropriate learning objectives aligned with curriculum standards.

- The school analyzes assessment data to monitor the progress of boys, girls, and other student groups. Results indicates that in Phase 1, most boys, girls, low attainers, high attainers and gifted and talented students make better than expected progress. In Phase 2, most boys, high attainers and gifted and talented students and the large majority of girls and low attainers make better than expected progress. In Phase 3, while most girls, low attainers and gifted and talented students and a large majority of boys make better than expected progress, only a majority of high attainers make the expected progress. In Phase 4, progress of groups is lower than in the other phases, with most low attainers and a majority of girls making better than expected progress, and only a majority of boys, high attainers and gifted and talented students making the expected progress.

Next Steps:

1. Strengthen students' reasoning and problem-solving skills across all phases.
2. Enhance students' use of mathematical practices to improve conceptual understanding across all phases.
3. Provide the appropriate support and challenge to accelerate the progress of individuals and groups of students, particularly in Phase 4.

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	Good ↑	Good ↑	Good ↑	Very Good ↑
	Progress	Good ↑	Good ↑	Good ↑	Very Good ↑

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against CBSE curriculum standards indicates that most students across phases attain levels above curriculum standards. In Phase 4, most students attain levels above curriculum standards in biology, and a majority attain above curriculum standards in physics and chemistry. This high level of attainment does not align with the skills, knowledge, and understanding observed in lessons.
- The school has no national or international assessments for Phase 1. The 2023/24 Ei-ASSET assessment results indicate that less than three-quarter of students in Phases 2 and 3, and a few students in Phase 4 attain levels in line with national and international standards. In the CBSE examination, less than three-quarters of grade 10 students attain in line with the curriculum standards in science, most grade 12 students attain in line with the curriculum standards in physics and chemistry, and most attain above curriculum standards in biology.
- In lessons and in their recent work, the majority of students in Phases 1, 2 and 3 and the large majority in Phase 4 demonstrate scientific knowledge, understanding and skills above curriculum standards. In KG and Grades 1 and 2, students develop basic observation skills but have limited opportunities for hands-on experiments. In Phases 2 and 3, students enhance their experimental and observational abilities, though they do not frequently engage in analyzing or investigating scientific processes. In Phase 4, students demonstrate planning and presentation skills and conduct experiments using guided resources, but their ability to interpret data and construct explanations independently is underdeveloped. The use of scientific vocabulary is inconsistent across all phases.
- Over the past three years, the school's internal data analysis indicates that attainment in Phases 1, 2, and 3 has consistently been outstanding. In Phase 4, attainment in science has been fluctuating, regressing from very good in the AY2021/22 to acceptable in the AY2022/23, and improving to outstanding in the last academic year. In physics, data indicates a downward trend, with students' attainment regressing from outstanding to very good to good over the last three years. In chemistry, students' attainment regressed from outstanding in the AY2021/22 to good in the last two academic years. In biology, attainment has been fluctuating, regressing from outstanding in the AY2021/22 to good in the AY2022/23, and improving to

outstanding in the last academic year. In Ei-ASSET, students' attainment has been consistently weak over the last three years. In CBSE science, grade 10 students' attainment has been consistently weak over the last three years. Attainment in physics has been consistently acceptable over the last two years. Attainment regressed from good in the AY2022/23 to acceptable in the AY2023/24 in chemistry, and improved from very good in the AY2022/23 to outstanding in biology.

- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phases 1 and 3, and the large majority in Phases 2 and 4 make better than expected progress from their starting points at the beginning of the academic year. However, only a majority of students make the expected progress in Phase 4 physics and biology and most make the expected progress in chemistry.
- In lessons and their recent work, the majority of students in Phases 1, 2 and 3 and the large majority in Phase 4 make better than expected progress.
- The school analyzes assessment data to monitor the progress of boys, girls, and other student groups. Assessment data results indicate that in Phase 1, most boys, girls, low attainers, high attainers and gifted and talented students make better than expected students. In Phase 2, while the large majority of boys and girls, and most high attainers and gifted and talented students make better than expected progress, most low attainers make the expected progress. In Phase 3, most boys, girls, low attainers and gifted and talented students make better than expected progress, however, less than three-quarters of high attainers make the expected progress. In Phase 4, most low attainers and gifted and talented students, the large majority of boys and the majority of girls make better than expected progress. However, most high attainers only make the expected progress. In physics, less than three-quarters of boys and girls and few attainers make the expected progress, whereas in chemistry, most low attainers make better than expected progress, and most boys and gifted and talented, less than three-quarters of girls, and few attainers make the expected progress. Most low attainers and gifted and talented students, and a majority of boys and girls make better than expected progress in biology, however less than three quarters of high attainers make the expected progress.

