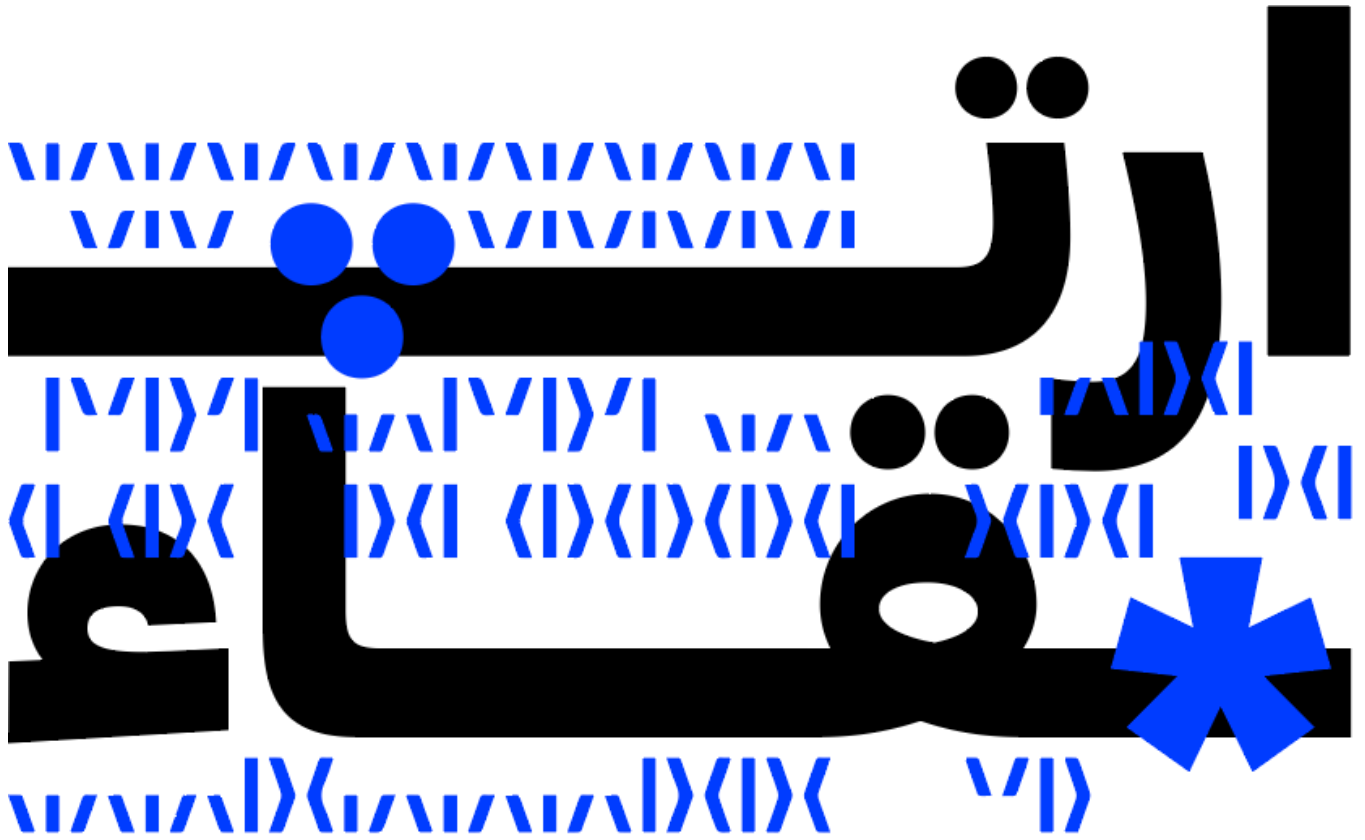




Irtiqa'a School Inspection

AY 2024/25

Baraem Al Ain Private School

Rating: Very Good

Contents

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

School Information

General Information		
	Name	Baraem Al Ain Private School
	Esis Number	9099
	Location	35, Al Turjman St, Bani Yas, Abu Dhabi, 24421
	Website	https://baraemabudhabi.wixsite.com/baraem-al-ain-privat
	Telephone	025831818
	Principal	AMANY MOSTAFA MOSTAFA ALNAGAR
	Inspection Dates	21 to 24 Oct 2024
	Curriculum	MoE (UAE)

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1330
Number of Emirati students	35
Number of students of determination	6
Largest nationality group of students	Egypt - Syria - Yemen

Information On Teachers

Number of teachers	81
Nationalities	Egypt - Syrian Arab Republic - Sudan
Number of teaching assistants	1

Changes since the previous inspection

Since the previous inspection, the school's overall judgment has progressed from good to very good, reflecting significant improvement in the quality of core areas.

Overall, students' achievement in Arabic-medium subjects has shown improvement across various phases. While some phases have demonstrated notable progress, others have maintained their performance levels, with no regression observed. In Islamic Education, both students' attainment and progress have improved from good to very good in all phases due to the strong performance of the large majority of students in lessons and assessments across all phases. In Arabic, attainment has improved from good to very good in phase 4 and remained good in the other phases, while progress has improved from good to very good in all phases. In social studies, attainment and progress has improved from good to very good in all phases except phase 2 attainment which has remained good. This improvement is mostly due to improved teaching and assessment in all Arabic medium lessons.

English-medium subjects have shown overall improvement, with some phases showing significant progress, others maintaining previous performance levels and none experiencing regression. In English, attainment has remained good in phases 1 and 2, while it has improved in phase 3 from good to very good and in phase 4 from good to outstanding. This remarkable improvement in students' achievement in phase 4 is attributed to their strong performance in both internal and external assessments, as well as their consistent achievement in lessons. Progress has improved to very good in phases 1, 2 and 3 and to outstanding in phase 4. The pattern is almost identical in math and science with the only differences being phase 1 mathematics attainment and phase 2 mathematics and science attainment all improving to very good. In a similar vein to the Arabic Medium Subjects, the improvement in English Medium subjects is primarily due to improvements observed in teaching and

assessment.

As a result of improvements in attainment and progress across all subjects, learning skills have increased as follows: from good to very good in phase 1, from acceptable to very good in phase 2, from good to very good in phase 3, and from good to outstanding in phase 4. This strong improvement is due to improvements in teaching strategies and very effective professional development.

Personal Social development and innovation skills were not inspected in 2022. Personal development and social responsibility are now judged as good in all phases with Islamic values very good in all phases after a recent focus on this area following last year's national identity inspection.

As a consequence of the improvements in attainment and progress across the school, teaching has moved from good to very good in in phases 1, 2 and 3 and to outstanding in phase 4.

Assessment has risen across the school from good to very good in all phases due to the strong processes and analysis that are in place although the use of data is a developing feature.

Curriculum design and curriculum adaptation was not inspected in the previous inspection, but both are now judged to be good in all phases.

The school effectively modifies the curriculum to meet the needs of most students, integrates innovative programs like robotics and project-based learning to enhance engagement, and provides rich opportunities to develop leadership, cultural understanding, and community connections, though greater focus is needed on supporting gifted students and fostering innovation in younger grades.

Health and Safety, including arrangements for child protection and safeguarding continue to be a strong feature of the school and has remained very good in all phases since the last inspection. The care and support of students has regressed from good to acceptable in all phases. This is due to the low number of students of determination who are identified, which is still less than 1% of the student population and also some inconsistency around the level of support for both students of determination and the gifted and talented. This decline is also attributed to the absence of in-school support services (ISSS) for students with additional learning needs, including students of determination.

