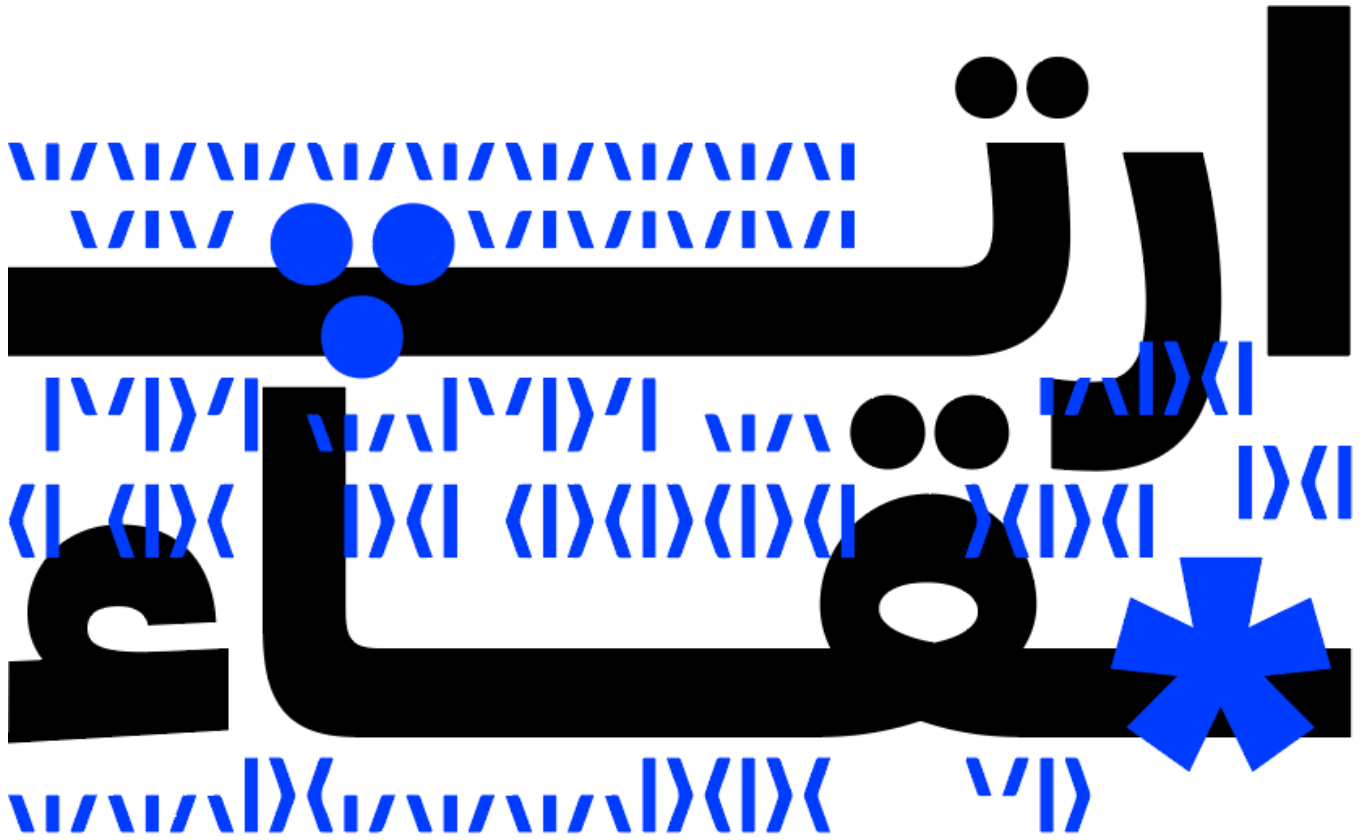




Irtiqa'a School Inspection

AY 2023/24

Creative British School

Rating: Acceptable

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School Information

General Information		
	Name	Creative British School
	Esis Number	9253
	Location	7, Al 'Ummal St, Mohamed Bin Zayed City, Abu Dhabi, 20610
	Website	http://cbsabudhabi.com/
	Telephone	025523700
	Principal	AISHA AMBREEN ASHRAF
	Inspection Dates	29 to 01 Feb 2024
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1015
Number of Emirati students	0
Number of students of determination	4
Largest nationality group of students	Pakistan - India - Egypt

Information On Teachers

Number of teachers	50
Nationalities	India - Egypt - Pakistan
Number of teaching assistants	11

Changes since the previous inspection

Overall school performance has remained acceptable since the previous inspection.

However, instability in the senior leadership team, a high turnover of teachers, and an influx of students across all levels have hindered progress in making planned improvements.

In Islamic education, achievement has remained acceptable across phases 2 and 3. In Phase 4, attainment has remained acceptable, and progress has improved to good.

Achievement in Arabic as a first language has remained acceptable across all phases. In Arabic as a second language, achievement has remained acceptable in Phase 4 but has regressed from good to acceptable levels in phases 2 and 3.

In UAE social studies, achievement has remained acceptable in phases 2 and 3.

In English, achievement has regressed in Phase 1 from acceptable to weak. In phases 2 and 3, attainment has remained acceptable, but progress has regressed from good to acceptable. In phase 4, attainment has remained acceptable, and progress has remained good.

In mathematics, achievement has remained acceptable in Phase 1. In phases 2 and 3, attainment has remained acceptable, but progress has regressed from good to acceptable. In phase 4, attainment has remained acceptable, and progress has remained good.

In science, achievement has remained acceptable in phases 1 and 2. In Phase 3, achievement has regressed to acceptable levels. In Phase 4, attainment has regressed from good to acceptable, and progress has remained good.

Changes in students' achievement are the result of inconsistencies in teacher quality across subjects and phases. In subjects where declines are noted, an additional factor is the challenge of upskilling new joiners who lack the foundational subject skills.

Students' personal development, understanding of Islamic values, awareness of Emirati and world cultures, and social responsibility and innovation skills have been judged acceptable across all phases.

Teaching for effective learning has remained acceptable in Phase 1, regressed from good to acceptable in phases 2 and 3, and remained good in Phase 4. Assessment has remained acceptable across all phases. While training has been provided to develop teachers' questioning, this remains an area for development to promote higher-order thinking skills. Opportunities to develop students' problem-solving skills are now commonly seen in mathematics, and in the

English-medium subjects in the Post-16 Phase, but inconsistently in other subjects and phases. The inaccurate analysis and lack of rigor in the use of assessment data remain areas for improvement.

Health and safety, including arrangements for child protection and safeguarding, and care and support, have remained acceptable in Phase 1 but have regressed from good to acceptable in Phases 2, 3, and 4. The facilities are clean but crowded for the number of students, and there is a lack of regular checks for potential hazards and access for those with mobility issues, which means that the learning environment is not suitable for learning for all. The qualified support staff is insufficient, which hinders the school's efforts to provide all students with the level of care, challenge, and forms of support that they need to maximize their progress. The school's approach, while improving, is not yet effective in ensuring at least good levels of attendance.

Since the previous inspection, the effectiveness of leadership, school self-evaluation, governance, management, staffing, facilities, and resources have regressed from good to acceptable. The school leadership team was unable to maintain and improve students' achievement and the quality of teaching to become consistently good across subjects and phases. Most senior and middle leaders are new to the school. There are still several vacancies in senior positions within the organizational hierarchy, and the improvement plans have yet to be fully implemented. While there are sufficient resources to support all improvement plans, teachers would benefit from training on how to use them effectively, especially to extend the challenge for the higher-attaining students.

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

The school has completed a comprehensive analysis of the benchmarking data from a range of international assessments (PISA, TIMSS, and PIRLS). As a result of these, the school has set targets in the school development plan (SDP) and implemented a range of strategies to support and prepare students in key areas for international assessments, emphasizing critical thinking, the application of knowledge, and inquiry-based learning in the lesson plans and in training for teachers on questioning to extend higher-order thinking skills. Each subject area has been requested to review and update the curriculum to incorporate practical activities and real-world applications that encourage critical thinking. Still, these modifications have yet to be consistently implemented.

For example, in mathematics, key areas for international assessments such as algebra, numbers, geometry & measurement, probability, & data analysis have been highlighted for attention.

There has been an emphasis in science on integrating hands-on experiments, problem-solving tasks, and inquiry-based learning, as well as better use of equipment and resources, such as the inclusion of practical materials, models, and simulation. This was effectively applied in the upper primary and post-16 phases in science, but these strategies have yet to be consistently applied in other phases and subjects. Other strategies the school is using across all subjects include the use of 'question a day' and weekly worksheets that include questions from key topics in TIMSS and other international assessments.