Next Steps:

1. Increase opportunities of hands-on experiments and investigations across all phases to enhance problem-solving skills.
2. Enhance students' observational, prediction, and experimentation skills to foster deeper understanding, particularly in Phase 1, while strengthening data interpretation and explanation skills in Phase 4.
3. Provide differentiated support to accelerate the progress of high attainers in all phases.

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 ↑	Good ↑	Good ↑

Findings:

- Students demonstrate a genuine interest in learning, they follow teacher instructions, and, in the most effective lessons, they take initiative in their learning. As they progress through the phases, they develop greater responsibility for their own learning and gain a realistic understanding of their strengths and areas for improvement. Across all phases and subjects, students exhibit positive attitudes towards learning, although those in the lower phases sometimes require additional guidance from teachers to complete their tasks.
- Students collaborate effectively when given the opportunity, engaging in productive interactions and recognizing the benefits of group work for their learning progress. They communicate their ideas clearly, although less able students sometimes require teacher prompts to articulate their thoughts. In a few lessons across subjects and phases, group time is not used as efficiently as it could be, affecting students' contribution to group discussions. Students generally communicate their learning clearly, but opportunities for KG students to develop their speaking skills are limited.
- Students demonstrate a clear understanding of the connections between different areas of learning. They make suitable use of opportunities for connecting their learning in one subject with their understanding of other subjects. For instance, they use their mathematical skills to analyze data, measure quantities, and solve real-world problems, particularly in science lessons. They also link their learning to UAE society and culture, drawing meaningful connections to real-life examples.
- Students engage in simple experiments and simulations to deepen their understanding of concepts. They demonstrate independence in research, but in most lessons, the range of available resources is limited, restricting their ability to fully explore topics. In Phase 4, students have greater opportunities for investigation and discussion, and some students present flipped lessons. However, these opportunities are not consistently provided across subjects. Critical thinking and problem-solving skills are evident in stronger lessons across all subjects, with students demonstrating the ability to analyze and approach tasks with logic and creativity. Students in Phases 1 and 2 have limited opportunities to use new technologies to support inquiry-based learning, which affects their ability to develop independent research skills. The school has introduced 'Genius Hour' for creativity and research in Grades 1 to 4 and STEAM activities for other grades. While these initiatives aim to foster innovation and exploration, their impact is hindered by limited resources and the absence of a dedicated STEAM lab. Moreover, the innovative learning generated from these activities is not consistently integrated into regular classroom work, reducing its long-term impact.

Next Steps:

1. Improve students' collaboration skills in Phases 1 and 2 in all subjects and increase opportunities for students to speak in KG.
2. Expand the integration of innovative learning into regular classroom activities, including the establishment of a STEAM lab.
3. Extend the range of resources available for investigation and research to promote critical thinking in all subjects across the phases.

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

Personal Development

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

Findings:

- Students exhibit positive attitudes towards learning, showing enthusiasm and a willingness to engage actively in lessons. They respond well to feedback received from teachers which is predominantly provided verbally. This feedback helps students understand their progress and identify areas for improvement. As they advance through the phases, students demonstrate increasing self-reliance, taking greater ownership of their learning and developing the ability to work more independently.
- Students are well behaved and self-disciplined. They follow teacher's instruction and understand class routines, maintaining a respectful attitude towards both adults and peers. They demonstrate the ability to handle difficult situations, although some students occasionally require teacher prompts to manage their responses appropriately. They are courteous to adults and their peers, creating a respectful and positive learning environment conducive to learning. Incidents of bullying are very rare.
- Respectful and considerate relationships between students and teachers enable students to develop sensitivity towards each other. They are helpful to their peers and others both during lessons and outside the classroom.
- Students participate in a range of awareness sessions to further develop their understanding of healthy living, and maintain fitness levels through a range of physical activities during PE lessons, break times and extra-curricular clubs. They participate actively in school led initiatives such as the 'Eat Right Go Active' healthy lifestyle program which promotes various aspects of well-being among all students.
- Attendance is very good, at an average rate of 96%. Most students understand the important connection between regular attendance and academic success. Students usually arrive at school on time, however not all students arrive on time to lessons particularly when they move between different blocks in the school premises.

