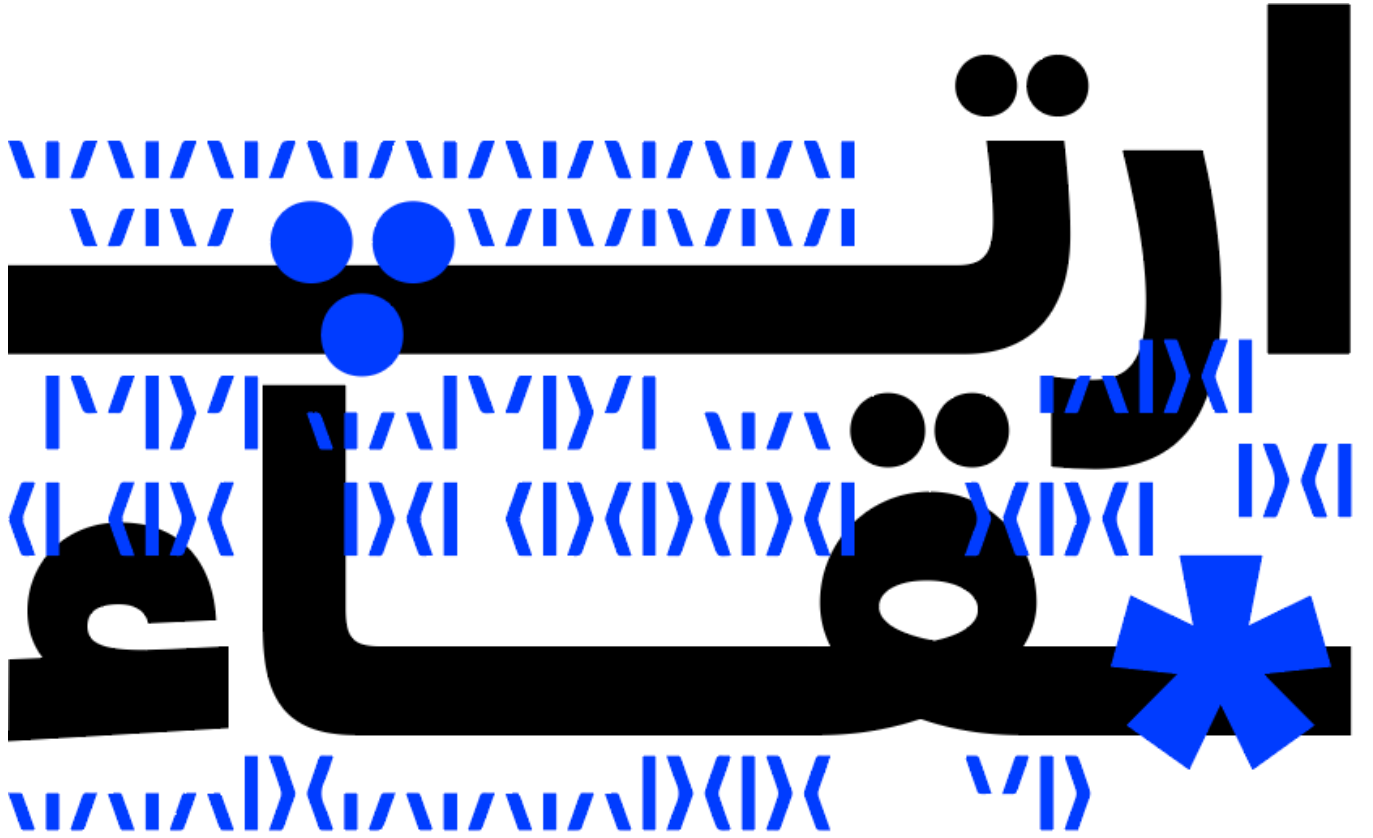




Irtiqa'a School Inspection

AY 2023/24

California American School

Rating: Acceptable

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School Information

General Information		
	Name	California American School
	Esis Number	9310
	Location	42, Al Saadir St, Shakhbout City, Abu Dhabi, 23669
	Website	https://cas-edu.ae/
	Telephone	025861133
	Principal	MAHMOUD EL MITWALLI MAHMOUD EL MITWALLI
	Inspection Dates	21 to 23 May 2024
	Curriculum	American

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	81
Number of Emirati students	56
Number of students of determination	2
Largest nationality group of students	UAE - Egypt - Yemen

Information On Teachers

Number of teachers	20
Nationalities	Egypt - India - Pakistan

Changes since the previous inspection

Since the previous inspection, the school's overall performance has remained acceptable.

Attainment and progress have remained acceptable in all Arabic medium subjects in all phases. In English, in all phases, attainment has remained weak, and progress has remained acceptable. In mathematics progress has regressed to weak in elementary and high phases. Attainment and progress have regressed to weak in science in the elementary, middle, and high phases. The regression is due to a lack of active learning strategies to engage children and students.

Teaching and assessment have remained acceptable.

The health and safety of students, including child protection, have regressed from good to acceptable due to an inconsistency in the systems and processes being applied, including child protection processes.

Care and support have regressed from good to acceptable due to poor identification and support processes for students with additional needs and the gifted and talented.

Leadership and management continue to be acceptable. Since the previous inspection, there have been several principals, with the school experiencing a prolonged period without a principal. The current principal has been in place for only four months. Teacher turnover has been high, with a 90% turnover in the last two years. There has been a decline in student numbers.

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

The school has adjusted its curriculum to prepare students for the Trends in Mathematics and Science Study, TIMSS skills. Their assessment practices align with TIMSS standards. An action plan has been created and shared with staff to ensure proper administration and student preparation. The school has also provided training to integrate critical thinking and problem-solving into the curriculum. Parents have been informed about the importance of international benchmarks for students and the UAE's international standing.