Leadership is also an improving area with effectiveness of leadership, self-evaluation and improvement planning, governance and school management rising from good to very good. Partnerships with parents and the community remained good. Overall, the school has risen to be judged as very good with a few outstanding features, especially in upper cycles. The school's leadership fosters a positive and inclusive culture, supports professional development, and implements innovative initiatives to enhance student outcomes and community engagement, though current practices show partial alignment with international standards and the UAE Inspection Framework. In 2023, the school moved to a new, purpose-built building with all the expected modern facilities, and it has been finished to a high level. This has given the school a huge boost. However, there also has been a 25% turnover of staff in the past year and over 400 new students into KG and Cycle 1. The school has coped very well with these issues.

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

The school benchmarks its students' attainment against international standards by participating in assessments such as PISA 2022 and TIMSS 2023. This reflects the school's strong understanding of global benchmarks and its commitment to maintaining high academic standards. The data derived from these assessments is systematically analyzed and used to inform the school's development plan, ensuring a focused approach to addressing identified gaps and enhancing overall student achievement.

Leadership demonstrates a clear awareness of the international assessment targets set for the school and has taken deliberate steps to prepare students for these benchmarks. This includes incorporating question types and formats similar to those used in PISA and TIMSS into internal assessments. The school aims to familiarize students with these international standards but also successfully includes challenging questions that cater to high-

attaining students, enabling them to refine their skills further and achieve better 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 3-9 took the ACER IBT standardized tests in Arabic, Mathematics and Science in 2023/4 and achieved outstanding achievement in all grades and subjects. Similarly, progress results for the AY2023/34 demonstrate outstanding outcomes from grades 3 to 9 across all 3 subjects.

Most grade 12 students taking the Ministry of Education assessment in Arabic and Islamic studies attain above curriculum standards.

The school has a good awareness of international benchmarking, and promotes the importance of doing well and making a more global comparison through dedicated weekly sessions for students in Grades 3-9 to practice for IBT-type questions in mathematics science and Arabic. There is a scope of improving benchmarking even further by extending this to IBT English.

International Assessments: TIMSS, PISA, PIRLS

The school has benchmarked students' attainment against international standards. The school participated in the PISA (Program for International Student Assessment) in 2018 and 2022.

In PISA 2022, 15-year-old students attained results above the school-set targets in all three subjects. The school exceeded its set target of 424.7 in reading literacy but did not meet the international average with a score of 458.3. In scientific literacy, the school also exceeded its target of 428.2 but did not meet the international average with a score of 467.3. The school's highest score was in mathematical literacy, attaining 473.8, which is both above the target 430.6 and the international average.

The school participated in TIMSS 2023 and awaits the results.

Reading

The school has two libraries: one on the ground floor serving KG and cycle 1, and the other on the first floor, serving cycles 2 and 3 for both boys and girls. Each library can accommodate whole-class, group, and individual study sessions, though their size limits them to hosting a single class at a time. Together, the libraries house 1,200 books, including 700 Arabic books and 500 English texts. Recently, the school removed approximately 800 books that did not meet MOE standards. The KG and cycle 1 library is tailored for younger students, featuring colorful displays and age-appropriate seating. Both libraries are extensively timetabled for weekly reading sessions, which are supervised by class teachers and supported by the librarian. On a three-week rolling rotation, these sessions cover Arabic, English, and Social Studies, with students summarizing books using templates during visits.

Staff have received internal training to enhance their skills in promoting reading. Additionally, students are provided access to the Kutubee platform, which offers 1,600 digital books in English and Arabic for home reading. Each student has an individual account monitored by their teacher. While students are encouraged to read five books per month, there is currently no system to track this goal.

The library organizes a wide range of activities to promote reading, including book clubs, author visits, annual book fairs, KG reading week, character day, shadow theatre, and international competitions such as the Arab Reading Challenge and National Poetry Competition. Internal competitions, such as the Little Reader and Library Storyteller competitions, further enrich students' engagement with literature. The school has achieved significant

success in national literary events, including awards in the Libraries Pioneer Competition and Creative Reader Competition.

Both libraries are well utilized, and there is a clear strategic plan to develop English reading for grades 1–12. This plan aligns with the next steps identified in the previous inspection report and outlines objectives, activities, and evaluation strategies. Online resources in English and Arabic are well-integrated, fostering a culture of home reading. However, the collection of written texts requires further expansion to meet students' growing needs.

Strengths of the school

- The principal, committed owner, and leadership team demonstrate dedication and strategic vision and direction to drive the school improvement.
- Effective teaching practices lead to strong results in all subjects in MOE exams and high performance in IBT assessments in Arabic, mathematics and science.
- The extensive assessment procedures and detailed data analysis effectively support targeted interventions, driving improvements in students' achievement.
- The school provides a very safe and secure school environment supported by effective safeguarding procedures.
- Students demonstrate consistent positive behavior and respect for Islamic values across the school.

Key Recommendations

1. Further raise standards of achievement in all subjects by:

- ensuring that students practice recitation skills from the Quran more effectively and improve their understanding of the prescribed Hadeeth and Surahs, so they can apply these values and Islamic teaching in their daily lives.
- encouraging more extended, creative, and accurate writing skills in English and Arabic using appropriate grammar and punctuation.
- using a wider range of hands-on resources and manipulatives in mathematics and science, especially in Cycle 1 to engage and motivate students.
- enhancing opportunities for older students to use technology more effectively in carrying out scientific investigations.
- improving students' research and critical thinking skills, using a range of resources, including digital technology, and providing more opportunities for them to present their work in class.

2. Further enhance the quality of the curriculum by:

- benchmarking students' outcomes against national and international standards in English.
- ensuring that critical thinking, problem-solving and independent learning are fully developed and consistently embedded in all lessons.
- using assessment data more rigorously to inform curriculum review, and lesson planning to meet the needs of all students and identified groups of students to make the progress of which they are capable.
- embedding self and peer assessment across the school to enable students to better identify and reflect on their strengths and areas for improvement.
- ensuring that the curriculum is better adapted and modified to meet the needs of all groups of students, particularly students with additional learning needs, including students of determination and the gifted and talented.

- ensuring that all students have an active role in collaborative and group work, and participate more effectively, especially lower achieving students.

3. Improve the impact of school leadership to an outstanding level by:

- engaging all stakeholders in the school's self-evaluation (SEF) process, and using a variety of evidence, including benchmarked, internal and external assessment data as well as lesson observations, to ensure more accurate judgments.
- ensuring that all leaders have a thorough and detailed understanding of the requirements of the UAE Inspection Framework.
- ensuring that, as far as possible, all students have equal access to digital devices and resources.

Overall School Performance: **Very Good**

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

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	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Good	Good	Good	Good

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students’ achievements

Islamic Education

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



Holy Qur’an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school’s analysis of internal assessment data at the end of AY 2023/24 academic year against the (MoE) standards indicates that the large majority of students in KG, cycles 1 and 3 , while most in cycle 2 attain levels above curriculum standards. This level of attainment aligns with the levels of students' knowledge and skills observed in lessons in all cycles.
- MoE national examination for Grade 12 at the end of the AY 2023/24 indicates outstanding attainment. External assessment data in Islamic Education show very good attainment in cycles 1, 2 and 3.
- In lessons and their recent work, the large majority of students across KG and all cycles demonstrate levels that are above curriculum standards. Students demonstrate knowledge of Islamic etiquette and values. However, a clear understanding of the Prophet's Seerah and worship rules are still developing. In cycle 2 and cycle 3, students develop a deep understanding of faith; however, they have a less secure understanding of Hadeeth.
- Over the past three years, the school's internal attainment data indicates that large majority of students have consistently attained above the Moe curriculum standards across KG, cycles 1 and 3. Cycle 2 data shows an upward trend, improving from very good in the AY2021/22 and AY2022/23 to outstanding in the last year. Overall external data for cycles 1,2 and 3 shows and upward trend improving from good in the AY2021/22 to consistent very good attainment in the next two following years.
- The school’s internal assessment data for the AY2023/24 shows that the large majority of students across the school make better than expected progress from their starting point.