The school is aware of the international assessment targets, which are set at 547 for PIRLS 2026. In PISA 2022, the targets were 500 for scientific literacy, mathematical literacy, and reading literacy. For TIMSS 2023, school targets for Grade 4 are 480–485 for mathematics and 467–472 for science, whereas in Grade 8, the targets are 470–475 for mathematics and 485–490 for science.

After analysis of the TIMSS 2019, the school has identified many strategies. Results have been used to identify the topics that need extra attention within each content domain for both year groups in science and mathematics. The school has identified strategies to support students in improving their results for future TIMSS tests, such as practice in online assessments. The results for reading in PIRLS have assisted the school in the development of a whole school reading program, although this has yet to impact achievement in other subjects.

As a result of the analysis of the benchmarking assessment information, plans are in place to train teachers to provide constructive feedback and guide students in improving their reading and writing skills, as this will improve achievement in all subjects. The school is also providing advice to students on examination techniques, and parent meetings have stressed the importance of these assessments. The school is now providing more regular information to parents about student's progress and how they can be supported at home.

Performance in standardized and international assessments

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

Standardized Assessments

- The most recent GL results (end of 2022/23) in English and science show acceptable attainment in the primary phase but weak in the secondary phase. In mathematics, results indicate acceptable attainment in primary but variations in the secondary phase, with acceptable attainment in years 7 and 8 and weak attainment in years 9 and 10.
- The International Benchmark Test (IBT) is now used to benchmark students' attainment in Arabic. Recent results (Term 1 of 2023/4) show that in Arabic as a first language, students' results indicate acceptable attainment across the school. The school has administered the International Benchmark Test (IBT) during the first term of this academic year to benchmark all students' attainment in Arabic as a second language from years 2 to 13. Students' results indicate weak primary and acceptable attainment in the secondary and post-16 phases. This benchmarking is being used to modify the curriculum, but the planned strategies have yet to impact improved attainment and progress.

International Assessments: TIMSS, PISA, PIRLS

- The school is still waiting to receive the results of the latest assessment of TIMSS 2023. However, the school's mean score in mathematics for Year 5 in 2019 was 455, which indicates that the school has achieved a low international benchmark. The school's mean is 30 points lower than the target set, but boys in Year 5 performed better than the girls. The school's mean score in mathematics for Year 9 was also 445, which indicates that the school has achieved a low international benchmark. The school's mean score in mathematics for Year 9 is 30 points lower than the target set, and the boys in Year 9 performed better than the girls in mathematics. The school's mean score in science for Year 5 is 442, which indicates that the

school has achieved a low international benchmark. This is 30 points lower than the target set, with the boys performing better than the girls. The school's mean score in science for Year 9 is 460, also at the low benchmark and 30 points lower than the target. Boys in Year 9 performed better than girls in science.

- The school participated in the PISA 2022 international assessments. The results for the PISA 2022 in reading literacy, 422, mathematical literacy, 439, and science literacy, 455, are all below the international averages and below the school's set target of 500.
- In the PIRLS international assessment, students' attainment at 559 exceeded the intermediate benchmark. Still, it remained below the high international benchmark, with 59% of the participating students in the primary phase achieving scores at the high benchmark level.

Reading

The school has a small library with books accommodating both the English and Arabic curricula. A newly appointed librarian is in charge.

Most books are not kept in the library, as the majority are Oxford Tree reading books held in classrooms for reading lessons. The library has a selection of age-appropriate fiction and nonfiction books in both languages, with 80% of the collection in English and 20% in Arabic. However, the majority of these books are stored in the electronic library, which is accessible to both parents and students. Students can borrow books from the library to take home, with a list maintained by the librarian.

The improvement of reading skills is a school priority and is included in the development plan. This includes strategies to improve reading for pleasure. Reading is implemented in all lessons in all subjects using PowerPoint and textbooks, and comprehension is checked in lessons through teacher questioning and activities. In the reception phase, the students use 'Read Write Inc' (RWI) phonics to improve their reading, and the school has recently implemented a 'whole class reading' across the school to encourage reading and improve reading skills.

Teachers track reading skills through the English as an Additional Language (EAL) department, using diagnostic assessments to assess all students for literacy skills at the beginning of the academic year. Interventions are developed and recorded in ILPs that are provided to high-risk students. In the early years, the teachers track letters, oral rhymes, and stories. In the primary, secondary, and post-16 phases, teachers track reading in lessons through comprehension, vocabulary, and other classroom assessments. However, reading assessments in lessons are not recorded consistently.

The school holds a reading week where students participate in activities such as 'drop everything and read', and the older students will spend time reading with the younger students. The school has also held book fairs, which were popular with parents and students. Parents have commented that they would like to see more reading opportunities for students, and they would like to have training in how to better support their children's reading development at home.

Strengths of the school

- Students in post-16 make good progress in English, mathematics, and science, correlated with their growing sense of responsibility at this level.
- The school implements and adapts the curriculum effectively in the post-16 phase to meet the needs of all students in this phase.

- The school has robust procedures for pastoral care and inclusivity for students who learn English as an additional language (EAL).
- The school's partnerships with parents enrich students' learning.

Key Recommendations

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

- accelerating students' progress in speaking and presenting in both Arabic and English by fostering a language-rich environment that celebrates achievements, ensuring students can confidently articulate themselves across diverse settings, including extracurricular initiatives.
- reinforcing the use of standard Arabic by implementing immersive programs, integrating technology, and regularly providing constructive feedback.
- enhancing students' writing skills by encouraging age-appropriate extended writing targets across all subjects and phases, incorporating diverse genres in creative and factual writing tasks and collaborative projects, including scientific reports in science, and mathematics, to foster an environment encouraging students to express themselves effectively in various written formats.
- emphasizing accurate spelling and correct grammar in all subjects by collaborating to double mark assessments, providing targeted exercises, constructive feedback, and engaging activities to cultivate proficiency in articulating thoughts cohesively.
- raising students' reading comprehension skills through targeted strategies, diverse reading materials, and interactive activities to enhance their performance.
- improving students' reading-aloud proficiency in both Arabic and English by implementing strategies emphasizing accuracy, fluency, and expressive delivery across all phases, to cultivate a school-wide culture of confident and articulate oral reading.

2. Improve the quality of teaching for learning and assessment to reach at least good levels by:

- raising teachers' expectations of what students can achieve, particularly in the Arabic-medium subjects, and overall, in the reception phase and the lower primary and secondary phases.
- ensuring that lesson plans are applied more consistently, reducing the amount of teacher talk by engaging students in active learning earlier in the lesson in all subjects and phases, so there is time for feedback and students' self-reflection.
- using assessment data more rigorously to inform instruction, adapting lessons to personalize learning so that all students and identified groups of students make the progress of which they are capable.
- sharing rubrics linked to specific success criteria for students to use in self and peer assessment to help them identify their strengths and areas for improvement, especially in the upper primary, secondary, and post-16 phases.
- embedding fully the students' self-reflection tool consistently across both the English and Arabic-medium subjects, to ensure all students know how to improve and the next steps in their learning.
- extending the tracker system concept used in the Post-16 Phase to ensure the provision of regular constructive feedback to both students and parents in all subjects and levels, especially in the primary and secondary phases.

3. Improve health and safety procedures and the protection, care, guidance, and support provided for students by:

- ensuring the processes for health and safety checks are more systematic, regular, and rigorous, and that a system is put in place to allow all staff members, including support staff and students, to report any health and safety concerns in the learning environment.
- improving the physical environment to ensure it is safe, accommodates the needs of all students, and provides easy access for students and staff with mobility issues.
- promoting healthy eating choices and fitness by implementing interactive programs that educate and actively involve students, empowering them to make informed and sustained choices for their long-term well-being.
- enhancing student attendance to a minimum of 94% through targeted initiatives and effective communication strategies derived by consulting with both parents and the students themselves and stressing the importance of regular attendance for students' academic success and overall well-being.
- fostering an inclusive environment that celebrates diversity and prepares students for an interconnected global community, with quality support that enables most students, whatever their background, to make consistent personal and academic progress.
- reviewing the identification and provision for students with additional learning needs, including the gifted and talented.
- establishing a more effective system for hazard identification that involves the whole school community taking responsibility for ensuring a safe and secure environment conducive to learning.

4. Improve the school leadership and management of the school, and governance, to raise effectiveness to at least good levels by:

- updating the school development plan and department plans informed by a revised SEF based on more accurate and rigorously analyzed assessment information, with targets and monitoring of success, closely linked to students' achievement.
- improving monitoring of teaching and learning processes and tools to focus on the impact of teaching on students' outcomes.
- modifying the curriculum more extensively to cater to the diverse needs of students within lessons, providing appropriate levels of challenge for students with additional learning needs and more extensive challenge for the higher achievers.
- investing in continuous professional development for teachers and middle managers, with a focus on evidence-based decision-making, accurate analyses of assessment data to drive instruction, the effective use of technology to learn and manage learning progress, and innovative, student-centered learning strategies.
- advancing plans for the new school building, and establishing transitional facilities plans to ensure facilities are adequate to accommodate the numbers of students currently enrolled.
- actively recruiting to address the high level of staff vacancies.
- building the capacity and capability of middle leaders by using the resources of the PACE cluster more effectively, and by adopting a wider range of strategies to advise, support, and mentor the new leaders in particular.
- extending community connections with a range of other schools, including the PACE Cluster, to enhance the training and networking opportunities for staff, especially middle leaders, and the opportunities for students to participate in a wider range of cultural, sporting and social activities that will enhance their personal and social development.