Next Steps:

1. Increase opportunities for students to develop self-reliance and independent learning skills across all phases.
2. Strengthen student self-regulation strategies to ensure they consistently manage difficult situations without teacher prompts.
3. Continue promoting the importance of regular attendance at school so as not to compromise teaching and learning time, particularly in Phases 1 and 2.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students demonstrate a clear understanding of Islamic values and consistently apply them in their daily routines. Their discussions during lessons reflect a strong appreciation of how Islamic values influence the lives of people in UAE society. Students actively practice these values by reciting prayers at the start of lessons and offering Islamic greetings to peers and visitors, showcasing their embodiment of these principles in their behavior. Additionally, they recognize safety, security, and the multicultural harmony within UAE society as key examples of how Islamic values shape contemporary life in the region.
- Students across all phases demonstrate their knowledge, appreciation, and understanding of UAE heritage and culture through active participation in various events and initiatives. This appreciation is reflected in their engagement with artwork, competitions, and both internal and external activities. Student work showcases representations of key historical events in the UAE’s timeline, illustrating their connection to the nation's past. They participate in national celebrations such as National Day and Flag Day, highlighting their pride in the UAE’s identity and heritage. Students also recognize the pivotal role of the UAE’s founding fathers and the subsequent efforts that transformed the country into a globally renowned nation. However, their understanding of the deeper historical context of the UAE requires further development.
- Students’ understanding and appreciation of their own culture is evident in their pride while explaining their traditions and rituals in social celebrations. They participate in few school activities that relatively promote their knowledge of other world cultures such as celebrating international day of peace, Hindi language day and Arabic language week. They do some comparison between their own and other cultures of their classmates, such as dress, food and dance; however they do not yet have consistent understanding of other world culture.

Next Steps:

1. Improve students’ knowledge and understanding of the events that underpin the history of the UAE across all phases.
2. Improve students’ understanding of other world cultures across all phases.

Social responsibility and innovation skills

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

Findings:

- Students demonstrate adequate understanding of their responsibilities as members of the school community. Students' council has positive communication with school leadership that has enabled its members to take some leadership responsibilities such as keeping order during breaks and in assemblies and celebrations. Some students, particularly in Phases 3 and 4, regularly and voluntarily take part in a range of activities and initiatives that benefit the wider community including donating to the red crescent, organizing entertainment day for support workers, Ramadan Iftar initiative, and donating for disadvantaged people to perform Omra. However, participation in those initiatives is not consistent across phases.
- Students have positive work ethics and may take some necessary steps to organize their work and meet the expectations. Students from Phases 3 and 4 represent the school in competitions and participations in external trips. They attend some innovation workshops and fairs held by national foundations, but they rarely take decisions on their own and need guidance before they can innovate ideas. As a result, their economic awareness is limited, and innovation and entrepreneurial skills are underdeveloped.
- Students demonstrate environmental awareness and take responsibility towards their school environment. The school has collaborations with the community, which have enabled students to participate in a few internal and external environmental activities. Students, particularly in Phases 3 and 4, learn through lessons incorporated in the curriculum, particularly in Arabic medium subjects, and attend workshops about the significance of sustainability. However, students' understanding of sustainability and environmental conservation is inconsistent in Phases 1 and 2.