- In lessons and in their recent work, a large majority of students across all cycles make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's analysis of progress data indicates that boys and girls make similar progress, both demonstrating very good levels. Data also shows that Emirati students make outstanding progress in KG and cycle 1, good progress in cycle 2, and very good progress in cycle 3. Low attainers show less progress compared to other groups, with acceptable progress across all cycles. High attainers demonstrate the strongest progress, maintaining outstanding levels throughout the school. While no students with additional learning needs are identified in KG, cycle 2, or cycle 3, those in cycle 1 show outstanding progress. Further analysis indicates that gifted and talented students demonstrate outstanding progress in KG and cycle 3, and very good progress in cycles 1 and 2. In lessons, boys and girls make similar progress, though lower-attaining students do not consistently reach their full potential.

Next Steps:

1. Strengthen students' understanding of the Prophet's Seerah in KG and Cycle 1.
2. Develop students' ability to connect their learning to real-life applications and situations in cycle 3.
3. Enhance students' knowledge and skills to foster a deeper understanding of the wisdom and teachings within the noble Hadeeth in cycle 2.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 academic year against curriculum standards indicates that large majority of students in KG and across cycles attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has administered the ACER IBT in Arabic as a First Language to benchmark students' attainment. Results for the AY2023/24 indicate that most students in cycles 1, 2 and 3 attain levels above expectations. The school has also administered Arabic external exams, and results indicate that the large majority of students in cycles 1, 2 and 3 attain level above national standards.
- A number of students in Grade 12 sat for the Arabic (MoE) external exam, and assessment data results indicate outstanding attainment.
- In lessons and their recent work, a majority of students in KG, cycle 1 and cycle 2 and large majority of students in cycle 3 attain levels above curriculum standards. Students demonstrate listening, speaking, and reading skills above the curriculum standards. The students developed their skills in extended reading, creative writing and speaking standard Arabic. However, students' dictation skill in cycle 1, is not well developed.
- Over the past three years, the school's internal attainment data shows that a large majority of students in KG and cycles 1 and 2 have consistently attained above MoE curriculum standards, while cycle 3 data reflects a slight regression from outstanding in the AY2021/22 to consistently very good over the last two years. In external Arabic exams, the school has maintained very good performance in cycles 1 and 2 over the past two years, with cycle 3 achieving outstanding performance over the past three years. The ACER IBT for Arabic data analysis for the past three years finds most students consistently attain levels above international standards.
- The school's analysis of internal assessment data for the AY2023/24 indicates that large majority of students in KG and cycles 1, 2 and 3 make better than expected progress over time and from their starting points.

- In lessons and in their recent work, a large majority of students in KG and in cycles 1, 2 and 3 make better than the expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyze assessment data to track the progress of boys and girls or other groups of students. Most Emirati students in KG and cycles 1 and 2, high attainers across the school, students of determination in cycle 1 and gifted and talented students in KG and cycle 4 make better than the expected progress. A large majority of boys and girls across KG and all cycles, Emirati students in cycle 3, and gifted and talented students in cycles 2 and 3 make better than the expected progress. Most low attainers across the school make expected progress from their starting points. In lessons, students with additional learning needs, including students of determination, make better than expected progress toward their targets. Lower-attaining students always receive sufficient support to make the expected progress. Higher-attaining students always make the progress they are capable of.

Next Steps:

1. Enhance the focus on developing foundational language skills in Cycle 1, particularly dictation and speaking in Standard Arabic, to ensure balanced progress across all areas of language development.
2. Continue improving students' attainment in all language skills to reach very good levels in KG, cycle 1 and cycle 2.
3. Provide opportunities across all cycles to further strengthen students' creative and expressive language skills, fostering greater proficiency in extended reading, writing, and oral communication.

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

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 academic year against the Ministry of Education (MoE) curriculum standards indicates that the large majority of students in KG and cycles 1, 2 and 3 attain levels that are above the curriculum standards.
- The school's analysis of external assessment data at the end of the AY 2023/24 academic year indicates that a large majority of students in cycles 1, 2, and 3 attain levels above the international standards for social studies.
- In lessons and in their recent work, a large majority of students in KG cycles 2 and 3, and the majority in cycle 1, attain levels above curriculum standards. Students demonstrate knowledge and understanding of social studies, history, and geography standards and express a sense of belonging and loyalty to their society. However, students across all cycles face challenges in engaging in deeper discussions and suggesting solutions to contemporary societal issues.
- Over the last three years, the school's internal assessment data indicates an upward trend from consistently good attainment in KG to very good in the AY2023/24, while in cycles 1, 2, and 3, the trend has been consistently very good. External assessment data indicates a common improvement across cycles 1, 2 and 3 moving from good in the AY2021/22 to consistently very good for the last two years.
- The school's analysis of internal assessment data for the AY2023/24 indicates that the large majority of students in KG and cycles 1, 2 and 3 make better than the expected progress over time and from their starting point.
- In lessons and in their recent work, a large majority of students across all cycles make better than the expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analysis of assessment data that tracks progress of other groups of students.

- Most Emirati students and high attainers across the school, students of determination in cycle 1 and gifted and talented students in KG and cycles 1 and 3 make better than the expected progress. A large majority of boys and girls across KG and all cycles, and gifted and talented students in cycle 2 make better than the expected progress. Most low attainers across the school make expected progress from their starting points. In lessons, students with additional learning needs, including students of determination, consistently make very good progress toward their target. Lower, and higher-attaining students always make better than the progress they are capable of.

Next Steps:

1. Increase Cycle 1 students' attainment across all areas, with a particular focus on deepening their understanding of UAE history.
2. Continue improving students' progress in all subject areas.
3. Strengthen students' problem-solving skills to empower them in proposing solutions to contemporary societal issues.

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

Findings:

- The school’s analysis of internal assessment data for the AY2023/24 against MOE curriculum standards indicates that a large majority of students in all cycles attain levels above curriculum standards. This level of attainment does not align with the level of students’ knowledge observed in lessons in KG and cycle 1.
- The school has no external national or international assessments for KG and no standardized benchmark assessments in other phases. MOE External exams are conducted in grades 1-12 in AY2023/24. Across all cycles a large majority of students attain levels above the curriculum standards.
- In lessons and in their recent work, the majority of students in KG, cycle 1 and the large majority in cycle 2, and most students in cycle 3 demonstrate listening, reading, speaking and comprehension skills above the curriculum standards. KG students often struggle with letter formation and blending skills as most students join school with little or no exposure to English. In Cycle 1, students are beginning to segment words and think carefully about their spellings, capitalization and punctuation when writing. However, they do not sufficiently develop their independent reading and writing skills. In cycle 2, students systematically engage in group discussions, however they rarely give extended presentations in lessons. In cycle 3, students infer information from extended texts, analyze and compare from a range of written sources.
- Over the past 3 years, school internal assessment data indicates an improvement from good in the academic year 2021/22 to very good attainment in the last two academic years.
- The school’s analysis of internal assessment data indicates that a large majority of students make better than expected progress over time and from their starting point at the beginning of the academic year across all phases.
- Based on lesson observations and scrutiny of students’ work, the large majority of students in the KG and in cycle 1 and cycle 2, and most students in cycle 3 make better than expected progress in relation to learning objectives aligned with curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school’s analysis of progress data indicates that boys and girls

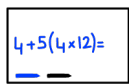
both make similar progress, with the large majority making better-than-expected progress in all cycles. Most high attainers make better than expected progress across all phases, while most low attainers make the expected progress. Most Emirati students in KG and cycle 1 and the large majority in cycle 3 make better than expected progress, while most in cycle 2 make the expected progress. Most gifted and talented students in KG and cycle 3 and the large majority in cycles 1 and 2 make better than expected progress. The school has one student with additional learning needs in cycle 1 who makes better-than-expected progress. In lessons, most groups make similar progress, though the lower attaining students often lack the challenge to progress further.