Overall School Performance: **Acceptable**

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

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	Acceptable	Acceptable	Acceptable	Acceptable

PS3: Teaching and Assessment

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

PS4: Curriculum

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

Findings:

- The school's revised analysis of internal assessment data provided during inspection for the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that the majority of students in the primary, secondary, and post-16 phases attain levels above curriculum standards in both Islamic education A (Arabs) and B (non-Arabs). This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The MoE national exam results for Year 12 and Year 13 at the end of the academic year 2022/23 indicate outstanding attainment.
- In lessons and their recent work, most students in primary, secondary, and post-16 phases demonstrate a basic knowledge of Islamic principles, law, Seerah, Hadeeth, and etiquette that are in line with the curriculum standards.
- In the primary phase, students demonstrate an adequate understanding of the fundamental practices of worship, such as how to perform the different prayers. In the Secondary Phase, students demonstrate an adequate understanding of Seerah and Hadeeth. In the Post-16 Phase, students' knowledge and understanding of contemporary issues from an Islamic perspective is well developed. In all phases, students' ability to deduce the Islamic rulings from the Qur'an and Hadeeth and to understand how to apply these to everyday life is insufficiently developed, but it is better in the Post-16 Phase. In all phases, students' recitation of the Qur'an does not precisely follow Tajweed's rules.
- The school has not provided data to show trends in attainment over time.

- The updated internal progress data analysis provided by the school during the inspection visit shows that the majority of students make better progress than expected, both over time and from their starting point at the beginning of the academic year in the primary and post-16 phases. However, a large majority of students in the secondary phase make better-than-expected progress over time and from their starting points.
- In lessons, most students in the primary and secondary phases make the expected progress in Islamic education. In contrast, a majority of students in the Post-16 phase make better than expected progress against learning objectives aligned to curriculum standards.
- The school's progress data does not indicate the progress of different groups. However, in lessons, the progress of boys and girls is similar, with both making the expected progress. In lessons, students with additional learning needs, including students of determination (SOD), make only the expected progress toward their targets. Lower-attaining students and higher-attaining students do not always make the progress they are capable of because activities are insufficiently adapted to meet their needs.

Next Steps:

1. Improve students' recitation skills of the Qur'an by following Tajweed rules across all phases.
2. Enhance students' skills in deducing Islamic rulings from Quranic verses and hadiths and applying them in daily life, especially across primary and secondary.

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 the Ministry of Education (MoE) curriculum standards indicates that the majority of students in the primary and post-16 phases, and the large majority in the secondary phase, attain levels of knowledge, skills, and understanding 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 International Benchmark Test (IBT) for Arabic during the first term of this academic year to benchmark students' attainment in Arabic as a first language. Students' results indicate acceptable attainment across the school. The results of the MoE national exam for years I2 and I3 at the end of the academic year 2022/23 indicate outstanding attainment.
- In lessons and in their recent work, most students across all year groups demonstrate listening, understanding, reading, and comprehension skills that align with the expected curriculum standards. Most students exhibit sufficient speaking skills in the secondary phase. However, writing proficiency is less developed across all year groups, including the post-16 phase, particularly for various creative and factual writing tasks and collaborative projects. In the primary phase, students show an adequate understanding of parts of speech in sentences. In the lower primary phase, students exhibit sufficient reading skills, but reading aloud with accuracy, fluency, and expression is less well-developed across the school. Writing skills are insufficiently developed in all phases.
- The school has not provided data to show trends in attainment over time.
- The school provided updated internal assessment data analysis during the inspection visit, which shows that the majority of students make better progress than expected across all phases, both over time and from their starting point at the beginning of the academic year.
- In lessons and their recent work, most students in the reception, primary, secondary, and post-16 phases make the expected progress in developing their listening, reading, and comprehension skills. They make minimal progress in developing their speaking skills in standard Arabic and writing a variety of texts with

adherence to correct punctuation and grammar rules.

- The progress data analysis conducted by the school does not provide information about the progress of different groups. However, in lessons, boys tend to perform better than girls, particularly in low primary, while the opposite is observed in low secondary. Students with additional learning needs, including students of determination (SoD), make the expected progress toward their targets. Lower-attaining students do make expected progress in lessons. However, higher-attaining students do not always make the progress that they are capable of.

Next Steps:

1. Improve students' speaking skills in standard Arabic in the primary phase.
2. Improve students' reading-aloud proficiency with accuracy, fluency, and expression across all phases.
3. Promote written proficiency across all phases, including the Post-16 Phase, incorporating diverse genres in creative and factual writing tasks and collaborative projects.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	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 indicates that the majority of students in the primary, secondary, and post-16 phases 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 International Benchmark Test (IBT) during the first term of this academic year to benchmark all students' attainment in Arabic as a second language from years 2 to 13. Students' results indicate weak attainment in primary and acceptable attainment in the secondary and post-16 phases.
- In lessons and their recent work, most students across all phases demonstrate knowledge, skills, and understanding that is in line with curriculum expectations for their years of learning. They demonstrate sufficient knowledge of the letters, short and long sounds, and the vocabulary taught. They can copy familiar words and phrases, but they need regular reinforcement to apply their knowledge to writing more extensively, with more description, using memorized words, and adhering to proper grammar and punctuation rules relevant to their levels. Most primary, secondary, and post-16 students can communicate their learning, but are inconsistent in speaking in Arabic with correct pronunciation.
- The school has not provided data to show trends in attainment over time.
- The school's updated internal assessment data analysis provided during the inspection visit indicates that the majority of students make better than expected progress over time and from their starting point at the beginning of the academic year in all phases.
- In lessons and their recent work, most primary, secondary, and post-16 students make the expected progress against learning objectives aligned with curriculum standards. They make the expected progress in developing their listening, reading, and comprehension skills. However, they make limited progress in developing their writing and reading comprehension and minimal progress in developing their speaking skills across the school.
- The school's analysis of progress data does not indicate the progress of different groups. However, it is variable in lessons, with boys generally outperforming girls in Arabic, particularly in lower secondary, and the girls outperforming boys in primary because they have better literacy skills. In lessons, students with additional learning needs, including students of determination (SoD), make only the expected progress toward their targets. Lower-attaining students do make expected progress in lessons. Higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Enhance students' writing skills through vocabulary development and emphasizing accurate grammar and punctuation rules across all phases.

2. Promote and develop students' reading comprehension skills across all phases.

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	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable

Findings:

- The school's revised analysis of internal assessment data provided during inspection for the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that a large majority of students in the primary and most in the secondary phases attain levels above curriculum standards in both social studies A (Arabs) and B (non-Arabs). This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- Students do not participate in national or external assessments for social studies.
- In lessons and their recent work, most students in the primary and secondary phases in both social studies A and B demonstrate knowledge, skills, and understanding that are in line with MoE curriculum standards. Students demonstrate secure knowledge and understanding of the environment, their civic responsibilities, and UAE history in both primary and secondary phases. Their proficiency in using maps, understanding directions, and applying navigation skills is not secure. Overall, students' research skills, in order to understand and analyze historical events of regional and global nations, as well as in verifying research information, are insufficiently developed, particularly in the secondary phase.
- The school has not provided data to show trends in attainment over time.
- The school has provided updated internal assessment data analysis during the inspection visit, which shows that the large majority of students make better than expected progress over time and from their starting point at the beginning of the academic year in the primary and secondary phases.
- In lessons and their recent work, most students in primary and secondary phases make the expected progress against learning objectives aligned with curriculum standards.
- The school's progress data does not indicate the progress of different groups. However, in social studies lessons, boys and girls make the expected progress. Students with additional learning needs, including students of determination, make the expected progress toward their targets. Lower-attaining students and higher-attaining students do not always make the progress they are capable of because resources are not selected to scaffold and extend their learning levels.