Performance in standardized and international assessments

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

International Assessments: TIMSS, PISA, PIRLS

The school participated in the most recent assessment, Trends in Mathematics and Science Study (TIMSS 2023), and is waiting for the publication of the results and targets.

Reading

The school has a large library serving English and Arabic curricula, stocked with age-appropriate fiction and non-fiction materials. It includes big books for KG and elementary children and students, though these are under-utilized. A section for decoding books aimed at developing reading skills in KG and elementary is tightly packed but not regularly used. The library is timetabled, with organized reference for easy access, and is equipped with comfortable seating and tables. A librarian assists children and students and manages book sign-outs and returns.

The school recognizes the need for an effective phonics program and plans to purchase a preferred reading program and additional reading platforms to support small-group and whole-class instruction. Although the Drop Everything and Read (DEAR) program has been implemented, it was not observed during the inspection week. For Arabic reading, children and students participate in a weekly quiz during their scheduled library visits, using a dedicated reading platform accessible via a QR code. Common words are displayed on word walls in Arabic and English but are not regularly updated. Children and students participate in Abu Dhabi International Book Week and internal reading competitions for both English and Arabic throughout the year. Promoting reading is a priority, with plans to link learning technologies to enhance reading through initiatives like Raz Kids. Future discussions include implementing resources like Jolly Phonics and the American scheme Sadlier Phonics to motivate children and students to read more in both languages.

Strengths of the school

- Attendance levels at the school are good.
- Relationships between all stakeholders are courteous and respectful.

Key Recommendations

1. Raise standards of achievement in all subjects to at least good by:

- Implementing a consistent approach to phonics teaching in KG and elementary to ensure that the school has an effective phonics program in place.
- Developing and using the Arabic resources in the library more effectively.
- Developing students' skills in English language including extending their range of vocabulary to support learning in other curriculum areas.
- Using a wider range of hands-on resources, especially in English, mathematics, and science in all phases to stimulate and motivate children and students and keep them engaged.
- Encouraging more extended, creative, and accurate writing skills in Arabic and English using appropriate grammar and punctuation.
- Providing more opportunities for research and project-based learning in all subjects across all phases
- Ensuring that children and students are given regular opportunities to become more self-reliant, less teacher-dependent and able to take greater responsibility for their own learning.
- Developing procedures for using the more skilled teachers to provide peer coaching support for teachers whose practice is less effective.
- Providing more opportunities for children and students to collaborate and communicate their thinking and learning to peers.

2. Enhance the quality of teaching and assessment by:

- Providing a range and choice of robust professional development for all teachers on effective teaching and learning approaches.
- Developing and using effective questioning that requires children and students to give extended responses to questions and promotes their language and critical thinking skills.
- Ensuring that children and students' work is marked and evaluated consistently and that they are provided with constructive feedback as to how they can improve, both verbally and in a written format that is easily understood.
- Providing effective support for children and students with additional learning needs, including children/students of determination, both in lessons and pull-out sessions according to their Individual Education Plans (IEPs).
- Ensuring that the range of assessment data is fully analyzed and used effectively by teachers to provide appropriately challenging learning activities for all children and students.
- Improving children and students' research skills using a range of resources, including digital technology.
- Ensuring that benchmarking assessments are in place to assess Arabic more accurately.

3. Improve curriculum design, implementation, and adaptation by:

- Incorporating practical and inquiry-based learning opportunities in subjects, to enhance children and student engagement and understanding.
- Improving children and students' innovation, creativity, and enterprise skills in lessons as well as outside of classrooms.
- Enhancing the adaptability of the curriculum to address the needs of children and students with different learning styles and abilities, including higher-attainers.

4. Improve the impact of school leadership to a good level by:

- Engaging all stakeholders in the school's self-evaluation (SEF) process, ensuring its alignment with the UAE inspection framework, and using various sources of evidence, including benchmarked internal and external assessment data and lesson observations, to inform judgments.
- Providing guidance to school leaders on the development of a clear and realistic School Development Plan (SDP) with targets, responsibilities, and timelines.
- Providing high quality professional development and support, aligned with school priorities, for all leaders.
- Ensuring that teachers have more opportunities to share expertise and innovative ideas to make a

meaningful contribution to school improvement.

- Revising the teacher and lesson observation processes to ensure more accurate judgements are made and constructive feedback is incorporated to improve teaching and learning outcomes.
- Ensuring that the Governing Board provides the necessary resources and support to raise achievement.

Overall School Performance: **Acceptable**

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an
and Hadeeth



Islamic values
and principles



Seerah (Life
of the Prophet
PBUH)



Faith



Identity



Humanity and
the universe

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

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against Ministry of Education (MoE) curriculum standards indicates that most students in all phases attain levels above curriculum standards. This high level of attainment does not align with the levels of knowledge, skills, and understanding observed in lessons.
- The school has no external national or international assessments for Islamic Education.
- In lessons and recent work, most children and students demonstrate knowledge of Islamic teachings, etiquette, and Hadeeth in line with the curriculum standards.
- Over the last three years, the school's internal assessment data consistently shows that most students attain levels above curriculum standards across all phases.
- The school's analysis of internal assessment data indicates that a large majority of children in KG and most students in the elementary, middle, and high phases make better-than-expected progress over time, and from their starting point at the beginning of the academic year.
- In lessons and their recent work, most children and students across all phases make the expected progress in their knowledge of Islamic teachings, etiquette, and Hadeeth.
- The school's data indicates that boys make acceptable progress in phases 1 and 4 and very good progress in phases 2 and 3; girls make outstanding progress across all phases. Emirati students make very good progress in phases 1 and 2; good progress in phase 3 and acceptable progress in phase 4. Low attaining

students make acceptable progress in phases 1 and 4, very good progress in phase 2 and good progress in phase 3. High attainers make very good progress in phases 2 and 3, good progress in phase 2 and acceptable progress in phase 4. Gifted and talented students make outstanding progress across all phases. In lessons observed girls progress better than boys, especially in the middle and high phases. Students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Lower and higher-attaining and gifted and talented students do not always make the progress they are capable of.