Next Steps:

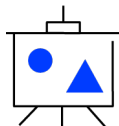
1. Ensure students get more opportunities to speak and practice new vocabulary in lessons, particularly in KG.
2. Provide more opportunities to extend and develop creative writing and analytical skills.
3. Develop students' speaking and listening skills through peer collaboration and open-ended questioning that encourages elaboration on answers rather than one-word responses.

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:



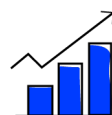
Number and quantity and their use



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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against MOE curriculum standards indicates that the large majority of students in KG and across cycles demonstrate knowledge, skills, and understanding that are above the curriculum standards.
- The school has administered the Educational Research International Benchmark Tests (ACER IBT) in math to benchmark students' attainment. Results for the AY2023/24 indicate that most students in grades 3-9 demonstrate knowledge, skills and understanding that are above the curriculum standards. MOE External exams are conducted in grades 1-12 in AY2023/24. Across all grades, a large majority of students attain levels above the curriculum standards.
- In lessons and in their recent work, the large majority of students in kindergarten and cycles 1 and 2, and most students in cycle 3 demonstrate knowledge, skills and understanding above curriculum standards. Kindergarten students are learning to say, write, and organize numbers and cycle 1 students can demonstrate fluency in the four arithmetic operations. Cycle 2 students can interpret and solve word problems with different variables and cycle 3 students can apply their knowledge and understanding to reason and problem solve.
- Over the past 3 years, the school internal assessment data indicates an improvement from good in the academic year 2021/22 to very good attainment in the last two academic years. The ACER IBT for mathematics data analysis for the past three years finds most students consistently attain levels above international standards.
- The school's analysis of progress data for the AY2023/24 indicates that a large majority of students in kindergarten and across cycles make better than expected progress in relation to their individual starting points.
- In lessons, the large majority of students in kindergarten and cycles 1 and 2 and most cycle 3 students make better than expected progress as measured against the learning objectives.

- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's analysis of progress data indicates that boys and girls both make similar progress, with the large majority making better-than-expected progress in all cycles. Most high attainers make better than expected progress across KG and all cycles while most low attainers make the expected progress. Most Emirati students in KG, cycles 1 and 2, make better-than-expected progress, while the large majority in cycle 3 make better than expected progress. Most gifted and talented students in KG and cycle 3 and the large majority in cycles 1 and 2 make better-than-expected progress. The school has one student with additional learning needs in cycle 1 who makes better-than-expected progress.

Next Steps:

1. Provide more opportunities for all students to consistently and actively engage with foundational mathematical content and concepts using appropriate hands-on materials and manipulatives particularly in cycle 1 to strengthen their learning skills.
2. Consistently provide students with opportunities and resources to engage in the use of advanced technology, and interactive digital resources to enhance their critical thinking skills.
3. Develop greater challenge in learning for all students, particularly high achievers and gifted and talented students, to promote the development of higher order thinking skills and foster independent learning.

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

Findings:

- The school’s analysis of internal assessment data at the end of the academic year 2023/2024 against MOE curriculum standards indicates that the large majority of students demonstrate knowledge, skills and understanding that are above curriculum standards in KG, cycles 1 and 2 and all sciences in cycle 3, including physics, chemistry and biology.
- MOE External exams are conducted in grades 1-12 in AY2023/24. Results indicate that the large majority of students across all grades attain levels above curriculum standards in science in cycles 1 and 2, and physics, chemistry, biology, and health science in cycle 3. On the 2023/24 Australian Council for Educational Research International Benchmark Tests (ACER IBT), most students in grades 3-9 attain levels that are above national and international standards.
- In lessons and students’ recent work, the large majority of students in kindergarten and cycles 1 and 2 demonstrate knowledge, skills and understanding that are above curriculum standards and most students in cycle 3 physics, chemistry and biology demonstrate knowledge, skills and understanding that are above curriculum standards. Kindergarten students explore basic concepts of plant growth, while cycle 1 students study ecological habitats and factors influencing organisms. Cycle 2 students investigate the different types of materials and their properties, and cycle 3 students analyze chemical compounds and physical forces. Across cycles 1 and 2, students occasionally follow the scientific method but rarely develop their own hypotheses or conduct experiments independently.
- Over the past 3 years, school internal assessment data indicates an improvement in students' attainment from good in the academic year 2021/22 to very good in the last two academic years in KG and cycles 1 and 3. In cycle 3, data indicates a consistent very good attainment in physics, chemistry, biology and health science over the past three years. The ACER IBT data analysis for the past three years finds most students consistently attaining levels above international standards.

- The school's analysis of progress data for AY2023/24 indicates that a large majority of kindergarten and cycle 1 and 2 students make better than-expected-progress in relation to their individual starting points and the curriculum standards. Similarly, the large majority of cycle 3 students make better-than-expected progress in physics, chemistry, biology, and health sciences.
- In lessons and in their recent work, the large majority of students in kindergarten and cycles 1 and 2 make better than expected progress as measured against the learning objectives and make clear connections to their own understanding of the world. In cycle 3, most students make better than-expected-progress and can analyze and evaluate more complex problems and processes using inquiry approaches and apply to the real-world context.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school progress data indicates that boys and girls make similar progress with the large majority making better than expected progress in KG, cycles 1 and 2, and cycle 3 across the different sciences. While, across all cycles, most high attainers make better than expected progress, most low attainers make the expected progress. Most Emirati students in kindergarten and cycle 1 make better than expected progress, while the large majority in cycle 3 make better than expected progress across the different sciences, and in cycle 2, the majority make better than expected progress. Data also indicates that most gifted and talented students in kindergarten and cycle 1, and most across the sciences in cycle 3 make better than expected progress, the large majority in cycle 2 make better than expected progress. The only students with additional learning needs in cycle 2 make better than expected progress.

Next Steps:

1. Increase opportunities to engage hands-on learning in kindergarten and cycle 1, and opportunities to use advanced technology in the higher cycles to develop critical thinking skills.
2. Further develop students' scientific skills of following the scientific method forming hypotheses, predictions and conclusions.
3. Utilize assessment data more effectively to identify students' needs and adjust the curriculum accordingly to provide appropriate support and/or challenge.

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	Very Good 	Very Good 	Very Good 	Outstanding 

Findings:

- Across the school, students are keen to learn and take responsibility for their own learning. They actively participate in learning activities and, on occasion, reflect on what they have learned, identifying their strengths and areas for improvement. Students in cycle 3 are particularly enthusiastic and demonstrate sustained responsibility for their learning. They effectively reflect on their progress, recognizing their strengths and weaknesses, and utilize strategies to enhance their learning outcomes.
- Kindergarten students collaborate effectively in groups and pairs, demonstrating strong communication skills. They engage purposefully in various learning activities, assisting one another with materials and problem-solving. Cycle 1 students enjoy peer interaction and collaborate well, though some may not participate equally. Cycle 2 students communicate positively and clearly. Cycle 3 students collaborate very effectively in diverse settings, share group responsibilities, and demonstrate strong communication skills, confidently explaining concepts to peers.
- Students in cycles 2 and 3 demonstrate purposeful learning skills and can connect their learning with the real world. Students in the upper grades of cycle 3 are skillful at making connections and seeing relations between learning and how it applies to the real world. Cycle 1 students generally rely on teachers to make connections for them, while Kindergarten students link learning to their own experiences and understanding of the world. Although students across all grades occasionally apply learning skills across subjects, this is less consistent in lower cycles.
- Students in cycles 1 and 2 have positive opportunities to develop inquiry and research skills in core subjects, though high achievers and gifted students are not consistently challenged. Access to learning technologies is still developing across grades, with few resources regularly embedded in lessons. Critical thinking and problem-solving skills are present, though integrated inconsistently across subjects and grades. Cycle 3 students have frequent opportunities to analyze, evaluate, and further develop their critical thinking skills.