Next Steps:

1. Improve students' knowledge and understanding of their civic and social responsibilities towards society

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 ↓	Acceptable	Acceptable	Acceptable
	Progress	Weak ↓	Acceptable ↓	Acceptable ↓	Good

Findings:

- In English, the school measures children’s attainment in the specific area of the Early Years Foundation Stage (EYFS) curriculum for literacy. Internal assessment data at the end of 2022/23 indicates that a majority of children exceed expected levels. Updated attainment data provided by the school during the inspection visit indicates that most students in primary attain levels above the National Curriculum for England (NCfE) curriculum standards. In the secondary phase, a large majority of students attain levels above curriculum standards, and in the post-16 phase, the majority of students attain levels above curriculum standards. This high level of attainment does not align with the levels of students’ knowledge and skills observed in lessons.
- In external examinations, the updated data provided by the school indicates that attainment in the Cambridge International Education examinations in GCSE for students in Year 11 is very good, whereas in both AS and A levels (Years 12 and 13) attainment is very weak. PIRLS 2021 attainment was benchmarked at the high international benchmark, with 59% of the participating students in the primary phase achieving scores at the high benchmark level. The school’s updated GL standardized assessment information for the 2022/23 academic year, as provided during inspection, shows acceptable attainment in the primary phase but weak attainment in the secondary phase. The school participated in the PISA 2022 international assessments. The results in reading literacy at 422 are below the international averages and the school’s set target of 500.
- In lessons and their recent work, most students in the primary, secondary, and post-16 phases demonstrate adequate listening, speaking, reading, and writing skills. In the reception phase, less than three-quarters of children demonstrate skills that are at least in line with curriculum standards. In the reception phase, children can recognize and sound letters, but they are unable to blend letters, decode, or write new words independently, and only a few can speak simple sentences. In the primary phase, students participate in whole-class reading, and although most students listening and speaking skills are in line with the curriculum, not all students can follow and read text proficiently. A few students struggle with reading comprehension and writing. However, students in the upper primary have better skills and can explore key literary elements and question, clarify, and predict text. In the secondary phase, most students can compare the components of stories. Students’ writing skills in the secondary phase are less well-developed. Students in the Post-16 Phase are developing their techniques in the use of language and discursive writing. While they are developing their extended writing skills, their ability to evaluate different genres of writing is inconsistent.

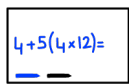
- The school has not provided data to show trends in attainment over time.
- The school provided updated internal assessment data analysis during the inspection visit, which shows that most students make better-than-expected progress from their starting points in the reception, primary, and secondary phases. In the post-16 phase, only a majority of students make above-expected progress.
- In lessons and their recent work, only a majority of children in the reception phase make the expected progress against learning objectives aligned with curriculum standards. Most students in the primary and secondary phases make the expected progress in developing their listening, speaking, reading, and writing skills. However, a few make the expected progress in the primary and secondary phases, especially in the development of speaking, reading, and comprehension skills. A majority of students in the post-16 phase make better-than-expected progress against learning objectives aligned with curriculum standards.
- The school's analysis of progress data does not indicate the progress of different groups. However, in lessons, it is variable, with girls generally outperforming boys, particularly in primary and secondary phases, because they have better literacy skills. Students with additional learning needs, including students of determination, make the expected progress toward their targets. Lower-attaining students do not always make the expected progress in lessons. However, they receive strong pull-out support to accelerate their progress to expected levels overall. Higher-attaining students do not always make the progress they are capable of because work is not sufficiently differentiated to extend their learning.

Next Steps:

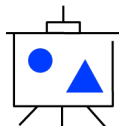
1. Develop children's foundational literacy skills and phonemic awareness in Phase 1.
2. Improve students' reading comprehension and writing skills in Phase 2.
3. Increase structured opportunities for extended writing tasks and critical analysis of texts in the Post-16 Phase.

Mathematics

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



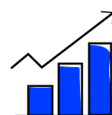
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- In mathematics, the school measures children's attainment in the specific area of the Early Years Foundation Stage (EYFS) curriculum for mathematics. Internal assessment data at the end of 2022/23 indicates that a majority of children exceed expected levels. Updated attainment data provided by the school during the inspection visit indicates that a majority of secondary students attain levels above the National Curriculum of England (NCfE) curriculum standards. In the primary phase, a large majority of students attain levels above curriculum standards, and in the post-16 phase, most students attain levels in line with curriculum standards. These levels of attainment do not align with the levels of students' knowledge and skills observed in lessons except in the post-16 phase.
- The school's updated Cambridge International Education (CAIE) external assessment information provided during the inspection shows weak attainment in the secondary and post-16 phases in (I)GCSE and AS/A Level. The school has conducted GL standardized assessments in years 4 to 10 to benchmark students' attainment in mathematics. Results at the end of the 2022/23 academic year show acceptable attainment in primary but variations in the secondary phase, with acceptable attainment in years 7 and 8 and weak attainment in years 9 and 10. Results for the international assessment Trends in Mathematics and Science Studies (TIMSS) examinations conducted in 2019 show that, compared with international averages, students in Year 5 and Year 9 have reached the low international benchmark. The school participated in the PISA 2022 international assessments. The results in mathematical literacy at 439 are below the international averages and below the school's set target of 500.
- In lessons and their recent work, most students across all phases demonstrate mathematical knowledge, understanding, and skills that are in line with curriculum standards. In the secondary phase, students' basic problem-solving skills are developing at the expected level, but a few cannot calculate more complex word problems because their literacy skills pose a barrier to understanding what is required. In the Post-16 Phase, a majority can work independently to solve differential equations and interpret graphs using their knowledge of tangents, but they are not as confident in applying what they have learned in geometry and trigonometry to their real lives. While students' mathematical thinking develops through the phases, their interpretive skills to solve real-life problems at all levels are not as well developed.
- The school has not provided data to show trends in attainment over time.

- The school has provided updated internal assessment data analysis during the inspection visit, which suggests that most children in the reception phase make above-expected rates of progress. In the primary and secondary phases, updated progress data from baseline tests shows that a majority of students make better than expected progress in the secondary and post-16 phases but that a large majority make better than expected progress in the primary phase.
- In lessons and in their recent work, most students make expected rates of progress across all phases in relation to appropriate learning objectives aligned with the NCfE curriculum standards. In the reception and lower primary phases, children and students gain adequate concepts of number and quantity, but their progress is not accelerated in adding and taking away. Thus, their ability to perform calculations at speed, as in mental mathematics, is insufficiently developed. By the upper primary, students have made adequate progress in measurements.
- The school's analysis of progress data does not indicate the progress of different groups. In lessons, girls generally outperform boys in the lower phases because they have a stronger literacy foundation on which to build concepts. In the secondary phase, boys do not make the same progress as girls.. Students with additional learning needs, including students of determination, make the expected progress toward their targets. Lower-attaining students and students with English as an additional language (EAL) receive additional support that accelerates their progress to expected levels. Higher-attaining students are insufficiently challenged in lessons, so they do not always make the progress they are capable of making.

Next Steps:

1. Improve students' mental mathematics and recall of key number facts in the primary phase.
2. Enhance students' skills in solving more complex mathematical problems in primary and secondary phases.
3. Improve children's and students' mathematical thinking skills in reception and primary phases by using age-appropriate manipulatives and improve students' interpretive skills to solve real-life problems in 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	Acceptable	Acceptable ↓	Acceptable ↓
	Progress	Acceptable	Acceptable	Acceptable ↓	Good

Findings:

- In the reception phase, the school analyzes attainment data in science in the specific area of the Early Years Foundation (EYFS) stage curriculum: Understanding the World. Internal assessment data at the end of 2022/23 indicates that, most children attain levels that are above curriculum standards. For students in years 1 to 13, attainment is measured against the expectations of the National Curriculum of England (NCfE). The school's updated internal assessment data at the end of 2022/23 indicates that a large majority of students attain above curriculum standards in the primary phase, but only a majority attain above curriculum standards in the secondary and post-16 phases.
- Updated Cambridge International Education (CAIE) external assessment information provided by the school during the inspection shows very weak attainment in AS/A level results in the post-16 phase. It shows weak attainment in (I)GCSE results in year 11. The school's updated GL standardized assessment information for the 2022/23 academic year, as provided during the inspection, shows acceptable attainment in the primary and weak attainment in the secondary phase. Results for the international assessment Trends in Mathematics and Science Studies (TIMSS) examinations conducted in 2019 show that, compared with the international benchmark, students in Year 5 and Year 9 have reached the low international benchmark. The school participated in the PISA 2022 international assessments. The results in science literacy at 455 are below the international averages and below the school's set target of 500.
- In lessons and their recent work, most students demonstrate scientific knowledge, understanding, and skills that are in line with curriculum standards across all phases. In the reception phase, children's knowledge and understanding of the world around them are emerging. While students in the lower primary phase are beginning to apply their scientific skills, in the upper primary phase, they apply their scientific knowledge and skills to make conclusions. In the reception and lower primary phases, students rarely develop their natural inquisitiveness to extend learning about scientific principles or apply scientific observation and sorting skills. Most students in the secondary phase have adequate familiarity with investigative procedures. In the Post-16 Phase, most students demonstrate the expected levels of scientific knowledge, understanding of scientific concepts, and application of investigative skills, but a few, especially the boys, are not yet fully competent to handle equipment to experiment safely without close supervision. In the post-16 phase, most can conduct experiments, usually in the laboratory, and apply scientific thinking to derive conclusions from their

investigations. Students' use of scientific vocabulary is a strength in all phases, but their ability to write age-appropriate scientific reports, including ideas for improving the experimental design, is not yet secure across all phases.