Next Steps:

1. Enhance students' volunteering and social contribution in Phases 1 and 2 through more consistent participation in activities and initiatives in the school and the local community.
2. Improve students' economic decision-making and enhance their innovation and entrepreneurial skills.
3. Improve students' awareness and understanding of sustainability and environmental awareness, particularly in Phases 1 and 2.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Teachers demonstrate a secure understanding of their subjects and demonstrate the ability to convey concepts clearly and confidently to students. They have a solid grasp of how students learn in different ways, enabling them to adapt their teaching strategies to meet diverse learning needs. Teachers employ a range of instructional methods, such as differentiated activities and collaborative tasks, to engage all learners effectively. However, in Phase 1, teachers' knowledge of how students learn is less consistent.
- Teachers plan purposeful lessons following set of criteria that ensure students are engaged in learning. Lessons are planned following a standard template across the school, ensuring alignment with CBSE curriculum standards and integrating the school-based core competencies to be addressed. Lesson plans identify different groups of students, including those with higher abilities, but teaching does not always fully address their specific learning needs. While lesson plans are well-structured, their implementation is sometimes hindered by inconsistent time management. This occasionally results in skipping essential lesson components such as plenaries and progress checks. The classroom environment supports student learning by displaying current work. However, resources to support learning are insufficient across all phases. In KG, the availability of materials to promote inquiry and play-based learning is particularly limited, reducing opportunities for experiential learning and exploration.
- Teachers' interactions with students promote active participation and engagement, encouraging students to take an active role in their learning. Teachers use questioning techniques to initiate meaningful discussions, prompting students to build on prior knowledge, particularly in Phases 3 and 4. These interactions provide students with opportunities to reflect, share ideas, and deepen their understanding of key concepts. However, questioning strategies across all phases do not always challenge students to think critically or explain their views in detail. This limits the development of higher-order thinking skills and independent inquiry. Opportunities for class discussions are less consistent in Phase 1, where students often rely more on teacher guidance.
- Teachers employ strategies to meet the needs of most groups by setting students in mixed-ability groups and allocating differentiated tasks. Across subjects and phases, teachers provide appropriate challenges and support to help students make the progress they are capable of. Teaching is not consistently personalized for students with additional learning needs and higher abilities to offer the required challenge and support.
- Opportunities for students to reflect on their work and think for themselves are limited, resulting in underdeveloped independent learning skills. Teachers occasionally promote critical thinking during lessons, but this practice is not consistently embedded across all subjects and phases. In stronger lessons, particularly in Phase 4 science, exploration and inquiry-based learning are more evident, fostering deeper engagement and critical thinking. Across all phases, there is a greater reliance on textbooks and worksheets rather than the integration of technology, which restricts opportunities for students to develop innovation skills and engage in more creative, technology-driven learning experiences.

Next Steps:

1. Enhance teaching strategies to match the way students learn, particularly in KG.
2. Ensure that lesson plans are fully implemented by improving teachers' time management and equipping classrooms with sufficient relevant resources.
3. Increase opportunities for critical thinking and independent learning across all phases by integrating technology into lessons and employing questioning techniques that challenge students to think deeply and explain their ideas.

Assessment

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

Findings:

- Internal assessment processes are consistent and generally aligned with the school's curriculum standards. They offer some measures of students' academic achievement across all core curriculum subjects, but they are not always reliable in accurately measuring students' knowledge, skills, and understanding.
- The school benchmarks students' academic outcomes in Arabic and English medium subjects against external and international standards. Students participate in EI Asset standardized assessments for Grades 3-8 and CBSE assessments in Grades 10 and 12. In Arabic medium subjects, students' attainment is benchmarked against the MOE standards through the MOE assessments of Arabic and Islamic education in grade 12. Students also take the Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) assessments to benchmark students' performance against international standards. Although the school collects a range of assessment data, the analysis does not consistently ensure alignment with CBSE standards. The school analyses and tracks the progress of the different groups of students.
- Teachers use assessment information to inform teaching strategies to meet the learning needs of all students. In better lessons, teachers identify areas where students need additional support or challenge, occasionally adjusting planned teaching. This is inconsistent in most lessons.
- Analyzing individual student performance and identifying strengths and areas for improvement results in an understanding of students' strengths and weaknesses. However, personalized support to address individual students' needs across the school, particularly for students with additional learning and higher abilities, is inconsistent. Though teachers generally offer both verbal and written feedback to students, it is not always constructive to support the next steps in learning. In all phases, students are encouraged to participate in assessing their learning and that of their peers.