Next Steps:

1. Increase opportunities for research and independent learning across all grades to enhance skill transfer across subjects.
2. Embed innovation, inquiry, research, critical thinking, and learning technologies into all subjects and cycles to deepen real-world application.
3. Provide greater learning challenges, especially for high achievers and gifted students, to strengthen critical thinking and problem-solving skills, with a focus on cycle 1.

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

Personal Development

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

Findings:

- Students exhibit positive and responsible attitudes in their classes and throughout the school. When given the chance, students take ownership of their learning and are receptive to feedback from teachers and peers. However, self-reliance among students, particularly in Kindergarten and cycle 1, is still underdeveloped.
- Students usually display disciplined behavior in lessons, corridors, assemblies, and break times, adhering to the school's code of conduct with friendliness and courtesy toward adults and peers.
- However, in cycle 2, some boys occasionally struggle with self-discipline during lessons and require constant teacher reminders regarding classroom rules. While bullying incidents are rare due to the school's proactive measures to prevent such behavior, some misbehavior still occurs in the boys' section.
- Relationships among students, as well as between students and teachers, are cordial and respectful. Students are highly cooperative across the school, showing sensitivity to others' needs, including those with special educational needs, and eagerly helping when needed.
- Across the school, students are developing a sound understanding of healthy eating. They actively participate in after-school sports clubs and engage in activities that promote safe and healthy lifestyles. Generally, students recognize what constitutes healthy versus unhealthy food choices and bring healthy food options to school. However, students are less likely to take initiatives partially in cycle 1.
- Attendance has improved this term, with acceptable averages for both this year and the previous full term. While students usually arrive on time for school and lessons, further improvement is needed, particularly in the final term.

Next Steps:

1. Enhance initiatives to develop self-reliance and independence among students, particularly in kindergarten and cycle 1.
2. Strengthen classroom management strategies in cycle 2 to promote consistent self-discipline among boys and reduce reliance on teacher reminders.
3. Improve attendance and punctuality by implementing targeted strategies, especially during the final term.

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	Very Good	Very Good	Very Good	Very Good

Findings:

- Students have a secure appreciation and understanding of how Islamic values influence contemporary UAE society. Students can provide examples of how these values influence people's lives in the UAE. They celebrate and appreciate all the Islamic events. Students participate in various school events to promote their understanding of Islamic values, which they express during morning assemblies and other events.
- Students demonstrate a secure understanding and deep respect for the heritage and culture that shape contemporary life in the UAE. They actively engage in a range of cultural activities, including the celebration of national events such as National Day, Flag Day, and Martyr's Day, where they participate with enthusiasm and respect.
- Students contribute creatively by showcasing artwork that reflects traditional UAE heritage, such as depictions of traditional fashions, and by contributing to heritage-themed displays throughout the school. During cultural exhibitions, students perform traditional dances and songs, recite poetry, and enthusiastically participate in activities that highlight the richness of Emirati heritage.
- Students demonstrate a deep understanding, awareness and appreciation of their own and other world cultures, with a particular focus on the nationalities present within the school, mainly from the Arab world. They enthusiastically celebrate International Culture Day.

Next Steps:

1. Enhance students' knowledge and awareness of how to preserve UAE culture and heritage.
2. Expand students' opportunities to initiate and involve themselves in a wide range of cultural activities.
3. Continue improving students' understanding of world culture.

Social responsibility and innovation skills

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

Findings:

- Students across cycles understand their responsibilities as members of the school community and engage in initiatives both within the school and in the wider community, such as the Police Committee and the Volunteer Work Team Committee. They occasionally take part in charity events and fundraisers as part of their responsibilities. However, there are limited volunteering opportunities available for students in cycles 1 and 2.
- Students demonstrate a positive work ethic and are motivated to learn in lessons, with innovation skills steadily developing. They enjoy participating in projects, and cycle 3 students often take the lead and make independent decisions. Cycle 2 students generate good ideas but require support to follow through. However, the level of innovation and enterprise skills seen in lessons are inconsistent across the school.
- Students show care for their school environment and participate in activities to improve it, such as those organized by the sustainability team and environmental club, which implement programs to educate students on environmental issues. These initiatives include recycling projects and beach clean-ups. However, students are not sufficiently active in conservation efforts, especially in the wider world, across the school.

Next Steps:

1. Enhance innovation in lessons and broaden opportunities for enterprise and entrepreneurship especially in lower grades.
2. Increase volunteering opportunities in cycles 1 and 2 to foster community involvement beyond the school environment.
3. Strengthen student initiatives in social responsibility across the school.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers demonstrate sound subject expertise and effectively apply their knowledge of how students learn best in their subject areas. Specialist teachers in the upper phases have subject specific knowledge and apply that knowledge to develop and extend students' understanding in their subject. Most teachers use age and developmentally appropriate pedagogy to enhance student's learning across the school.
- Lesson planning is very well developed across the school and teachers use a standardized lesson plan template to include curriculum standards, learning objectives, learning outcomes, learning activities and assessments. The lesson pace is brisk, and pacing ensures time is used effectively, although at times, this leads to activities not being fully completed and reflected upon. Resources such as the whiteboard and learning management systems are used to plan interesting lessons. In cycle 1 core subjects, teachers are sometimes reluctant to give students more opportunities to collaborate and develop independence in learning. In kindergarten, cycle 2 and 3, there are more opportunities for implementation of group work.
- The use of questioning strategies is prioritized, and most teachers are adept at fostering higher order thinking particularly in cycle 3. In lower cycles, questions are occasionally knowledge-based and recall, particularly in cycle 1. Dialog engages students in meaningful learning more frequently in cycles 2 and 3.
- Teacher's use effective strategies across the school to foster engagement and motivation in learning. In cycle 2, teachers encourage active participation in learning. In cycles 2 and 3, teaching strategies promote higher-order thinking skills, encouraging students to analyze and evaluate, resulting in improved progress and attainment in science, mathematics and English. Teachers in all subject areas are aware of the different and varying levels of abilities and needs, and use tiered class activities with groups. Across all subjects and phases, opportunities to personalize learning and provide greater challenges for high-ability and gifted and talented students are observed, yet inconsistent. Students with lower abilities would benefit from additional support and more targeted feedback.
- Teachers develop critical thinking and problem solving more frequently in cycle 2 and 3 and some teachers, more often seen in cycle 3, promote independent learning opportunities. Opportunities for innovation are seen in the specialized activities but less frequently embedded into lessons of core subjects across the school.