- The school has not provided data to show trends in attainment over time.
- The school has provided updated internal assessment data analysis during the inspection visit, which suggests that most children in the reception phase make above-expected rates of progress. Still, progress was not tracked from entry over time. In the primary, secondary, and post-16 phases, updated progress data from baseline tests shows that a majority of students make better than expected progress in the secondary and post-16 phases but that a large majority make better than expected progress in the primary phase.
- In lessons and their recent work, most students make expected rates of progress in the reception, primary, and secondary phases against learning objectives aligned with curriculum standards. In the post-16 phase, a majority make better than expected progress in relation to appropriate learning objectives aligned with the NCfE curriculum standards.
- The school's analysis of progress data does not indicate the progress of different groups. In lessons, girls generally outperform boys in the lower phases because they have a stronger literacy foundation to build scientific concepts. In the secondary phase, boys do not make the same progress as girls. Students with additional learning needs, including students of determination, make the expected progress toward their targets. Lower-attaining students and students with English as an additional language (EAL) receive additional support that accelerates their progress to expected levels. Higher-attaining students are insufficiently challenged in lessons, so do not always make the progress of which they are capable, except in the Post-16 Phase, where teaching is better.

Next Steps:

1. Enhance children's inquiry skills and stimulate their curiosity to learn through playful hands-on learning, especially in reception and the early years of the primary phase.
2. Strengthen students' ability to write scientific reports, including ideas for improving the experimental design in the upper primary and secondary phases.
3. Extend students' confidence in handling equipment to set up investigations, especially in the secondary and post-16 phases.

Learning Skills

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

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

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

Findings:

- Across all subjects and phases, students have positive attitudes toward learning, and they can work for short periods without close teacher intervention, except in reception and in the laboratory setting. Children in the reception phase are easily distracted and need direction from the teacher, especially when they are struggling with concepts, such as in English. In the secondary phase, investigative skills are developing, and a few students, especially the boys, are not yet fully competent to handle equipment to conduct an experiment safely without close supervision by either the teacher or a technician. All students self-review their progress at the end of term, setting goals with the help of their teachers and parents. They self-reflect at the end of the topic using a newly introduced form (Ethos of Excellence), but this is not consistently completed. Students' ability to take responsibility for their own learning increases as they move up the year groups. In the English-medium subjects in Years 10 to 13, students are preparing for (I) GCSE, AS, and A Levels, and those that have identified gaps in their learning attend optional catch-up sessions after school. In the Post-16 Phase, students in Islamic education, English, mathematics, and science are very aware of their competencies and the need to improve their weaknesses to advance their career aspirations.
- Students interact well with each other and with their teachers and adults. Children are just beginning to learn how to socialize and cooperate in the reception phase. Students can work productively in groups to achieve a task, especially in the upper primary and post-16 phases, where they collaborate well. For example, in English, upper primary groups discuss in groups what they learned from a text, and post-16 groups share ideas to derive literature themes. In mathematics, students are confident enough to share their work on board and communicate how they solved a problem. Students' abilities to communicate their learning are not strong in other phases and subjects because they are not provided with regular opportunities for researching and presenting findings from activities within lessons, especially in the lower years of the primary phase and across the secondary phase.
- Students make a few connections between the different areas of learning, occasionally transferring their literacy and numeracy skills in the primary and secondary phases. Still, their ability to apply their learning to their understanding of the world is a developing feature. Links to the UAE heritage are more secure in all phases, especially in science. In Post 16, students demonstrate the ability to make clearer connections to their lives and between different subjects.
- Research skills are basic across the school. However, students in the Post-16 Phase are enterprising and can find things out for themselves, using technology effectively to support their learning. Although some technology is used in the upper primary and secondary lessons to perform tasks, such as researching vocabulary in English, this is limited because access to digital devices restricts student's regular use. Critical thinking and problem-solving skills are underdeveloped across all years and subjects, except in mathematics. In the reception phase and lower years of the primary phase, children's inquiry skills are insufficiently developed because activity centers have only recently been introduced. Students' innovation skills are occasionally seen in clubs and home projects but are rarely demonstrated in lessons.

Next Steps:

1. Improve students' communication and presentation skills in all subjects, especially in the primary and secondary phases.
2. Strengthen students' ability to apply their learning to real life and their understanding of the world, especially in phases 1, 2, and 3.
3. Improve students' critical thinking, inquiry, problem-solving, research, and innovation skills within lessons across the school.

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 consistently demonstrate positive behavior and continuous development in self-responsibility, self-discipline, and respect. This reflects a supportive environment that nurtures essential life skills, contributing to a cohesive and thriving school community. As students advance, they become more confident, independent, and proactive, especially in the post-16 phase, while valuing helpful feedback. In the reception and primary phases, students are less proactive in taking the initiative than in the higher phases. While all students engage to some extent in events and activities within the school, they do not always come up with the ideas themselves, relying on the ideas of teachers and parents, except in the higher phases where their involvement is greater.
- Students understand class routines that support an effective transition and contribute to a happy working atmosphere. Across the school, students are polite to staff and each other, resulting in a safe and productive environment. Students in the secondary phase are more self-disciplined, showing increasing independence and respect for upholding school values. Bullying is rare.
- Children in the reception phase are respectful and considerate of their classroom friends, openly showing affection when they meet each morning. Students in the primary, secondary, and post-16 phases are sensitive to the needs of others, offering support where needed. They regularly contribute to school teams, activities, and initiatives, including volunteering to be peer mentors to younger students and those with special needs.
- While children and students demonstrate awareness of healthy lifestyles, lunchboxes suggest that their choices are not always healthy nutrition options. Many students are physically active during break times, and the school 'House' system and interschool sports allow students to participate regularly in physical activity. Some girls are not as active as they would like to be because they are not comfortable with the physical education and sports options, which do not suit their interests and capabilities.
- Attendance for the last month was 92%, which is acceptable. This is an improvement compared to last year when it was 89%. Students are punctual to lessons; however, a few students arrive at school late in the morning.

Next Steps:

1. Enhance student attendance to a minimum of 94% and improve their punctuality to school in the morning.
2. Promote students' understanding of the importance of healthy eating choices.
3. Promote a proactive approach to taking initiative, particularly in the primary phase, promoting self-reliance

and confidence throughout the school.

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 in all phases appreciate Islamic values. Across the school, children and students demonstrate an understanding of the influence of Islamic values on their daily lives in the UAE, which is evident in their displays of students' work and in Islamic education lessons.
- Students across the school demonstrate their appreciation of the UAE's heritage and culture through projects, arts, and celebrations. Their knowledge of UAE history, heritage, and culture is inconsistent. The school celebrates and commemorates all events in the Islamic calendar and UAE national events, including National Day and Flag Day. All students engage to some extent in national events and cultural celebrations within the school, but they rarely play an active role in planning them.
- Students demonstrate a clear understanding of their own culture and that of others. The school has effectively used the multicultural student body to provide a range of cross-cultural experiences and activities. As a result, most students are aware of similarities between their cultures and could explain a wide variety of different foods, flags, and national sports represented across the student body. However, this is less evident in the reception and primary phases.

Next Steps:

1. Deepen students' knowledge and understanding of UAE history, heritage, and culture across all cycles.
2. Strengthen students' involvement in initiating and actively participating in national events and cultural celebrations within the school.
3. Enhance cross-cultural awareness in the reception and primary phases and promote understanding and appreciation of diverse cultures.

Social responsibility and innovation skills

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

Findings:

- Across the school, children and students participate willingly in activities and initiatives within the school and broader communities. They engage in regularly planned charity events throughout the year, like Acts of Kindness in Ramadan and Charity Week. The Student Council, in the secondary and post-16 phases, takes on a range of leadership responsibilities during school days and events, such as leading the debate club. However, in the reception and primary phases, students have limited opportunities to participate in activities that support the development of their leadership skills. The teacher selects class leaders, and not all students are given the chance to participate in activities that build their leadership skills and foster social responsibility.
- Students are motivated in lessons, but they occasionally take the initiative, come up with creative ideas, and make suggestions, particularly in the post-16 phase. They enjoy participating in projects and working with others when they have the opportunity, but the majority of students lack initiative and rarely take the lead, except in the upper phases. Students' innovation, enterprise, and entrepreneurial skills across all phases are inconsistent. In some lessons, such as science in the upper primary phase, students draw, make charts, and build models, showing their creativity and innovation, but these skills are inconsistent among students across all subjects and phases.
- Students, across all phases, demonstrate a basic understanding of conservation and sustainability. They take care of the environment, and primary students participate in the plastic bottle recycling initiative. In the secondary and post-16 phases, they recently organized and led COP28 events in the school. In lessons, students across the school have opportunities to be introduced to conservation and sustainability concepts. The environment club allows students to plant a garden in the school's backyard. However, the opportunity for students to show their understanding and contributions to sustainability and conservation more globally is an area for further development.