Next Steps:

1. Implement focused activities to help KG children develop their skills in accurately reciting short Surahs.
2. Strengthen students' Tajweed and recitation skills in the middle phase through personalized practice opportunities.
3. Improve students' understanding of contemporary Islamic issues in the high phase with discussions, debates, and project-based learning.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against Ministry of Education (MoE) curriculum standards indicates that most children and students in all phases attain levels above curriculum standards. This high level of attainment does not align with the levels of knowledge, skills, and understanding observed in lessons.
- The school has no external national or international assessments for Arabic.
- In lessons and recent work, most children and students demonstrate listening, speaking, reading, and comprehension skills in line with curriculum standards across all phases. In KG, most children are familiar with letters and phonics, reading them correctly and recognizing them in words. Elementary students use standard Arabic to read texts and understand new keywords, using them correctly in sentences. Middle phase students show a knowledge of literary forms, identifying similes and metaphors in texts. In the high phase, most students understand grammatical rules and apply sentences correctly. However, many students find it challenging to read and understand long texts and to write detailed narrative paragraphs using correct verb tenses.
- Over the last three years, the school's internal assessment data consistently shows that most students attain levels above curriculum standards across all phases.
- The school's analysis of internal assessment data indicates that the majority of children and students in KG and middle school, and a large majority of elementary and high phase students make better-than-expected progress over time and from their starting point at the beginning of the academic year.
- In lessons and recent work, most children and students make expected progress in developing listening, speaking, reading, and writing skills across all phases. In KG, children recognize and write letters with short and long sounds correctly, though their reading skills are less developed. Elementary students improve their reading comprehension by using appropriate vocabulary to communicate ideas and extract key information from texts. Middle phase students identify the main themes in texts and respond confidently in standard Arabic, with well-developed listening skills. However, they do not routinely use standard Arabic during

lessons. In the high phase, students' writing skills are improving; they know grammar rules and apply them accurately in speaking and writing. They analyze literary forms and present ideas successfully, though their writing abilities are less well-developed.

- The school's data indicates that boys make good progress in phase 1, acceptable progress in phase 2, and weak progress in phases 3 and 4. Girls make very good progress in phase 1 and outstanding progress in all other phases. Emirati students make outstanding progress in phase 1, very good progress in phases 2 and 4, and acceptable progress in phase 3. Low and high attaining students make acceptable progress in phases 1, 3 and 4 and very good progress in phase 2. Gifted and talented students make outstanding progress across all phases. In lessons observed, girls make better progress than boys, especially in the middle and high phases. Lower and higher-attaining and gifted and talented students do not always make the progress they are capable of.

Next Steps:

1. Enhance speaking skills using standard Arabic in all phases.
2. Improve the ability of students to complete extended writing pieces independently using more complex sentences.
3. Improve students' reading fluency and comprehension in Arabic in all phases with varied activities, encouraging frequent reading aloud and analysis of fiction and non-fiction texts.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against Ministry of Education (MoE) curriculum standards indicates that most students in all phases attain levels above curriculum standards. This high level of attainment does not align with the levels of knowledge, skills, and understanding observed in lessons.
- The school has no external national or international assessments for social studies.
- In lessons and recent work, most students demonstrate skills that are in line with curriculum standards across all phases.
- Over the last three years, the school's internal assessment data consistently shows that most students attain levels above curriculum standards across all phases.
- The school's analysis of internal assessment data indicates that the majority of students in the middle phase and most students in the elementary and high phases make better than expected progress over time and from their starting point at the beginning of the academic year.
- In lessons and recent work, most students make the expected progress aligned with curriculum standards across all phases.
- The school's data indicates that boys, low and high attainers make good progress in phases 2 and 3 and very good progress in phase 4. Girls and gifted and talented students make outstanding progress across all phases. Emirati students make very good progress in phase 2, acceptable progress in phase 3, and good progress in phase 4. In the lessons observed, there are no differences in the progress of boys, girls, or Emirati students. Students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Lower and higher-attaining and gifted and talented students do not always make the progress they are capable of.

Next Steps:

1. Develop inquiry-based instruction to introduce new topics across all phases.
2. Provide more opportunities for students in all phases to link their learning to real-life contexts in the UAE.

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	Weak	Weak	Weak	Weak
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the California Common Core State Standards indicates that most children and students in all phases attain levels above curriculum standards. This high level of attainment does not align with the levels of knowledge, skills, and understanding observed in lessons.
- The school has no national or international assessments for KG children. The school has administered Measures of Academic Progress (MAP) external assessments to benchmark students’ reading and English language usage in grades 3-9. MAP results in the Fall and Spring of the AY22/23 indicate weak attainment in all phases in reading and language use. Results of the Fall of the current academic year indicate weak attainment in Reading in elementary and the middle phase, and very weak attainment in the high phase. Results in language use indicate very weak attainment in the elementary and high phases and weak attainment in the middle phase.
- In lessons and recent work, less than three-quarters of children and students across all phases demonstrate English language skills in speaking, reading, and writing, in line with curriculum standards. In KG, children can read simple three-letter words but struggle to communicate their learning verbally and in writing. In the elementary and middle phases, students face difficulty speaking fluently with correct language structure, and their writing skills are underdeveloped. In high school, students participate in debates. However, they rarely write short or long texts.
- Over the last three years, the school's internal assessment data consistently shows that most children and students attain levels above curriculum standards across all phases.
- The school’s analysis of internal assessment data indicates that the large majority of students in KG and most students in elementary, middle, and high phases make better-than-expected progress over time and from their starting point at the beginning of the academic year.
- In lessons and recent work, most students across all phases make the expected progress against learning objectives aligned to curriculum standards.