Next Steps:

1. Develop and implement diverse teaching strategies that further motivate and encourage student engagement, particularly in cycle 1.
2. Ensure that differentiation and personalized learning opportunities meet students' needs and challenge all students, particularly high achievers and gifted and talented across all cycles.
3. Ensure that lessons are less teacher-directed in all subjects and grades particularly in cycle 1 to foster engagement and meaningful dialog.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Very Good 	Very Good 	Very Good 	Very Good 

Findings:

- Internal assessment processes are consistent and aligned to the MOE curriculum standards. They offer consistent measures of students' academic achievement across all core curriculum subjects. However, the level of attainment seen in the lessons observed and in student work is sometimes below that indicated by assessment data. In all phases and subjects, the systems for administering tests and collecting data are robust. Internal assessment done through pen and paper tests, and external paper/online assessments are recorded in MOE's Al Manhal system. The system for carrying out assessments and grading as per assessment policy is effective and provides valid and consistent grades. The application of external assessments through MOE systems ensures alignment with the curriculum.
- The school has effective processes for comparing students' performance with those of students internationally. The school benchmarks its students' academic outcomes in English, Science and Mathematics through the Program for International Student Assessment (PISA). Additionally, the school regularly assesses students using the standardized Acer IBT assessments in Arabic, Science and Maths. These standardized assessments give the school accurate insights and data to confirm the high achievement of students in those subjects and compare their students' performance to other students nationally and internationally.
- The school conducts detailed and rigorous analysis of internal assessments. Data is collated and analyzed by senior staff, middle leaders and teaching staff at departmental meetings. Monitoring and tracking of students' progress is communicated to parents and to teachers. However, there was little evidence of the impact of this data on the curriculum review or learning strategies applied to meet the needs of students.
- Teachers regularly use a range of assessment for learning (AfL) strategies in lessons. Across all cycles, teachers incorporate formative assessment techniques in their lesson plans, including questioning, monitoring group progress, student reflection, and peer assessment. The KWL model is frequently employed for formative assessment; however, it is not always effectively utilized to measure the new knowledge students have acquired. In some lessons, insufficient time is allocated for students to fully benefit from AfL, and the influence of AfL on lesson planning is not consistently evident.
- Teachers have a good understanding of students' individual strengths and weaknesses, and assessment data is used to arrange students into groups and tasks are differentiated. AFL is not consistently used to challenge students to try the more complex tasks. Peer assessment is a common feature across lessons, however not all students are actively engaged in providing their peers with constructive feedback.

Next Steps:

1. Ensure benchmarking students' attainment in English by adopting ACER IBT standardized testing for English.

2. Further enhance the efficiency of data use to adapt teaching to meet all learners' needs better.
3. Provide consistent, comprehensive and constructive feedback and appropriate personalized challenge and support to optimize students' progress.
4. Ensure that assessment data is consistently utilized to inform curriculum review and adapt learning strategies to better meet all students' needs.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Ministry of Education (MoE) Curriculum for all subjects. The curriculum has a clear rationale that aligns with the school's national vision and with international standards. The curriculum provides choice and challenge in the upper phases, allowing students to sit for various international exams, with opportunities for innovation facilitated through lessons and projects. However, opportunities for innovation and challenge are not as well-embedded in the lower phases, where learning tends to be more teacher-directed than student-driven. The curriculum is broad, balanced, and age-appropriate and is relevant and effective in developing knowledge, skills, and understanding. It closely follows the school's authorized curriculum and national statutory requirements.
- The curriculum is planned so that learning builds on students' previous achievements in all key subjects. It meets the needs of most students. Students are well prepared for the next phase of education within school and beyond.
- The range of curricular options offers older students meaningful choices that cater to their talents, interests, and aspirations. These options are well-aligned with their strengths and provide academic and personal development opportunities. Students are encouraged to explore creative, practical, and academic subjects that prepare them for future study or career paths. The curriculum balances knowledge acquisition and skill development, supporting students in making informed decisions about their educational and professional futures.
- Cross-curricular links are meaningful and planned. The curriculum promotes cross-disciplinary learning through integrated projects, activities, and assignments that link subjects such as mathematics, science, and social studies. Interdisciplinary teaching is encouraged, helping students connect knowledge across subjects for deeper understanding, although this approach is not yet consistently applied across all cycles. These links are managed well, supporting students in transferring knowledge and skills between different subjects.
- The school conducts regular reviews and develops its curriculum to ensure good provision in almost all subjects and to meet the academic and personal development needs of most students. This structured process incorporates data analysis and teacher feedback to identify and address gaps.

Next Steps:

1. Improve the effectiveness of curriculum planning to ensure structured progression for all groups of students in all subjects.
2. Enhance students' transfer of learning between different subjects by creating more purposeful cross-curricular links.
3. Enhance the quality of curriculum review to ensure it effectively meets the academic and personal needs of all students.

Curriculum adaptation

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

Findings:

- The school is successful in ensuring that teachers modify the curriculum to meet the needs of almost all groups of students. In all phases the teachers modify the learning environment and use appropriate learning resources in lessons. All teachers design differentiated lessons for identified learner groups, with tiered activities clearly outlined in the lesson plan. The school has also developed its own diagnostic tests in parallel with MOE tests and have thoroughly analyzed the results. Several platforms including LMS, ALEF and Katubee are used in a positive attempt to make the curriculum more accessible to all students. However, further modification can be made to ensure students with gifts and talents as well as students of determination are better supported and challenged.
- The school curriculum is interesting, offering a range of opportunities that effectively engage students in lessons, leading to positive learning outcomes. The school curriculum is enhanced with a variety of learning opportunities that capture students' interest and promote positive outcomes across all phases. Special days, celebrations, exhibitions, and project-based work provide creative opportunities for students to enjoy learning. The robotics program, which includes computer programming, ensures that the curriculum remains innovative, particularly in the higher grades. Implementation of robotics and programming challenges in the higher grades allows students' technological innovations to be recognized both in the school and the wider community through participation in local competitions. Students in all cycles develop leadership skills with some opportunities for social contributions through involvement in local environmental sustainability work. The frequent field trips and partnerships with universities in the high phase ensure students' readiness for career and further education. Several students in the higher grades choose to participate in coaching classes for sports after school hours and there is interest in other extra-curricular activities. Younger students do not always get the same level of opportunity to be innovative or participate in age-appropriate activities and while innovation projects are established, innovation and enterprise in lessons is less developed.
- The school curriculum provides appropriate learning opportunities for students to develop a deeper understanding of the UAE and Islamic values. The celebration of festivals and national days is very strong and ensures students develop an appreciation and understanding of the UAE culture and heritage. The school maintains a strong connection with the local community. The "National Identity Team" has worked closely with local historians to incorporate insights into traditional life in the UAE and other cultural topics into the school curriculum.

Next Steps:

1. Ensure that teachers make curriculum modifications to meet the specific needs of different groups of students so they can make the progress they are capable of in lessons.
2. Provide regular, age-appropriate opportunities for younger students to develop their enterprise and innovation skills.
3. Expand the use of project-based learning to give all students more opportunities to be innovative and creative in their lessons.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has rigorous procedures for the safeguarding of all students including child protection. All school staff receive annual training, and weekly updates are used to provide additional information from the social workers. However, staff would benefit from additional safeguarding training from an approved external provider. All staff members receive a copy of the safeguarding policy and are required to sign to confirm receipt. The Head of Health and Safety also serves as the safeguarding lead, and a Child Protection Team meets regularly. The team's responsibilities are outlined in the policy, which also details formal procedures, all of which align with national safeguarding and child protection laws. Contract staff such as those employed by Emirates Transport are trained in safeguarding by their employer. Both students and parents receive information on safeguarding through assemblies, the official school WhatsApp groups, and the school's social media platforms. Students feel safe at school and on the bus journeys to and from school. Students know to contact their homeroom teacher or section head to report concerns. The contact information of safeguarding staff is displayed in the building's corridors. However, students would benefit from more child-friendly displays in all classrooms and study areas.
- All stakeholders are proactive about health and safety and the arrangements for the school's safety, security, and hygiene. The school campus is clean and hygienic, providing a safe environment for students and staff. A range of safety procedures are in place, and staff take responsibility for ensuring students' well-being. Bus routines are well-organized, ensuring students are well cared for during their journey to and from school.
- The school buildings and equipment are very well maintained. The school clinic staff keeps medical records of all students and maintains their confidentiality. Medication is kept locked away, and all staff know how and by whom it can be administered. Safety checks are frequent and thorough and are recorded on appropriate sheets and forms. Supervision of students is very robust and effective throughout the school, including during dismissals, break times, and lessons. Health and safety teams conduct checks and risk assessments to maintain students' safety. The school meets all legal requirements, ensuring full compliance with the Civil Defense regulatory requirements.
- The school premises and facilities provide a safe and inclusive physical environment that meets all students' educational and physical needs.