Next Steps:

1. Enhance the reliability of internal assessments by aligning them more closely with curriculum standards and ensuring they accurately measure students' attainment and progress.
2. Provide all students with timely constructive feedback including strengths, weaknesses and next steps for improvement.
3. Strengthen teacher's use of assessment across all phases and subjects to challenge and support students' progress and meet their needs.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Indian National Curriculum Framework (NCF) for all grades KG to 12. The curriculum has a clear rationale that aligns with the school, Emirate, and national vision. The school curriculum policy is aligned with CBSE and MoE requirements. The school curriculum is broad and offers an adequate range of subjects and languages for all grades. The taught curriculum adequately balances knowledge and skills, fulfilling the school's national statutory requirements, although there is a higher emphasis on knowledge in most subjects. The curriculum design promotes practical learning experiences in mathematics and sciences. students in KG have fewer opportunities for play-based learning experiences.
- The curriculum is adequately planned to ensure that learning builds on students' prior achievements, knowledge, and experiences. Progression in curriculum depth, skill development, and conceptual understanding is generally sufficient to meet the needs of the large majority of students. Transitions between classes are appropriate, and the school is working to address gaps through planned transition activities across grades and phases. However, these measures have yet to achieve their intended impact. As a result, students in most subjects are adequately prepared for the next phases of learning. Nevertheless, the outcomes of the Phase 4 mathematics curriculum remain insufficient.
- The curricular choices are adequate for older students to meet the needs of the current set of students. In the higher secondary phase, the school offers two streams, science, and commerce, with students in the science stream having the option to choose between mathematics and biology. However, commerce students do not have access to elective choices. The curriculum becomes more restricted as students progress to higher grades, and the provision for art and physical education is inconsistent across phases.
- All the lessons are planned to include relevant cross-curricular links. However, the application of these links is inconsistent across subjects and phases. The students' transfer of learning is more evident in science lessons, particularly in the higher secondary phase and in KG lessons.
- The curriculum is reviewed periodically by the leadership team at the beginning of the school year. The falling attainment trend in external examinations and the previous inspection recommendation are the main information sources for the modifications. As a result of the review, the curriculum overview in mathematics, science, and English was modified to include alignment of international standards with CBSE standards. However, these modifications are better implemented in higher-phase English lessons and are not yet evident in other subjects and phases.

Next Steps:

1. Enhance play-based learning opportunities in KG to promote experiential learning.
2. Improve curriculum mapping to ensure vertical alignment of knowledge and skills in all subjects and grades.
3. Strengthen curriculum review procedures by an in-depth analysis of learning gaps based on student

outcomes in internal and external assessments.

Curriculum adaptation

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

Findings:

- The school makes curriculum adjustments to meet most student groups' needs across all phases. These modifications are adequately reflected in teachers' planning and daily classroom practices. There is no systematic procedure for teachers to plan differentiation strategies for meeting the needs of all groups of students. Students of determination have reasonable support throughout the school, while high and low-achievers students are accommodated suitably in lessons, though they would benefit from increased challenges and scaffolding. As a result, the progress of high and low achievers is inconsistent in lessons.
- The curriculum provides adequate opportunities for social contribution and community involvement through both school-led and parent-led initiatives. It actively engages students in initiatives such as Red Crescent charity drives and events organized by the Family Foundation for Sustainable Environment, fostering a sense of social responsibility. The curriculum offers relevant learning experiences that enable students to participate in community involvement programs, particularly in Phases 2, 3, and 4. For instance, students in Phase 4 engage in field trips and sports competitions, enhancing their exposure to real-world experiences. However, opportunities to develop enterprise and innovation skills remain limited across the school, highlighting a key area for further development.
- The curriculum provides appropriate learning experiences integrated in the school curriculum through well-established links in lessons, special assemblies and events for developing students' clear understanding of UAE values, culture and society.

Next Steps:

1. Ensure the curricular modifications by teachers are effective, leading to consistent progress of different groups of students.
2. Enhance opportunities for students across all phases to be more innovative, enterprising and creative.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has effective procedures for safeguarding students, including child protection. Child protection and safeguarding arrangements are clearly defined in a written policy and revised regularly. Students, staff, and parents are aware of the responsibility to make the school a safe place where everyone is cared for. Responsibility is shared at all levels and communicated efficiently. The school effectively ensures all students are protected from bullying, including online. The school actively teaches students to stay safe online and on social media.
- The school campus provides students and staff a safe, clean, hygienic environment. The supervision of students is effective, and students are kept safe at all times, including during transport and playground use. Daily, weekly, and monthly hygiene and security checks are conducted across the facilities and premises to promptly identify and address any hazards or dangers. However, pedestrians currently share an entrance with buses, requiring students to navigate around buses and cars instead of using a designated pedestrian door. The school conforms to all legal requirements and complies with the Civil Defense regulatory requirements, including regular emergency and fire drills.
- The school employs external contractors to manage health and safety tasks, ensuring buildings and equipment are kept in good repair and hygienic condition. Secure records are maintained, including detailed records of incidents and the actions taken in response. The school operates a medical clinic where all medicines are securely stored in a locked fridge and administered to students by nurses as needed. Medical conditions and relevant clinical information, including medications and health issues, are regularly updated and reviewed. A list of high-risk students is shared with the Heads of Departments to ensure appropriate care and support.
- The school's premises and facilities provide a safe physical environment that meets the learning needs of all. The school has accessibility points and features for people with mobility or physical disabilities, such as a ramp. However, not all parts of the school are accessible to those with mobility issues or physical disabilities.
- The school promotes safe and healthy lifestyles. Students clearly understand the importance of a healthy diet, which is promoted through various activities and displays around the school. The school nurse advises parents and students on healthy snacks and food they can bring into school, organizes healthy events, and encourages physical exercise. Few students do not fully participate in physical activities, including games, during break times.

Next Steps:

1. Establish a separate, designated pedestrian entrance to enhance safety and minimize interactions between

students and vehicles.

2. Ensure full accessibility across all areas of the school for individuals with mobility or physical disabilities by addressing existing limitations in the premises.
3. Introduce targeted initiatives to increase active participation in physical activities among students, especially during break times.

Care and support

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

Findings:

- Relationships within the school are cordial, with mutual respect between students and teachers. Students understand the expectations set by adults regarding their behavior and respond positively to them. The school addresses instances of poor behavior through a process that fosters positive change. Students are recognized for their improved behavior with certificates of appreciation. The code of behavior is communicated to the school community and parents through the school website, student diaries, and orientation programs.
- The school has implemented effective procedures for recording and monitoring student attendance and punctuality. Leave letters are incorporated into student diaries, and instances of late arrival are recorded and communicated to parents. These measures have contributed to maintaining a high standard of attendance at school.
- The school does not yet have a comprehensive process for identifying students with additional learning needs, including students of determination. A recently appointed social worker has identified 11 learners who need monitoring and support, and developed Individual Education Plans (IEPs) for each; however, these plans are not shared with teachers or parents and lack specific targets to measure progress. Teachers have not received training to identify and support students with additional learning needs, including students of determination, and gifted and talented students.
- Support for students with special educational needs is limited, and the school does not offer In school Support Services for them (ISSS) . Apart from the learners identified by the social worker to be monitored and supported, there is no formal identification or support system in place. The existing IEPs lack specific targets and tailored support. Teachers have not received training in identifying students of determination or implementing effective support strategies. Differentiated tasks in lessons are inconsistent and do not always meet the needs of all learners, including high and low attainers. The school currently lacks a Special Education Needs Coordinator (SENCO).
- The school's career guidance programs are well-developed and effective. A career guidance committee organizes various initiatives, including career workshops, alumni mentorship programs, and specialized support for exams and applications. The school counselor regularly arranges career events that provide students with valuable insights into educational and career opportunities, helping them make informed decisions about their future.

Next Steps:

1. Establish a thorough system for identifying and supporting students with additional learning needs and gifted and talented students, ensuring IEPs are shared with teachers and parents.
2. Provide teacher training on identifying students with additional needs and implementing effective support strategies.
3. Appoint a Special Education Needs Coordinator (SENCO) to oversee support for students with additional needs and ensure consistent implementation of IEPs.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good 

Findings:

- Senior leaders, led by the principal, are dedicated and effective. The principal has set a clear direction and vision for the school that incorporates a commitment to providing all students with a curriculum that includes creative skills, social responsibility, and environmental concerns. There is an emphasis on national priorities of tolerance, sustainability, and promoting UAE identity. Leaders need to strengthen the delivery of effective provision for students with additional learning needs, including students of determination.
- School leaders demonstrate secure knowledge of curriculum requirements and best practices in teaching and assessment. However, the school culture is not effectively focused on students learning. Despite an extensive professional development program being put in place for all staff, including middle leaders, a culture of achieving high standards in student learning is not a consistent feature in all lessons.
- Relationships across the school are professional, fostering a positive morale among staff and across the school. Middle leaders have defined roles and responsibilities, promoting accountability and shared responsibility. However, their effectiveness in fulfilling these roles is limited by a full teaching timetable. Communication between staff in Arabic and English medium subjects needs to be strengthened.
- Leaders have a clear understanding of what needs to be done to improve the school. Senior staff members develop and lead improvement initiatives with notable success. These developments are carefully monitored with a focus on their impact on students' academic achievement as well as their personal and social growth. Input from both external and internal evaluations is considered, although it is not always entirely accurate. The principal recognizes the areas that require improvement, including the quality of teaching and the implementation of professional development programs, and has created a plan to address these needs. Senior leaders show the capacity to further improve the school.
- School leaders at all levels have improved some aspects of the school's work, including strengthening staffing roles, enhancing classrooms, and ensuring that performance has been maintained in many areas. As a result of sustained performance, there is a good rate of improvement in the quality of students' outcomes. The school is compliant with statutory and regulatory requirements.

Next Steps:

1. Strengthen the provision and support for students with additional learning needs, including students of

determination, to ensure effective inclusion across the school.

2. Foster a consistent culture of high expectations for student learning by aligning teaching practices and embedding professional development programs more effectively across all lessons.
3. Improve communication and collaboration between staff in Arabic and English-medium subjects and address the limitations of middle leaders' roles caused by their full teaching timetables.

School self-evaluation and improvement planning

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

Findings:

- The school has a systematic approach to self-evaluation, guided by recommendations from the previous inspection. While some staff are involved, full alignment across the team is lacking, as middle leaders and teachers are not consistently engaged in the process. Senior leaders have a clear understanding of the key areas requiring focus to enhance student outcomes, but the self-evaluation process lacks critical analysis of the school's and subjects' strengths and areas for development.
- Teaching and learning are effectively monitored and conducted by senior leaders and heads of subjects. They carry out a series of informal learning walks and formal lesson observations using a lesson evaluation framework that focuses on various teaching approaches. However, the monitoring of teaching is currently underdeveloped, as middle leaders need to gain a better understanding of the UAE framework. They are not yet confident in identifying weaknesses in teaching practices that impact student achievement.
- Development plans are sufficiently comprehensive and clear. The plan is aligned with the previous inspection report and UAE national priorities and uses internal and external data as a source of evidence. It does not include any activities identified through the recent self-evaluation process. Targets are set and have some measurable outputs, mainly for Phases 3 and 4 in English-medium subjects. As a result, the development plan has had some impact on students' achievement.
- The school has made sustained progress over time in addressing most of the recommendations from the previous report. However, there has been limited progress in addressing recommendations in key areas such as students' achievement, assessment, and quality of teaching. However, the school has maintained an overall secure level of performance.

Next Steps:

1. Engage middle leaders and teachers more actively in the self-evaluation process to ensure full alignment and critical analysis of the school's strengths and areas for development.
2. Provide targeted training for middle leaders to deepen their understanding of the UAE framework and enhance their ability to identify and address weaknesses in teaching practices.
3. Incorporate activities from the recent self-evaluation process into the school development plan to address key areas such as student achievement, assessment, and teaching quality more effectively.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Acceptable

Findings:

- The school regularly involves parents by keeping them informed about the implementation of the academic program and routinely inviting them to school events. Parental participation is higher during meetings focused on discussing their child's performance, but attendance at general school events is limited. Parental involvement positively supports students' learning mainly through activities such as assisting with homework, encouraging reading habits, and reinforcing learning at home. However, parental views have not yet been incorporated into the design of school improvement priorities or efforts to enhance academic standards.
- Reporting is regular and provides general feedback on students' academic performance and progress against curriculum standards. The school's open-door policy fosters effective communication with parents, making them feel welcomed and valued. Most parents express satisfaction with the school's communication methods, which include emails, school diaries, WhatsApp groups, phone calls, and face-to-face meetings. Parents are promptly informed of updates related to their child's education. However, parents receive limited information on the targeted academic standards and the specific support needed for students with additional learning needs.
- The school reports student achievements at the end of each school term. The report cards are detailed to inform students' attainment regularly. The reports in KG detail the learning outcomes and the reporting in Grades 1 to 12 includes a comprehensive list of academic and personal development areas to report student attainment in those. Student progress is discussed with the parents during the scheduled face-to-face meetings. However, parents suggest the reporting and communication can include more specific information to understand their child's specific strengths and weaknesses to further improve their learning outcomes.
- The school has established links with the local community, providing students with occasional opportunities to participate in academic and sports competitions, particularly in the higher grades. Parental partnerships are primarily focused on contributions to charity initiatives. Collaboration with the Red Crescent organization ensures that most students actively participate in charity events and make donations. Additionally, partnerships with the Family Foundation and other local organizations promote student awareness of safety issues and environmental actions, fostering a sense of social responsibility and community engagement.