- The school's data indicates that boys make weak progress in phase 1 and good progress across all other phases. Girls and gifted and talented students make outstanding progress across all phases. Emirati students make acceptable progress in phases 1 and 3, very good progress in phase 2, and good progress in phase 4. Low-attaining students make acceptable progress in phase 1, good progress in phases 2 and 3, and weak progress in phase 4. High attainers make good progress in phases 1, 2, and 4 and acceptable progress in phase 3. In the lessons observed, there are no differences in the progress of boys, girls, or Emirati students. Students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Lower and higher-attaining and gifted and talented students do not always make the progress they are capable of.

Next Steps:

1. Enhance children's verbal and written communication in KG, focusing on encouraging language skills and implementing interactive language activities.
2. Improve students' fluency in speaking with the correct language and enhance their writing skills by consistently applying grammar rules in the elementary and middle phases.
3. Develop students' writing skills to enable them to write various forms of short and long texts in high school, through involving them in writing activities.

Mathematics

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

Number and quantity and their use

Space and shape

Change relationship, algebra and trigonometry

Uncertainty, chance, data and data display

Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Acceptable	Weak	Weak	Weak
	Progress	Acceptable	Weak	Acceptable	Weak

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the California Common Core State Standards indicates that most children and students in all phases attain levels above curriculum standards. This high level of attainment does not align with the levels of knowledge, skills, and understanding observed in lessons.
- The school has no national or international assessments for KG children. The school has administered Measures of Academic Progress (MAP) external assessments (2023/24) to benchmark students from grades 3-9. MAP results for Fall of AY 2022/2023 indicate weak attainment in phases 2 and 4 and acceptable attainment in phase 3. Spring AY 2022/2023 results indicate acceptable attainment in phase 22, good attainment in phase 3 and weak attainment in phase 4. Results for Fall of the current academic year indicate weak attainment in phases 2 and 3 and very weak attainment in phase 4. Students have recently participated in TIMSS (2023). The school has not yet received any results.
- In lessons and their recent work, less than three-quarters of students in elementary, middle, and high phases demonstrate adequate mathematical knowledge, skills, and understanding that are at least in line with curriculum standards. In KG, most children demonstrate knowledge and understanding that are in line with curriculum standards, as they have a basic understanding of numbers, number placement, and classifying shapes. However, they have difficulty in solving word problems. In the other phases, students' understanding of how to solve algebraic equations and apply geometric concepts is less well developed, including using resources to support their understanding.
- Over the last three years, the school's internal assessment data consistently shows that most children and students attain levels above curriculum standards across all phases.
- The school’s internal assessment data indicates that the majority of children in KG and most elementary, middle, and high school students make better-than-expected progress from their starting points at the beginning of the academic year.
- In lessons and recent work, most children in KG and students in the middle phase make expected progress in gaining new mathematical skills and knowledge. Children can identify and describe shapes and count objects. In the middle phase, students make progress in understanding ratios. In the elementary and high

phases, only a majority of students make expected progress, as across both phases, their understanding of number operations and their concepts of geometry are less well developed.

- The school's data indicates that boys make acceptable progress in phases 1 and 4, good progress in phase 2, and weak progress in phase 3. Girls and gifted and talented students make outstanding progress across all phases. Emirati students make outstanding progress in phases 1 and 2 and acceptable progress in phases 3 and 4. Low-attaining students make acceptable progress in phases 1, 3, and 4 and very good progress in phase 2. High attainers make very good progress in phases 1 and 2 and acceptable progress in phases 3 and 4. In lessons observed, there are no differences in the progress of boys and girls. Lower and higher-attaining and gifted and talented students do not always make the progress they are capable of.

Next Steps:

1. Ensure students apply their knowledge with more secure mental mathematics, using appropriate resources in the KG and elementary phases.
2. Ensure that students develop their skills in solving more complex mathematical problems in elementary, middle, and high phases.
3. Ensure that students apply critical thinking and reasoning so that they can justify their answers across all phases.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Acceptable	Weak	Weak	Weak
	Progress	Acceptable	Weak	Weak	Weak

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the California Common Core State Standards indicates that most students in KG and in the other phases attain levels above curriculum standards. This high level of attainment does not align with the levels of knowledge, skills, and understanding observed in lessons.
- The school has no national or international assessments for KG children. The school has administered the Measures of Academic Progress (MAP) external assessments to benchmark students from grades 3-9. MAP results of the Fall and Spring of the AY22/23 indicate weak attainment across all phases. Students have participated in TIMSS (2023) but the school has not yet received any results.
- In lessons and their recent work in KG, most students demonstrate scientific knowledge and understanding that is in line with the curriculum standards. In other phases, less than three-quarters of students demonstrate knowledge and understanding that are at least in line with curriculum standards. Children develop new scientific knowledge through curiosity and exploration of the world around them. In the elementary, middle, and high phases, scientific vocabulary is less well developed, and there are few opportunities for students to carry out practical investigations. The use of the scientific method is inconsistent across the school.
- Over the last three years, the school's internal assessment data consistently shows that most children and students attain levels above curriculum standards across all phases.
- Analysis of the school’s internal assessment data indicates the majority of children in KG, a large majority of students in the middle phase, and most students in the elementary and high phases make better than expected progress in relation to their starting points and curriculum standards.
- In lessons and recent work, only a majority of students across the elementary, middle, and high phases make expected progress in gaining new scientific knowledge and skills. In KG, most children make the expected progress in developing an understanding of plant life and how seeds grow. In the elementary phase, students’ understanding of the natural world is limited, with only a few students able to describe the

difference between prey and predator. In the middle and high phases, despite opening a specialist chemistry laboratory, students' laboratory skills do not progress, and they are not challenged to investigate in any meaningful way. In biology, understanding the circulatory system is limited. Across all phases, there is very little use of technology to develop scientific understanding.