- The schools' promotion of safe and healthy living is very effective. The school provides food services for students which, while limited in range, do avoid the use of high levels of sugar and fat. The school provides healthy eating advice to parents, and staff are trained to guide students on making healthy food choices. Carbonated sugary drinks are not allowed at school. Despite this, the high proportion of lunches and snacks brought in by students indicates there is still work to do to promote the provision and consumption of healthy food choices.

Next Steps:

1. Consider providing additional safeguarding training for all members of the school child protection team and other key staff.
2. Ensure a more focused promotion of healthy lifestyles.
3. Display safeguarding team information clearly throughout the school building in a more child-friendly style.

Care and support

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

Findings:

- Relationships between staff and students across the school are courteous. The behavior policy and procedures are built on international research and include clarity about rules, expectations for each student, and a series of graded sanctions that are consistently implemented. Reports of bullying and other serious behavior issues are rare, but any incidents are logged and investigated. Overall, procedures for managing behavior are effective, and no misbehavior was observed during the inspection.
- The school's approach is adequate in promoting attendance, and punctuality is generally effective. However, the school experienced a particular challenge with several families leaving the country before the end of the school academic year. As a result, attendance levels for older students, especially, dropped to a low level. This issue has been addressed, at least for now, and attendance has recovered to a good level. Punctuality is positive during the school day, and students almost always arrive in time for lessons. However, a few students who travel by private transport are occasionally late. Systems for managing attendance and punctuality, including an automatic text message to parents and follow-up of unauthorized absences and lateness, are efficient and effective.
- The school has appropriate systems in place to identify individuals with additional learning needs, including students of determination, but the number identified is very low. The school uses mostly teacher observation initially and subsequently other academic screenings to identify learners who require support. Less than 1% have been officially identified as students of determination, as many parents are reluctant to allow the identification process to conclude. The school has identification processes for gifted and talented students; however, there is some uncertainty regarding the number of identified students. However, gifted and/or talented students have been identified with a range of academic, sporting, and creative talents, and this number is in the region of 10%, which is more reflective of the size of the school.
- The school does not offer in-school support services (ISSS) for students with additional learning needs, including students of determination. The school provides appropriate support for the few students of determination and other students with additional needs who have not been formally identified. Individual Education Plans (IEPs) are discussed and agreed upon between all the partners and are well constructed. Support for students of determination is provided through various methods, including "pull-out" and "push-in" strategies by support teachers. While teacher assistants are generally limited outside of Kindergarten, teacher and peer support is frequently observed. Students with additional needs receive a combination of regular classroom learning and targeted support, with closely monitored progress and regular communication with parents. However, support can be inconsistent in lessons as teachers divide attention across the class, and access to individual devices is limited.
- All students' well-being and personal development are efficiently monitored, with particularly close attention given to students in the higher phases as they prepare to exit school for college and university. The school

guidance counselor is newly appointed, but effective guidance has been in place for several years through senior teachers in both the boys' and girls' sections. The counselor has recently commenced work with grades 8 and 9 as they begin to make appropriate subject choices. The support for senior students is extensive, including career fairs, college orientation, meetings with students and parents on college selection, and presentations from past pupils attending different universities in UAE, Egypt, and internationally. Parents are very satisfied with how students are supported and guided in the school.

Next Steps:

1. Review the policy to improve attendance procedures to drive the school to the next level.
2. Expand the identification process for students of determination and review the support system to optimize student achievement.
3. Ensure the identified gifted and talented cohort receive challenging opportunities academically, creatively, and in sports.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good 

Findings:

- Leaders at all levels, led by the principal, set a very clear strategic direction. The principal has long served in the school and has led the school with great enthusiasm and skill since her appointment initially as acting principal in 2018 and, more recently, as principal. Together with other senior leaders, she has grown the school successfully and moved to the new building in 2023, which now firmly places the school at the center of the community. Leaders consistently demonstrate a very strong commitment to UAE priorities and traditions and provide a supportive environment where cultural diversity is respected. The school vision, which is widely shared, makes student academic performance and welfare the key focus, followed by quality teaching. The school has a developing inclusion team, and appropriate policies are in place, but the number of identified students of determination and those who are gifted and talented remains low.
- The senior leadership team (SLT) demonstrates a thorough knowledge of the MOE curriculum and effective practices in teaching and learning. A varied program of continuous professional development offers opportunities for teachers to work and learn as part of a community of learners and helps in the sharing of the good or better practices seen in the school. Senior leaders regularly carry out effective demonstration lessons, especially for newly appointed teachers, to ensure improved practice. Outside experts, such as an expert in the teaching of Biology has also provided support. Leaders' knowledge of best practices is varied, and not all are aware of the best international practices or have a thorough knowledge of the UAE School Inspection Framework.
- Relationships and communication within the school are consistently professional and effective, and the school has a strong collegiate atmosphere. The principal and vice principal have a visible presence in the school and observe lessons regularly. As a result, there is a strong bond among all staff and a family-type atmosphere within the school which extends outwards to families and the wider community. Electronic communication, including e-mail and WhatsApp, is used effectively throughout the school in delivering regular messages, and School Voice is effective in providing a wide range of information on students' achievements to parents. Parent surveys are regularly used, and the results are effectively implemented to ensure that the SLT members are fully aware of issues as they arise. In general, survey results have shown a high level of satisfaction among parents for the leadership of the school. The positive atmosphere and openness of leaders ensure that morale is kept at a high level.
- School leadership demonstrates a clear understanding of the actions needed to improve school performance. The leadership team has extensive experience with the MOE curriculum and recognizes the importance of innovative approaches, such as using diagnostic testing to identify learning challenges. They also make use of the International Benchmark Assessments (IBT) for Arabic, mathematics, and science to track student progress. Leaders have effectively addressed potential barriers to learning, such as the successful focus on improving attendance last semester by strong and direct communication with parents. Overall, the SLT has made improvements despite a high teacher turnover and a large number of new students in lower cycles.
- Leaders have been innovative and very successful in developing initiatives to improve school outcomes,

such as the establishment of the sports academy to increase students' activity levels and make the new school facilities available to the community. Senior leaders are active in holding staff accountable for performance through tracking of student data, walk-throughs, and lesson observations, even though the observation template is not fully aligned with the UAE Inspection Framework. The school is very conscious of all its obligations and is compliant with all statutory and regulatory requirements.

Next Steps:

1. Complete the expansion of the inclusion team to ensure a greater number of students of determination and gifted and talented students are identified and supported more effectively.
2. Ensure, that as far as possible, all continuous professional development is based on international best practices in teaching and learning and with an appropriate balance between teacher input and students' learning skills.
3. Align the lesson observation template, used by leaders, with the UAE Inspection Framework to ensure lesson judgements match framework expectations.