Next Steps:

1. Improve students' understanding of social responsibility, especially in the primary and secondary phases.
2. Improve students' innovation, enterprise, and entrepreneurial skills in lessons and through extracurricular activities.
3. Broaden students' participation in activities that support improving students' understanding of sustainability and conservation across all phases through participating more regularly in sustainability projects, both local and global.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers demonstrate adequate subject knowledge and generally know how students learn in the reception, primary, and secondary phases. In the reception phase, teachers' knowledge of how young children learn the English language is less secure. Opportunities for play-based inquiry or independent learning to encourage the development of curiosity and creativity in children are limited. In the post-16 phase, it is evident that most teachers apply their knowledge of both their subjects and how students learn them consistently.
- Lesson plans are generic and consistent. There is some recognition of the needs of identified groups, such as those who are English as a second language learners and students with additional learning needs, but this remains inconsistent. However, plans lack sufficiently differentiated learning for higher or lower-ability students. Time management is variable, and lessons are not always fully implemented, particularly in English and Arabic-medium subjects, where teachers spend too long on sharing outcomes and starter activities, leaving less time for students to apply their learning. Classroom environments are adequate; however, working walls are not fully utilized as a learning resource for the students. Resources are mainly textbooks and smartboards. There are some laptops available for use across the school, but not all teachers take advantage of them. Technology was better used to learn, especially to extend challenges, in the post-16 phase in mathematics and science. Digital devices are used for research in English, but at a basic level, to check unknown words. Teachers' promotion of students' use of technology is rare in Arabic-medium subjects. The use of manipulative resources is more apparent in the reception and primary phases than in the secondary phase. All teachers follow the bronze, silver, and gold success criteria in their planning, but tasks are not differentiated effectively.
- Teachers generally interact positively with students. They know the students well and have a good rapport. Teachers use questioning appropriately to check students' learning. However, questioning is rarely used to challenge students to think critically and extend the learning of the higher attainers, particularly in the primary phase and the Arabic-medium subjects. Questioning to prompt meaningful discussions and debates is more skillful in the higher phases, especially in the post-16 phase.
- Teaching in most lessons is textbook-driven, especially in the Arabic-medium subjects, which ensures that most students meet curriculum expectations. However, work is insufficiently differentiated to meet the needs of all groups of students, especially secondary-phase boys and higher-attaining students. Teachers know and support EAL students and students of determination through Individual Learning Plans (ILPs), interventions, and modified activities. However, generally, learning is not sufficiently personalized for all students.
- Critical thinking, problem-solving, innovation, and independent learning skills in the reception phase and across all year groups are inconsistently developed. Critical questions are provided in textbooks but rarely evidenced in lessons. Thought-provoking questions are occasionally directed at students to prompt thinking skills, and problem-solving, particularly in mathematics. However, research, innovation, and independent learning skills are limited due to reliance on textbooks in all subjects and phases, except the post-16 phase,

where there is more independent learning and collaborative group work.

Next Steps:

1. Enhance teaching strategies and the effective use of resources so teachers provide high levels of challenge and support to meet better the needs of all groups of students, particularly higher achievers and those in the reception phase.
2. Strengthen teachers questioning techniques to stimulate debate and discussion, critical thinking, problem-solving, innovation, and independent learning skills.
3. Improve teachers' understanding of how children learn best in the reception phase, particularly in English, and ensure sufficient and appropriate resources are available and effectively used for active play-based learning to develop children's creativity and curiosity.

Assessment

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

Findings:

- Internal assessment processes are consistent. In the reception phase, teachers measure children's attainment against the Early Learning Goals of the Early Years Foundation Stage (EYFS) curriculum. Across the school, students are assessed against the Oxford and Cambridge learning outcomes and rubric frameworks. Assessments are tracked across all years. However, they are not always reliable in giving an accurate measure of students' knowledge, skills, and understanding.
- The school benchmarks students' academic progress in mathematics, science, and English using GL Progress tests. The school engages students in Years 5 and 9 in TIMSS international assessment in 2019 and 2023 for mathematics and science. In 2022, students aged 15 years old engaged in PISA assessments for mathematics, science, and reading, and Year 5 students participated in PIRLS reading literacy in 2021. Students in years 11, 12, and 13 take Cambridge International examinations in (I)GCSE, AS, and A levels for English, mathematics, and science. The school benchmarks students' attainment in Arabic as a first and second language using IBT.
- All students are assessed by the school's 'English as an Additional Language' department (EAL) to determine their levels of English language proficiency and provide intervention where required. The EAL department covers all student subjects and year groups and identifies students who are at high risk for poor literacy skills. Students' progress is tracked and reviewed every term; however, data informing students' progress as individuals and groups is not sufficiently analyzed and is underdeveloped.
- Assessment information is used adequately to inform teaching and curriculum planning. This is more evident in the English medium subjects, where standardized assessment information in English, mathematics, and science is used as a benchmark to highlight any gaps in learning that need to be addressed. In the EAL department, data is used for curriculum adaptation to meet the needs of high-risk students. Other subjects analyze and review data termly; however, the use of data to influence teaching and curriculum planning to meet the needs of all groups of students, particularly high-attaining students, is inconsistent.
- Teachers have a reasonable understanding of students' individual strengths and weaknesses, but there is a lack of personalized challenge and support to address individual students' needs across the school. Feedback in lessons and marked work is not always constructive and rarely includes steps for improvement. Students occasionally assess their own learning and that of their peers. The school is implementing a system in workbooks for students to assess themselves against success criteria, but this is inconsistently applied.

Next Steps:

1. Improve internal assessment processes linked to the curriculum to produce reliable and valid data to inform instruction and personalized learning.
2. Ensure assessment information is effectively and accurately analyzed to monitor and inform the progress of all student groups.
3. Ensure the new feedback system is fully implemented and provides constructive feedback to students and

recommendations on how to improve their work.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The planned curriculum is broad and balanced and follows the Early Years Foundation Stage curriculum in the reception phase and the National Curriculum for England in the primary, secondary, and post-16 phases. Oxford University Press supports this in the primary phase and years 7, 8, and 9 in the secondary phase for science, mathematics, and English. Other subjects in the secondary and post-16 phases follow the Cambridge curriculum. The Arabic medium subjects follow the Ministry of Education (MoE) curriculum. The school-taught curriculum is mainly textbook-driven in most subjects. Implementation focuses mainly on imparting knowledge, so skills are less well-developed. In the reception phase, the curriculum is linked to the UK statutory framework and the 7 areas of development; however, the taught curriculum does not provide sufficient opportunities for children to develop their inquiry and creative skills through play-based learning.
- The taught curriculum progression is based on the prescribed textbooks, and planning is aligned accordingly to ensure that course content is delivered each term and that students are adequately prepared to progress to higher-year groups in the school. The school is aware that this approach does not always align with the existing knowledge or starting points of all groups of students, and gaps in student learning have not always been addressed adequately in the past. Consequently, the school has recently initiated a tracking system for senior students and put in place after-school catch-up sessions to ensure that students are well-prepared for (I)GCSE, AS, and A levels, enabling them to be well-equipped for higher education and beyond. Overall, not all students across the school are adequately prepared for the next stage in education, except students in the Post-16 Phase, who are mostly well prepared to move to higher education.
- The curricular options for older students provide a limited range of choices in (I)GCSE and 'A Level' subjects to follow their interests and aspirations. However, following feedback from parents and students, the school is currently researching additional options, such as business, computer studies with artificial intelligence, and psychology, to maintain and attract more students.
- Cross-curricular links are planned as part of the lessons by Oxford University Press; however, the Cambridge curriculum does not include this. Professional Development (PD) sessions are set up so that heads of departments can meet and plan to facilitate the transfer of learning between subjects. This is evident in some lessons. However, these links, while planned, are not deeply embedded in students' learning activities.
- Curriculum reviews vary across the school. In Arabic-medium subjects, the curriculum review follows the generated IBT assessment. The data is analyzed, and the curriculum is adapted to bridge gaps in term 2. In the Primary Phase, the Oxford curriculum is reviewed annually with Oxford University Press, and the strengths and weaknesses are analyzed. However, this does not happen regularly within school subject departments. The head of secondary recently completed a detailed review of all secondary subjects, but the results have yet to become part of the school's improvement plans. The school is working towards more regular reviews to ensure the curriculum meets the personal and academic needs and interests of all groups of students.