- The school's data indicates that boys make weak progress in phase 1, very good progress in phase 2, acceptable progress in phase 3 and good progress in phase 4. Girls and gifted and talented students make outstanding progress across all phases. Emirati students and low-attaining students make acceptable progress in phases 1,3, and 4 and outstanding progress in phase 2. High attainers make good progress in phase 1, outstanding progress in phase 2, and acceptable progress in phases 3 and 4. In lessons observed, there are no differences in the progress of boys and girls. Lower and higher-attaining and gifted and talented students do not always make the progress they are capable of.

Next Steps:

1. Increase students' progress in KG and elementary through well-structured, hands-on scientific investigations and creating opportunities for them to communicate their findings.
2. Expand opportunities across all phases to use scientific vocabulary so that all children and students have the capacity to communicate their ideas using correct scientific terminology.
3. Establish the use of the scientific method in the middle and high phases and extend the range and use of resources in the laboratories to ensure that students have opportunities to explore and develop their laboratory skills in all lessons.

Learning Skills

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

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

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

Findings:

- Across all phases, students have positive attitudes toward learning, especially when they can take responsibility for it. However, in the elementary, middle, and high phases, they can become passive learners over longer periods where the teachers direct the pace and challenge of the learning. Students in the high phase can articulate their learning and identify specific areas for improvement in their work. In KG and lower grades in elementary, students generally know how to improve their work. Self-reflection is evident in some lessons, with teachers using various strategies, providing children and students with an understanding of what they have learned.
- Across the school, collaboration and working in groups are adequate. In KG, children work in groups, sharing and taking turns, but not having enough opportunities to communicate what they know and have learned with others. In other phases, students share their learning by presenting their work to the whole class, listening to the views of others, and providing them with feedback on what has been presented.
- Students make adequate attempts to connect learning to the real world across subjects. They can make a few links between different subjects and occasionally transfer their literacy and numeracy skills through reading and making English and social studies presentations. In the high phase, students occasionally use mathematical skills in science to analyze, interpret, and solve problems connected to real life.
- Students' critical thinking, reasoning, and problem-solving skills are inconsistent across lessons. When given the opportunity, they engage in critical thinking in science and employ reasoning and probability to solve simple math problems in the high phase. Innovation, enterprise, research, and independent inquiry skills in all phases, including using learning technologies to support learning, are underdeveloped across the school.

Next Steps:

1. Improve Students' learning skills so they have a greater impact on learning in all phases. Ensure all students have opportunities to apply their knowledge and skills and contribute to collaborative tasks.
2. Provide more opportunities for student-led active learning in all phases so that children and students engage and take more responsibility for learning.
3. Develop students' innovation, enterprise, research, and independent inquiry skills across all phases.

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

Personal Development

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

Findings:

- Students display positive and responsible attitudes in their lessons and across the school. Children in KG are courteous and welcoming. When given the chance, they take advantage of the opportunities to be responsible for their own learning. Students in elementary, middle, and high school do not always take responsibility for their learning as there is too much reliance on teacher support. Students appreciate feedback on their work and how to improve.
- Students across all phases generally show positive behavior. However, the behavior of some boys in the upper grades of the elementary and middle phases needs reinforcement from teachers. Most students are clear about the school behavior code of conduct. There are rare occurrences of bullying incidents. In KG, children understand class routines, creating a safe and productive environment. Senior students show increasing independence and respect for upholding the school values.
- Students have courteous relationships with one another and with teachers and staff. They are supportive of each other, including students with additional learning needs and students of determination in lessons.
- Students are developing an adequate understanding of the importance of staying fit and eating healthy. Most participate in daily exercises in assemblies and during break times, with all children and students participating in weekly physical education lessons. Students generally know what constitutes healthy and unhealthy food choices. Most are committed to exercise and healthy eating. However, they would benefit from more opportunities to be physically active.
- Attendance levels are good at 94%, with most students arriving punctually for school and lessons throughout the day.

Next Steps:

1. Provide opportunities for students to develop independence and build confidence and self-reliance both in lessons and around the school.
2. Reinforce school-wide expectations to improve boys' understanding of acceptable behavior in the elementary and middle phases.
3. Increase older students' knowledge and understanding of healthy lifestyles, creating more opportunities for them to engage in physical activity.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students across all phases appreciate and understand Islamic values; however, their understanding of how these values influence the UAE are variable.
- Across the school, through projects, arts, and celebrations, children and students demonstrate their appreciation and knowledge of the UAE's heritage and culture. They respectfully celebrate all Islamic and national events, including National Day and Flag Day, recognizing the visionary leadership of the UAE that transformed the nation from a desert landscape to an advanced modern society.
- Students across all phases demonstrate an understanding and appreciation of their own culture, however, they demonstrate a basic understanding of other world cultures.

Next Steps:

1. Encourage students' active participation in planning and organizing national and cultural celebrations to increase engagement and foster a deeper connection to UAE heritage and global cultural diversity.
2. Promote cross-cultural projects involving students from different cultural backgrounds, enhancing their understanding and appreciation of their own and other world cultures.