School self-evaluation and improvement planning

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

Findings:

- Systematic self-evaluation processes are used in the school's improvement planning and use both internal and external data, lesson observations, and SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses. The senior leadership team involves middle leaders in the self-evaluation process, and the school is aware of its strengths and can accurately identify areas requiring improvement. However, the SEF document is overly descriptive and would benefit from a greater analytical focus.
- The monitoring of teachers and the impact of their teaching on the student's academic and personal progress is very effective. Subject leads and senior leaders regularly evaluate staff performance to ensure consistency in planning and the effective delivery of lessons. The principal, especially, has a strong understanding of best practices; however, in discussions, some middle leaders did not show as much confidence in making judgments in line with the UAE Inspection Framework. Senior leaders monitor effective teacher evaluations, and support and feedback are available if underperformance is detected. This approach has positively impacted student achievement, especially in higher grades.
- School improvement plans are coherent and based on accurate self-evaluation. The proposed actions are realistic and focus on the improvement of outcomes based on recommendations from the previous inspection and UAE national priorities, such as sustainability. The School Development Plan document has timelines and responsibilities identified. Still, there is no system in place to indicate how much progress has been made against each target listed. The school demonstrates a capacity to promote new solutions to address priorities and respond to changing circumstances, such as the ongoing improvement to attendance since the drop during the summer term. The school is effective and has a sustained positive impact on student attainment, but the SDP could be aligned more closely with the SEF and previous inspection report.
- The school has made positive progress in addressing the recommendations from the school's previous inspection report. Most recommendations are listed on the SDP, and the actions taken are detailed across all areas. The school is developing its comprehensive professional development program for teachers, with regular inputs from the principal, who strongly understands effective practice. Improved identification processes have been established for students of determination and a support initiative for these students is in place and is developing.

Next Steps:

1. Increase the analytical focus in the SEF report to assist in evaluating the impact of targeted actions on student achievement and to accurately demonstrate the progress being made against each target.
2. Expand training for leaders and teachers to ensure a consistent understanding of the UAE Inspection Framework to ensure all staff have shared ownership of SEF and SDP documents.
3. Fully align the three guiding documents; SEF, SDP and previous inspection report, to maximize school improvement opportunities.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- The school is successful in engaging parents as partners in their children’s learning. Parents are regularly involved in the life and work of the school participating in school activities, events, and meetings. Their involvement makes a very positive contribution to the school community. Parents know the school’s priorities and action plans, and their views and feedback are sought through surveys and meetings.
- Parents are kept informed about their children's learning and progress, including those of students with additional learning needs and students of determination, through various communication channels such as Daily Reports for Kindergarten, Telegram, WhatsApp, and telephone. Parents of students of determination are actively involved in monitoring and target setting for their child’s Individual Education Plan (IEP). The school welcomes parents and responds promptly and effectively to their concerns. However, efforts should be made to ensure that all parents are consistently reached through these communication methods to strengthen engagement further.
- The school provides regular reports on students’ progress on a termly basis, along with daily reports for kindergarten children. The report card includes assessments of students’ achievements and marks in all subjects, outlining general areas for improvement. However, it lacks specific details on students' strengths and personal and social development.
- The school benefits from strong connections with the local community through charitable initiatives and partnerships, such as with Al Wathba Library, the Environmental Friends Society, and the Abu Dhabi Municipality. These collaborations provide meaningful learning experiences and opportunities for students to engage in community activities. However, the school’s partnerships with international organizations and other schools are not fully developed.

Next Steps:

1. Increase opportunities and strengthen communication channels to ensure all parents can actively engage in different elements of school life and make a positive contribution to raising standards.
2. Ensure that the student report card clearly outlines both the strengths and areas for improvement in students' learning, as well as their personal and social development.
3. Broaden and strengthen ongoing social contributions to local and national organizations, while developing partnerships with international communities.

Performance Indicator	Quality judgement
Governance	Very Good 

Findings:

- Governance includes representation from almost all stakeholders. The Board, which includes the school owner, parent and student representation, as well as the principal, vice principal, senior teachers and a financial expert, is well-informed and regularly seeks feedback from senior leaders and parent representatives. The Board also has access to financial advice and advice on academic matters when required. It consistently reviews school policies, procedures and programs and takes actions where necessary in cooperation with the principal. The Board is aware of all student achievements and school activity through regular updates as well as consistent visits of the owner to the school. However, the Board would benefit from a member with a strong knowledge of the UAE Framework to guide the Board and school in preparing planning documents.
- The Board of Governors systematically monitors the schools' actions and holds senior leaders accountable, through informal meetings and ongoing discussions. All Board meetings are recorded, minutes kept, and proposed actions are monitored from meeting to meeting. The board provides support to senior leaders through regular communication, and the Board plays a very useful role in the everyday life of the school with very regular contact between the owner, board members and the principal. The Board ensures as far as financially possible, that the agreed financial support is in place and evaluates the leadership performance of the principal through ongoing discussion, including constructive feedback and direction with the very committed owner. However, a formal annual appraisal of the principal is not yet in place.
- The Governing Board exerts a very positive influence on the school's leadership and direction. The Board exerts a positive impact on the overall performance of the school, especially through the provision of the high-quality new building and appropriate resources which has enhanced the positive reputation of the school in the community. The owner and principal work as a team and are passionate about students reaching their potential through high-level academic education and strong personal development. The Board meets all regulatory and statutory requirements in performing its duties, including all UAE priorities. The Board ensures a good level of staffing and resources, but technology devices for students are scarce and the high level of staff turnover in the past year is a concern, if it were to continue.

Next Steps:

1. Expand representation on the Board of Governors to include external expertise on the requirements of the UAE inspection Framework.
2. Ensure that a more formal annual appraisal system is in place for the principal and senior leaders.
3. Evaluate the reasons for the high turnover of staff in the past year and take steps to ensure that retention rates improve.

Management, staffing, facilities and resources

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

Findings:

- Almost all aspects of the day-to-day management of the school, its procedures and routines are very well organized and have a positive impact on students' outcomes and personal development. These procedures and routines ensure that the school has a calm and welcoming learning environment, where staff and students work respectfully. The lesson timetable is structured to minimize the loss of learning time. A few policies, such as those covering attendance and assessment require review and greater compliance to ensure ongoing positive impact on students' achievements.
- The school is staffed appropriately, enabling the fulfilment of its vision and mission. All teachers possess suitable qualifications to effectively teach their respective subjects. All staff, including support staff, benefit from regular, weekly professional development closely matched to the school's priorities. However, there is still more to be done for leaders and teachers to consistently understand what effective teaching and learning looks like, particularly regarding providing appropriate support for lower attainers and sufficient stretch and challenge for high-attaining students.
- The well-designed modern premises are very effectively maintained and designed to meet the learning needs of students across all grades and phases. Classrooms are spacious and welcoming for students. There is a range of specialist facilities in science, art, music and ICT. There are outdoor areas and gym facilities to promote and help students develop their physical and mental well-being. Recreation areas are safe, well-designed and suitably supervised at break times. Whilst there is only one lift in the school, the design of the school means that anyone needing to use the lift to access the 1st floor can do so easily.
- The school is very well-resourced to support teaching and learning, with all classrooms having interactive whiteboards, which helps to facilitate student learning. KG is well-resourced to support children's play-based learning and the development of their fine and gross motor skills. There are two libraries that are well-used by all phases of the school and are very active in encouraging reading in English and Arabic. However, the libraries are under-resourced in books especially in English for students in cycles 2 and 3.

Next Steps:

1. Develop a policy review schedule with clear timelines to ensure relevance and effectiveness of practices and to support continuous improvement.
2. Provide appropriate professional development opportunities to improve teachers' skills in effectively utilizing assessment data in their planning to meet the needs of both lower- and higher-attaining students.
3. Provide additional physical reading resources, particularly in English to further encourage reading especially amongst older students