Next Steps:

1. Improve parental involvement in shaping school improvement priorities.
2. Improve parental awareness of the need for personalized support, particularly for children with special educational needs.
3. Improve the partnerships with parents and with national and international organizations for a greater impact on student personal and academic achievements.

Performance Indicator	Quality judgement
Governance	Acceptable

Findings:

- The school management committee has representation from various stakeholders, including parents, the school leadership team, and business representatives. The owner is the head of the committee, demonstrates a keen interest in the school, makes regular visits, and plays an influential role in financial scrutiny and oversight. Committee members have adequate knowledge about the school's needs.
- Committee members adequately monitor school performance, and the views of parents are sought through feedback from parent meetings. The committee meets regularly to gain information about the school's performance and address urgent issues. The school leadership team informs the committee about the school's performance. There is no formal appraisal of the work of the principal. The committee exerts a positive influence on the school and is supportive of initiatives. These include restructuring the senior leadership team, developing staff programs, relocating the school to a new site, and bringing together two campuses.
- The committee ensures that there are adequate resources and facilities. Staffing needs to be strengthened to support students with additional learning needs, including students of determination. The committee has had some impact on improving the school.

Next Steps:

1. Prioritize and allocate resources to address staffing gaps for students with additional learning needs, including students of determination.
2. Enhance feedback mechanisms from parents.
3. Strengthen accountability of the work of the principal.

Management, staffing, facilities and resources

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

Findings:

- The day-to-day management of the school is adequate. There are effective procedures and routines established, allocating sufficient time for implementation of teaching and learning for all students. However, the procedures did not ensure all the teachers and students arrive on time to lessons particularly when they move between different blocks in the school premises. All the teachers generally respect and adhere to the school routines and rules. However, a few teachers do not receive timely updates on revised day schedules, leading to difficulties in adapting to unexpected weather-related changes.
- The school is adequately staffed and almost all teaching staff are deployed to support student achievements in lessons. The teaching staff receives relevant professional development. However, their understanding of student learning to skillfully design learning opportunities for better student outcomes is inadequate.
- The school premises and facilities provide an adequate and generally safe environment for implementing academic and sports activities. Recent expansions have enhanced the infrastructure to support curriculum delivery, with indoor and outdoor play areas designed with safety in mind. However, most classrooms are not noise-resistant, leading to distractions for students and teachers, and the furniture does not always meet the age-appropriate needs of students. While facilities are used effectively in most cases, some areas, such as classroom spaces in the administration wing, remain underutilized. Higher secondary science lessons are primarily conducted in science labs, limiting opportunities for integration with other students and learning environments. In KG, resources and equipment for play-based learning are insufficient, limiting opportunities for exploration and engagement.
- The school is adequately equipped with relevant learning resources. All students and teachers use textbooks and there is use of worksheets in a few lessons. The school library has sufficient range of books and e-library links are shared with students providing opportunities for students to access online resources. The newly added science and computer labs provide adequate practical learning opportunities for students in phase 4. The school has improved its provision to integrate technology in lessons by installing smart boards in all classrooms. Teachers use these boards for effective presentation of information. However, the use of technology by students, and the use of necessary learning materials and manipulatives for providing better learning opportunities is inadequate in any lesson.

Next Steps:

1. Improve play-based learning equipment in KG to better support students' exploration and engagement.
2. Ensure the learning environment is free of external noises in all classrooms.
3. Ensure sufficiency and use of necessary learning materials and manipulatives in all subjects for providing suitable learning opportunities for learning in lessons.

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