Social responsibility and innovation skills

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

Findings:

- Students have a limited understanding and awareness of their responsibilities in school and the wider community. There are minimal opportunities for students to make active and regular contributions as volunteers in the school or wider community. Some students have engaged in local events, including the Charity Clothes Drive and Sustainable Schools Initiative. However, these opportunities are infrequent.
- Most students enjoy lessons. However, they rely too heavily on adult support, which is further reinforced by the lack of opportunities for students to take the initiative and make independent decisions, including being involved in project work. Innovation, enterprise, and entrepreneurial skills across all phases are inconsistent.
- Students show little respect for their school environment, and this was evident in classrooms and the surrounding areas. A large majority of students disrespected their environment by throwing trash on the floor and defacing wall displays. Students do not clearly understand what sustainability and conservation mean. They have limited awareness of important environmental issues related to sustainability and conservation. High school students have participated in activities relating to COP 28.

Next Steps:

1. Create opportunities for students to engage in regular volunteering activities, both within the school and the local community.
2. Develop students' innovation, enterprise, and entrepreneurial skills in all phases.
3. Raise students' awareness of the environment, creating school-wide opportunities focused on sustainability.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers demonstrate adequate subject knowledge and understand how different children and students learn. Teachers in Arabic medium subjects strongly understand how to apply their knowledge to support students' learning and progress.
- Lessons are planned with appropriate learning objectives aligned with curriculum standards and shared with students. However, planned activities are not always fully implemented across subjects in all phases due to teachers not effectively managing time. The classroom environments are conducive to learning with displays of children and students' work. Teaching resources are adequate. However, resources are not effectively used to encourage inquiry in mathematics and to encourage play-based learning in KG.
- Teacher interactions encourage children and students to participate in their learning. In a few classes, teachers spend too much time talking and explaining. Questioning is direct and focused on recalling factual knowledge. In better lessons, teachers are more effective in engaging students in problem-solving and challenging students to think more deeply. Most teachers use closed questioning across all phases to direct or assess children and students' learning. Opportunities for discussion and dialogue are variable across the school, as teachers do not allow sufficient time for students to engage in discussion activities.
- Teachers employ basic strategies to meet children and students' diverse needs and set adequate expectations. Across all subjects, teachers provide general challenges and support through group work and varied activities to help children and students meet these expectations. However, the planned activities are not sufficiently personalized for individual children and students, particularly the more able ones, who are less challenged and, therefore, unable to accelerate their learning progress according to their potential.
- Teachers occasionally encourage children and students' critical thinking and problem-solving skills through inquiry. In the better lessons in science and mathematics in the high phase, there is encouragement of exploration and experimentation. There is a reliance in all phases on the use of textbooks and worksheets.

Next Steps:

1. Improve teaching across all subjects, in all phases, so that it is at least of good quality, with more effective lesson planning and differentiated learning.
2. Improve and extend the range of teaching strategies, learning resources, and lesson activities being used in order to meet the needs of different groups of students across all phases.
3. Extend teachers' ability to develop children and students' critical thinking, problem-solving, and innovation across all phases.

Assessment

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

Findings:

- Internal assessment processes are usually consistent with general alignment to the school's curriculum standards. They provide some measures of children's and students' academic achievement across all core subjects. They are not always accurate or reliable in measuring children's and students' knowledge, skills, and understanding.
- The school benchmarks students' academic outcomes in English-medium subjects against national and external standards. MAP standardized assessments are conducted in English, science, and mathematics for grades 3-9. There are no standardized assessments in Arabic-medium subjects. The school has participated in TIMSS and is awaiting results.
- The school collects a range of assessment data. The analysis is superficial but some attempts are made to ensure the reliability of results. Children and students' data is not triangulated with other sources of evidence, resulting in a lack of accuracy regarding student achievement. The school separates data for boys and girls, Emiratis, and lower and higher attainers, and those identified as gifted and talented.
- Teachers make occasional attempts to use assessment information to inform teaching strategies to meet the learning needs of all children and students. In the better lessons, teachers identify some areas where students may need additional support or challenge, making occasional adjustments to planned teaching. This is inconsistent across subjects and phases. As a result, some groups, including gifted and talented and higher attainers, do not always have their needs met.
- Teachers have a reasonable understanding of children's and students' strengths and weaknesses. There is a lack of personalized support to address individual needs across the school, particularly for gifted and talented children and students. Teachers generally offer feedback, both verbal and written, however, it is inconsistent and not always constructive to support the progress of children and students across all phases. Across the school, children and students are occasionally encouraged to assess their own learning and their peers using self-reflection activities.

Next Steps:

1. Strengthen assessment processes to ensure high-quality assessment information is collected and accurately analyzed to better inform teaching and learning.
2. Improve all teachers' ability to use data to influence their lesson planning in all phases so that individuals and groups make better-than-expected progress.
3. Ensure that all children and students, especially those in the lower grades, are more involved in assessing their own work and that of their peers.

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 California Common Core State Standards (CCSS) in English-medium subjects and the Ministry of Education (MoE) curriculum standards in Arabic-medium subjects. The curricula are designed to balance knowledge and skills and provide opportunities for practical learning experiences. In KG, the curriculum does not consistently offer sufficient opportunities for children to learn through play and develop their creativity and exploration skills.
- The curriculum progression is based on the prescribed curriculum standards, and planning is aligned accordingly to ensure that course content is adequately delivered. The learning objectives in different subjects focus on meeting curriculum standards. However, there is inadequate planning for building learning based on previous achievements of groups of children and students and developing age-appropriate learning skills. As a result, not all children and students are adequately prepared for the next stages of their learning.
- In the middle and high phases, students have limited curricular options to enable them to pursue their interests and aspirations and prepare them for the next steps in their education or potential career.
- Cross-curricular links are planned in most lessons and prompt children and students to recall previous experiences within their general knowledge, including making links in science and mathematics and Islamic education and social studies. Teachers do not consistently make the best use of these links to deepen learning, and these links are sometimes unrelated to the lesson topic.
- The school has conducted a review of the curriculum, carried out by heads of subject departments and senior leaders, to ensure that the taught curriculum is aligned with curriculum standards and requirements. However, there is a reliance on the prescribed textbook for sequencing work and content rather than enhancing the taught curriculum to meet the needs of different groups of children and students.