Next Steps:

1. Ensure that the curriculum focuses on enhancing students' skills as well as knowledge, especially in the reception phase, and provides a wider range of subject choices to meet better the needs, interests, and aspirations of secondary and post-16 students.
2. Ensure that cross-curricular links are consistently well planned and facilitate the transfer of learning between all subjects.
3. Ensure that the curriculum is regularly reviewed to identify gaps in student's knowledge and skills and modified using accurate and rigorously analyzed assessment data to meet the academic needs of all groups of students.

Curriculum adaptation

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

Findings:

- The curriculum is planned to meet the learning needs of most students. Those with identified additional learning needs, including students of determination, are supported in the curriculum planning. Lesson plans routinely support English as an additional language learners (EAL) and those who are identified as students of determination (SoD). Those two groups are appropriately supported by the curriculum modifications seen in most lessons across most subjects, as well as by intervention sessions. The MoE subject coordinator plans and modifies the curriculum to meet the different learning needs of Arab and non-Arab students. However, adaptations to meet the needs of lower and higher attainers in lessons are inconsistent. Opportunities to effectively challenge the higher-attaining and gifted students are limited across most subjects.
- In the reception phase and Year I, children have few opportunities to develop their creativity and innovation skills through play-based learning. The curriculum in the primary, secondary, and post-16 phases is textbook-driven in most subjects and does not provide sufficient opportunities for students to develop their innovation skills. Enrichment experiences such as assemblies, inter-school events, and school functions are adequately planned to develop students' creative and leadership skills. Some choices are available to all students in after-school sports and clubs. The school has recently introduced teacher-led clubs within the school day on Thursdays, but this has yet to become fully embedded to meet the interests and extend the talents of all students. Extracurricular activities provide a few opportunities for students to develop innovation and enterprise skills. However, curriculum modifications to enhance these skills within lessons across all subjects and phases are not well embedded. They are better in the upper primary, where students are provided with the opportunities to build models in both mathematics and science and in the post-16 phase, where students are given the freedom to design investigations and actively research ideas using technology. However, this best practice is not consistent across the school.
- The curriculum embeds appropriately planned activities that establish links with Islamic values and UAE culture. Most lessons provide appropriate learning opportunities that enable students to develop a clear understanding and appreciation for Islamic values, the UAE's culture, and society. The curriculum provides appropriate opportunities such as presentations in assemblies, cross-curricular links related to UAE and Islamic values, celebrations of national events, and field trips to local heritage sites.

Next Steps:

1. Ensure the curriculum is more rigorously and effectively adapted to better cater to all groups of students in all subjects, including those with additional learning needs, higher-attaining students, and those who are gifted and talented.
2. Enrich the curriculum to incorporate additional extracurricular activities and to provide opportunities for more students from all phases to volunteer and make wider community contributions.
3. Ensure curriculum modification consistently embeds opportunities for enterprise and innovation in lessons across all phases.

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 effective procedures for safeguarding students, including child protection. Child protection and safeguarding arrangements are clearly defined in a written policy shared with all stakeholders. All employed staff sign a copy to confirm they have read and understood this policy. The school provides training for all employed staff, including support and parents in child protection and safeguarding in four different languages, and their attendance in this mandatory training is recorded. There is a central register kept for all staff. The school takes steps to ensure that all students are protected from all forms of bullying, including online. The school helps and informs students during induction week at the start of the term about how to stay safe using the internet and social media, and students lead anti-bullying workshops in the school.
- Health and safety measures, including bus supervision and emergency drills, are in place, though improvements in fire evacuation timing are being addressed. External organizations manage various aspects, like CCTV, medical services, and hygiene effectively. The medical clinic is well-equipped and monitored by qualified nurses. The school monitors health checks of the students, such as weight, BMI, and vision; however, the analysis of overweight and obese students has not yet been followed up.
- The premises are old, and upkeep is challenging. The school has inadequate specialist facilities and systems to keep up with the maintenance of the buildings, and the safety of the environment is irregular. The school keeps a paper record of all the maintenance completed at the school. The classrooms and specialist facilities are cramped for the number of students, especially the older science laboratory, which makes it very difficult for the teacher to supervise experimental work. A new, smaller laboratory for seniors has just been commissioned, and issues identified, such as the connection of the fume cupboard, were rectified during the inspection visit.
- The facilities are kept clean, and while hazards identified during the inspection, such as piles of bricks left over from construction, were quickly addressed, the processes for daily checks to identify potential hazards are neither systematic nor regular enough. Ensuring consistency in the safety and upkeep of the environment requires all members of the school community to take responsibility for reporting promptly any health, safety, or maintenance concerns. The school also has some accessibility limitations, with irregular cobbles at the front gate posing the first barrier, limited ramps, and no lift available for those with mobility restrictions. Measures are in place to protect students from environmental hazards, including heat and sun, by providing shading in the outdoor space.
- The school promotes healthy lifestyles by offering sports clubs and educating students on nutrition. However, these are not fully effective, as students' nutritional choices are not always consistent with healthy eating. More physical education lessons and the provision of activities to better promote active lifestyles are

needed, especially those that cater to the needs and interests of senior girls.

Next Steps:

1. Ensure the processes for health and safety checks are more systematic, regular, and rigorous and that a system is put in place to allow all staff members, including support staff and students, to report any health and safety concerns in the learning environment.
2. Provide more opportunities for students to follow their interests in fitness activities, sports, and physical education to increase active participation in physical exercise, especially for senior girls.
3. Integrate healthy eating across all subjects and within extracurricular activities, working with the health clinic and with parents to ensure students in all phases make more informed choices for healthy nutrition.
4. Improve the physical environment to ensure it is safe, accommodates the needs of all students, and provides easy access for students and staff with mobility issues.

Care and support

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

Findings:

- The school has a positive relationship between teachers and students, creating a learning environment of trust and respect. Clear conduct expectations are upheld, which is evident in daily interactions and during lessons, with communication extending to families.
- The school has established protocols for recording and monitoring student attendance and punctuality. However, with attendance at 92% over the last month, procedures remain ineffective in raising attendance to higher rates and in ensuring all students are punctual to school in the morning.
- Formal processes for identifying students with additional learning needs and the gifted and talented are not sufficiently rigorous. While seven students of determination have been identified, this is less than the number expected for a school of this size. Individual Educational Plans (IEPs) exist, but targets are not SMART, and the process is less well-developed and not systematic. The special educational needs coordinator (SENCO) is currently developing a process for identifying gifted and talented students. Teachers identify gifted and/or talented students based on their academic achievements.
- The school has created a Learning Support Unit (LSU), which consists of one social worker and the SENCO. The students with additional learning needs, including students of determination as well as EAL students, are adequately supported through intervention sessions and in lessons, although the impact on their progress in lessons remains inconsistent. This is due to the lack of more trained staff at LSU that can provide effective support to all students. Support and challenge for higher attaining and gifted students are less well developed, particularly in lessons.
- The school counselor and career education and guidance counselor provide vital support for personal and career development, offering guidance and workshops. Post-16 Phase students benefit from university visits and skills-building initiatives. Plans are underway to enhance support, with the recent introduction of a tracking system for senior students, after-school catch-up sessions to prepare them for examinations, and expanded curriculum offerings, such as psychology and business studies, to better cater to their career aspirations.

Next Steps:

1. Review identification and support procedures in line with all the expectations of the ADEK inclusion policy to embed a more systematic approach to identifying and providing for students who have additional learning needs, including those who are gifted and talented.
2. Implement a more effective policy and procedure to promote student attendance and punctuality to at least 94% across all phases and ensure all students arrive at school on time for assembly.
3. Ensure high-quality support is provided to meet the diverse needs of the students at all levels, including higher-attaining students, so that they make the progress they are capable of, particularly in lessons.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable 

Findings:

- The principal has a clear vision for a caring school that promotes equitable access, enabling students to become active citizens, making a positive contribution to society, and achieving a fulfilling career. This sets a direction congruent with UAE national priorities that is well-supported by the whole school community.
- Senior leaders clearly understand best practices in teaching, learning, and the curriculum. However, the new middle leaders are less experienced and need additional support to shift from traditional teaching to a more inclusive student-centered approach. The whole school can benefit from a greater emphasis on the rigorous use of accurately analyzed assessment data to inform planning at both management and classroom levels.
- Communications are professional, with staff having clear roles and responsibilities. While delegations are clear, teachers and leaders need to be held more accountable for completing responsibilities to the level required, such as using moderated and approved assessment data to inform reviews, curriculum adaptation, and instruction planning.
- Leaders at all levels are aware of the need for further improvements; however, the capacity of middle managers to identify and mitigate the barriers to improved student achievement is inconsistent. The school has an experienced and competent senior leadership team on board. Their capacity to improve is acceptable.
- In the few months that the new senior leadership team (SLT) has been together, they have improved some aspects of the school. Many innovative strategies, such as the 'ethos for excellence' reflective activity, have been put in place. However, these new initiatives need to be carefully monitored to ensure their ongoing impact on improved personal and social development and academic performance. The SLT has recently completed a self-audit with support from the PACE Group to ensure that it is meeting statutory and regulatory requirements.

Next Steps:

1. Ensure all middle leaders have strong knowledge of best practices in teaching, learning, assessment, and the curriculum.
2. Hold teachers and leaders accountable for completing delegated responsibilities to the level required.
3. Continue to implement innovative strategies, such as the 'ethos for excellence' reflective activity, and monitor to ensure the ongoing impact on improved personal and social development and academic performance.

School self-evaluation and improvement planning

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

Findings:

- The school self-evaluation (SEF) process involves the whole school, with staff teams and feedback from students and parents informing judgments. However, while internal and external data were referenced, the assessment information was not rigorously analyzed. As a result, SEF does not provide accurate information to inform improvement planning. Most leaders are aware of specific areas for improvement.
- The monitoring of teaching and learning is systematic and conducted by senior and middle leaders. The twice-termly formal classroom visits and regular walkthroughs are combined with teachers' self-evaluations to develop agreed-upon targets for improvement. New teachers and those on performance reviews receive weekly observations. The recent monitoring of the quality of teaching has been focused on the technical aspects of teaching, as many teachers are new to the school, and some are new to the UAE. Middle leaders, who vary in experience, do not always focus on active and fun learning and the student experience and outcomes, especially for boys in the secondary phase.
- The school development plan (SDP) is current and comprehensive, and it includes targets, actions, responsibilities, and dates, with status monitoring (green/yellow/red columns). Departmental action plans support the SDP. However, they have yet to incorporate the outcomes of the recent self-review and have an impact on improved student achievement. The findings from the self-review form (SEF) could benefit from clearer prioritization before incorporation into the SDP.
- Due to the instability of staffing, leadership, and the student role, there has been little significant progress in addressing the recommendations from the previous inspection report. Students' achievement remains acceptable overall, as do their learning skills, except in the post-16 phase. There is also a major regression in the reception phase in English. The quality of teaching and assessment remains variable, although a recent focus on improving reading and a new phonics system has been implemented. While EAL strategies are now fully embedded, many of these other initiatives have not been in place long enough to see any impact on students' achievement.

Next Steps:

1. Enable more effective self-evaluation through more rigorous use of a range of accurately analyzed assessment information, including benchmarking assessments, standardized tests, and international examinations.
2. Improve the quality and consistency of teaching monitoring by training middle managers to monitor lessons with a much greater emphasis on engaged learners, fun learning, and student experience and outcomes.
3. Ensure the school improvement plan prioritizes areas for improvement based on accurate self-evaluation.

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 and school life, and parents feel valued and listened to. Through surveys and formal and informal meetings, their voice informs school improvement initiatives. Students' learning is enriched by their parents' involvement in events such as International Day and Flag Day. However, while parents are involved in events and clubs, they would like to be more involved in activities that promote the values of service above self, such as volunteering in the local community. Parents want to see a greater emphasis on reading, which they see as key to raising achievement in all subject areas.
- Communication is effective, with a weekly newsletter informing parents of the program of study and forthcoming events. Parents, including those who have children with additional learning needs, feel that they are kept well-informed. They would like to be better informed about how to help their children improve in reading.
- Reporting on students' academic progress and personal and social development is regular, incorporating a formal system of termly reports and parent meetings combined with informal teacher progress and activity updates using social media. Parents feel well-informed about their children's progress, especially those in the reception phase. Parents of older children were particularly pleased with the school's introduction of a tracker system to monitor weekly progress at the senior level. Another recent initiative that all the parents particularly value is the student self-review that is held at the end of Term 1, enabling students to set goals for the next term with help from teachers and parents.
- The school has regular involvement with local communities, such as the Red Crescent and the Civil Defense. Through sister schools in the PACE Group, the Creative British School has access to regional connections, which have seen events like the COP 28 conference promoting sustainability. The school would like to extend this interest in environmental awareness further afield. The school has the opportunity to extend relationships with the cluster to enhance staff development, as well as opportunities for sports and other competitions. The school has not yet developed international relationships but does hold events that celebrate global themes, such as World Food Day, to promote healthy eating.

Next Steps:

1. Extend parents' engagement in their children's education, particularly strengthening students' reading skills.
2. Promote parents' roles by providing more extensive opportunities for students to be involved as volunteers in the local community, especially activities that promote the values of service above self.
3. Establish more extensive local, regional, and international partnerships to benefit both staff and students, especially those that promote environmental awareness and sustainability in line with UAE priorities.

Performance Indicator	Quality judgement
Governance	Acceptable ↓

Findings:

- Governance includes the representation of the school's owners, an academic from another school, and the principal, with the vice-principal in attendance. While the governing board does not have parents, staff, or students, there are adequate methods for consulting parents, teachers, and students by seeking their views through surveys.
- Governors hold the school accountable through regular reporting requirements against the school's development plan. This includes receiving regular reports from the principal on student achievement and activities to promote personal and social development. However, the system that the school uses to analyze internal and external assessment data does not provide easy access for leaders to the level of analysis they need to accurately identify and monitor the improvement of individual students and groups.
- Since the previous inspection report, the board has invested considerable funding in the upkeep of the school. However, the governing board is aware that the school is no longer fit for purpose, so the plans for new facilities now need to be urgently pushed forward. The lack of stability in the senior leadership and teaching teams has impacted progress in improvement planning. High staff turnover at all levels of the organization has meant that improvements in school performance made since the previous inspection have not been able to be sustained.

Next Steps:

1. Expand the governing board's structure to include staff, parents, and students.
2. Ensure the governing board can hold the school leaders accountable by further developing the effectiveness of assessment procedures to provide an accurate measure of students' achievement.
3. Further the plans for new facilities and explore options to enhance staff retention rates to provide stability in the senior leadership and teaching teams needed to improve and sustain school performance.

Management, staffing, facilities and resources

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

Findings:

- Most of the aspects of the day-to-day running of the school are well organized, from the transportation arrangements to the phase-level assemblies. Smooth operations foster an environment conducive to learning. All routines and procedures, including arrival and dismissal times, are effective. They ensure, whenever possible, that lessons and all activities start on time and run smoothly. The lesson timetable is designed to minimize the loss of learning time.
- The staff employed are suitably qualified and benefit from regular professional development. Middle leaders would benefit from more training, the experience of other schools, and the considerable experience of the PACE Group unit's functional managers to support their continued development, particularly in the rigorous use of data to adapt the curriculum and inform instruction. The school would also benefit from more interaction with the other schools in the group to further extend the range of extracurricular competitions and activities available to students. However, the school is not adequately staffed. There are several teacher vacancies, notably in art and computer science, and no head of Arabic (the recently appointed head of Islamic education is running both departments in the interim). The school also lacks a range of other senior administrators, such as the head of primary, and an assessment coordinator. The pastoral care team is also short of staff to better cover all the phases. Currently, the school's safety officer has been seconded to cover as a science technician, to the detriment of his key role in maintaining safe and secure facilities through regular checks. The school has covered key positions by delegating duties for the missing roles to other staff, but the result is an inappropriate workload and a lack of time to complete tasks.
- The premises, including the specialist facilities, are inadequate because they are old and poorly maintained; classrooms and laboratories are too small; and access for anyone with mobility issues is difficult. The board has plans to rebuild, but these now need to be expedited to gain approval for a new school building to address the current issues with facilities that are not fit for purpose. In the meantime, transitional facilities plans are needed to ensure facilities are adequate to accommodate the number of students currently enrolled.
- While resources are adequate to support teaching and learning overall, there are inadequate resources to promote play-based learning and the development of inquiry skills in the reception phase. Resources are not always used effectively to accelerate the progress of all identified groups of students, especially higher achievers, gifted and talented students. The school has a focus on sustainability, so training teachers on how to use local resources will enhance their relevance for students.

Next Steps:

1. Ensure all teacher vacancies are filled and appoint suitably qualified administrators and pastoral care staff to meet the needs of all students.
2. Ensure effective use of learning resources, particularly in the reception phase.
3. Use more effectively the capacity of the PACE group to support middle manager development, particularly in the rigorous use of data to adapt the curriculum and inform instruction, and to extend further the range of

extracurricular competitions and activities available to students, to enhance their love of learning, extend their interests, and grow their talents.

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