Next Steps:

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

Curriculum adaptation

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

Findings:

- The school does not adequately modify the curriculum to ensure it supports and challenges all children and student groups, including those with additional learning needs, including children/students of determination, lower and higher-attainers, and those identified as gifted and talented. In the high phase, in mathematics and Islamic education students require more opportunities to develop critical thinking skills and engage in productive, collaborative activities.
- The curriculum is unimaginative and textbook driven. There are too few planned opportunities for innovation, enterprise, and creativity. A few children and students benefit from environmental projects. The school offers a limited range of extra-curricular activities, and these have little impact on children and students' academic and personal development.
- Links with UAE heritage and culture are integrated in almost all lesson plans, and key features of Emirati culture, heritage, and society are promoted well, particularly in the subjects taught in Arabic. These elements include references to proverbs, the life and works of prominent individuals, and current environmental concerns. UAE values are regularly placed at the forefront of school assemblies.

Next Steps:

1. Broaden the range of extra-curricular activities, with a strong focus on enterprise and community engagement.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has systems and procedures in place for the safeguarding of students, including child protection. Child protection and safeguarding arrangements are defined in a written policy that is shared with staff. The principal leads the school's training of all employed staff in child protection and safeguarding. The school ensures that all children and students are protected from bullying, including how to stay safe online.
- The school meets the general health and safety requirements, ensuring all community members are safe. However, more rigorous approaches are required, allowing all staff and students to report any concerns. Staff and students understand the rules and their responsibilities in ensuring the school is a safe environment. Children and students are mostly supervised around the school. Bus supervision routines are in place, ensuring all children and students board the bus safely, wear their seat belts, and a register is taken to ensure everyone is present on the bus. Staff members are on duty during the start and end of the school day to ensure that children and students are safe. The school conducts risk assessments for activities planned outside of the school. Emergency fire evacuation drills have taken place with the Civil Defense.
- The school contracts external organizations to manage various health and safety functions, including CCTV and alarm systems, the medical clinic, 24-hour site security, water quality testing, and the daily cleaning of the school. Some parts of the school buildings require maintenance and upgrading, including outdoor play areas. Maintenance records are not always up to date. The school has a well-equipped medical clinic staffed by a qualified nurse who carries out regular medical checks, including weight, height, and BMI calculations. Essential medicines are locked in a secure cupboard within the clinic. The nurse maintains accurate records of students.
- The school premises provide a safe environment for all members of the school community. Not all parts of the school are accessible to those with mobility or physical disabilities. There is no lift to the upper floor.
- The school promotes a safe and healthy lifestyle. Children and students are aware of the importance of healthy eating and lifestyle. However, they occasionally make unhealthy food choices. Effective measures to protect children and students from the heat and sun include appropriate shading in all outdoor spaces and water fountains.

Next Steps:

1. Prioritize improving the arrangements for health and safety so that these are at least good.
2. Ensure healthy eating and active lifestyles are promoted across all school phases.

3. Ensure the building and equipment are effectively maintained, and maintenance records are current.

Care and support

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

Findings:

- Teachers and adults have established courteous relationships with children and students, and there is trust and respect between children and students and teachers. Systems and procedures for managing children and students' behavior are adequate. However, approaches must be strengthened in the boys' elementary and middle phase sections. Expectations for all children and students' good conduct and behavior are displayed across the school corridors.
- The school's approach to promoting attendance is effective. However, many children and students are late for assembly and the first lesson in the morning.
- The school has emerging procedures for identifying students with additional learning needs, including children/students of determination. The school has recently employed specialist staff with sufficient expertise, providing both in-class and one-on-one support. The identification and support for gifted and talented children and students is limited.
- The school supports children and students with additional learning needs, including children/students of determination. Children and students' needs are identified, however, Individual Education Plans (IEPs) are not fully implemented. Teachers do not always use information about children and students' needs to plan learning. In KG and elementary, shadow teachers are assigned to individuals and small groups. Both teachers and support staff are not sufficiently trained in best practices in inclusive education.
- The social worker and the nurse provide advice about children and students' well-being and personal development, including future plans for their education and career aspirations.

Next Steps:

1. Improve the level of care and support to at least a good quality so that students' needs are met, especially those who need additional support in learning, including students of determination and those identified as gifted and talented.
2. Ensure that the school approach to behavior is consistently understood and enforced, especially for boys in the elementary and middle phases.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable

Findings:

- The recently appointed principal is enthusiastic and, along with other leaders, is refocusing the school's vision and direction towards a project-based learning approach whilst prioritizing UAE national goals. Leaders are in the early stages of developing and sharing this vision with staff. The school is inclusive, offering support for students with additional learning needs, including students of determination.
- Senior and middle leaders demonstrate an adequate understanding of the curriculum and best practices in teaching and learning. However, their impact on raising children and students' standards is not yet evident across all phases and subjects. Senior leaders recognize the need for a more impactful approach to ensure that assessment data accurately reflect children and students' achievements. The principal is developing a culture of sharing best practices and supporting staff. There is regular professional development and training for staff.
- Professional relationships and communication exist throughout the school. The principal adequately delegates leadership responsibilities to subject leaders and an inclusion leader. Leaders at all levels are aware of their roles and responsibilities. However, they have not yet reached the stage where their children and student achievement judgments are consistently accurate. Morale is generally positive.
- The principal and school staff understand the school's improvement priorities. The senior leadership team acknowledges the importance of improving the quality of teaching and students' achievement across all subjects, especially in English-medium subjects. Leaders show a sufficient capacity to improve the school further.
- Leaders have not successfully improved aspects of the school's work, as standards are inconsistent. Leaders have ensured that the school is compliant with statutory and regulatory requirements.

Next Steps:

1. Focus on identifying and tackling the key barriers to school improvement to ensure measurable improvements across subjects and performance standards for children and students.

School self-evaluation and improvement planning

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

Findings:

- The senior leadership team involved some staff in the self-evaluation process (SEF), with middle leaders responsible for key areas. The SEF relies on the recommendations from the previous inspection report. The senior leadership team is generally aware of the school's strengths and areas requiring improvement. Self-evaluation judgments are inaccurate.
- Senior leaders monitor teaching and learning. They undertake weekly classroom visits and offer constructive feedback. Learning walks occur regularly. The observation forms have recently been amended to include relevant criteria. There is an inadequate emphasis on children and students' progress and the impact of teaching on their learning. Overall, the monitoring of teaching is underdeveloped as leaders are not secure in identifying weaknesses in teaching practice.
- The school improvement plan (2023-24) is adequately aligned with the previous inspection report (2022) and UAE national priorities. The improvement plan identifies areas for improvement and outlines suitable strategies. The targets are mostly SMART (Specific, Measurable, Achievable, Relevant, and Time-bound), and the plan includes staff responsibilities and a timeline for review. School leaders have approved the plan. However, it lacks rigor and robust links to success criteria to improve student achievement.
- There have been limited improvements in addressing the recommendations from the previous inspection report because there has been a 90% staff turnover and three different principals in two years.

Next Steps:

1. Ensure that self-evaluation critically evaluates the school's and subjects' strengths and areas for development and that judgments are realistic and accurate.
2. Ensure that monitoring processes effectively enhance the impact of teaching and improve levels of attainment for all children and students across all subjects.
3. Review and update the school development plan to identify if targets and initiatives have been met.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Acceptable

Findings:

- The school has an active parent council as a consultation body, with parents involved in their children's school life. School leaders consult a limited number of parents on important school matters. The school responds to parent requests and encourages parental participation through coffee mornings and other events. Parental involvement is still developing. The school social worker maintains a strong connection with all local families, providing a vital link between the school and the community.
- The school regularly communicates with parents, ensuring that information about their children's learning and development is shared electronically. Various communication methods, including face-to-face meetings, email, and social media platforms, are used to promote the school and inform the wider community. Parents also use social media applications to contact staff and discuss issues. The school arranges termly parent-teacher meetings, and the social worker maintains close contact with the parents of students of determination.
- The school provides parents with a progress report at the end of each term, using a traditional template that includes standards-based assessment levels. These reports offer parents an insight into children and students' academic progress and personal development, highlighting their strengths and work habits. The reports are available in both Arabic and English. However, the results do not always accurately reflect children and students' achievements, and the reports lack detailed suggestions for improvement and next steps in learning.
- The school has established partnerships with local organizations, allowing students to participate in sustainability events, sporting competitions, and collaborations with the police department. However, leaders have not yet formed meaningful partnerships with other schools, and the school's connections with local and international organizations remain limited.

Next Steps:

1. Broaden parent participation, engage more parents in the parent council, and expand consultation on important school matters.
2. Ensure progress reports accurately reflect children and student achievements and provide detailed suggestions for improvement and next steps in learning.
3. Develop meaningful partnerships with other schools and increase connections with both local and international organizations to enhance learning opportunities for children and students.

Performance Indicator	Quality judgement
Governance	Acceptable

Findings:

- The Board of Governors has representation from most stakeholders, including the owner, parents, principal and teacher representative. The owner is strongly committed to the school and demonstrates a keen interest in the school. As a result, the board has a detailed knowledge of the school's needs.
- The owner and governors monitor the school from time to time but do not hold senior leaders sufficiently accountable for the quality of the school's performance, including all children and students' achievements and personal development. The relationship between the board and leaders is somewhat informal, and there is no detailed and transparent process to ensure full accountability. The board works collaboratively with the leadership team on financial issues to identify areas of concern and make every effort to support identified areas for improvement.
- The owner and board exert some influence on the school and support initiatives. However, the governing board does not do enough to ensure stability in staffing and school leadership. The board ensures that all statutory requirements are met.

Next Steps:

1. Enhance accountability, holding senior leaders accountable for school performance, including students' achievements and personal development.
2. Increase stakeholder involvement by expanding the representation on the Board of Governors to include more diverse stakeholders, including parents.
3. Develop effective strategies to ensure stability in staffing and school leadership, promoting a stable and supportive educational environment.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of daily management are adequately organized, with effective routines and procedures in place. Timely arrivals and dismissals ensure that lessons and activities start on time and run smoothly.
- The school is adequately staffed with qualified teachers who support student achievement. They occasionally receive relevant professional development to enhance teaching quality and consistency. However, the impact of these sessions on children and students' attainment and progress is not yet evident.
- The school premises are adequate, with necessary specialized facilities including a library, science labs, sports facilities, canteen, clinic, and rooms for art and special needs. Most learning areas are of sufficient quality. The playground is partially shaded and suitable for the student population. Classrooms are of an appropriate size. However, they are sparsely equipped. KG children have access to a limited outdoor play area. The school is accessible with ramps, but there is no lift for those with mobility challenges to access the first floor.
- The school's resources are adequate to support teaching and learning. More subject-specific resources are needed for better curriculum delivery in all phases, especially in mathematics and science to support investigations and hands-on learning. Technology resources are limited. Resources for children and students of determination are adequate.

Next Steps:

1. Expand learning resources in all phases and subjects, especially hands-on resources for younger students.
2. Ensure staff training and development effectively enhances teaching, learning, and assessment practices.
3. Enhance the use of technology in the school by ensuring that suitable resources are available for all students and used appropriately to meet the diverse learning needs of various groups.

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