



Irtiqa'a School Inspection

AY 2023/24

Darul Huda Islamic School

Rating: Acceptable

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School Information

General Information		
	Name	Darul Huda Islamic School
	Esis Number	9152
	Location	33, Al Fitnah St, Al Muwajji'i, Al Ain, 30058
	Website	http://dhischool.com/dhis/
	Telephone	037677883
	Principal	MUNEER CHALIL MARAKKAR CHALIL
	Inspection Dates	22 to 25 Jan 2024
	Curriculum	Indian

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1328
Number of Emirati students	0
Number of students of determination	13
Largest nationality group of students	India - Pakistan - Bangladesh

Information On Teachers

Number of teachers	75
Nationalities	India - Pakistan - Sudan
Number of teaching assistants	6

Changes since the previous inspection

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

Since the previous inspection, attainment and progress in English and mathematics in the secondary phase and in science in the middle and secondary phases have regressed from good and are now at an acceptable level. Attainment and progress of English in KG improved and are now at a good level.

The regression in English, mathematics, and science is because teachers set low expectations for what students can learn or do. In addition, learning is text-book-driven and rarely differentiated to meet the needs of all groups of students. Students' performance in most subjects, particularly in the elementary phase, remained acceptable.

Teaching has remained acceptable overall.

The health and safety of students, including child protection, continue to be strong features of the school and remain very good.

Since the previous inspection, a new Special Educational Needs Coordinator (SENCO) has been appointed to support students with additional learning needs.

Since the last inspection, the school has invested in resources by adding a music room and offering music lessons for students. The school also added new furniture for classrooms, improved network facilities, and established a composite laboratory to serve students in the elementary phase in mathematics and science lessons. The school has also increased the number of books in the library to 6,000.

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

The school has participated in the Program for International Student Assessment (PISA 2018) and in the most recent Trends in International Mathematics and Science Study (TIMSS 2023) and is awaiting the publication of results.

The school is aware of its targets and understands the requirements of these assessments. Teachers are incorporating questions following the content and cognitive domains, including knowing, applying, and reasoning.

The school has included the systematic development of critical thinking skills aligned to international assessments as part of its whole school development plan, as well as department plans in mathematics and science. As a result, science and mathematics teachers integrate question concepts into lesson planning and delivery. The school shares the importance of these assessments with parents.

Performance in standardized and international assessments

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

Standardized Assessments

Students in grades 3-10 take the IBT test series in English, mathematics and science. IBT 2022 results show that overall, students attain at a good level in English and outstanding level in mathematics and science.

International Assessments: TIMSS, PISA, PIRLS

- The results of PISA (2018) indicate that attainment in English (409) and science (435) is below the international benchmark. In mathematics, attainment at (504) is in line with the international benchmark.
- Students in grades 9, 10, and 11 participated in the PISA 2022 international assessments. The results in reading literacy at 424, mathematical literacy at 495.7, and science literacy at 459.3 are all below the international standards and below the set target.

Reading

The school library mainly caters to grades 6 to 12 and has sufficient space and furniture. It has a collection of 6,000 books, including fiction, nonfiction, children's storybooks, and reading materials for all subjects, including English, Arabic, and Malayalam.

The books in the library are neatly organized and easily accessible to students. Grades 1 to 5 have their own class libraries, and each class has a reading corner. Reading books in grades 1 to 5 include children's storybooks and are available in the classroom. The librarian is a full-time employee; however, she does not possess a professional qualification. The school has emphasized improving reading skills since the previous inspection. The reading skills are benchmarked for the International Benchmarking Test (IBT).

However, these results are not analyzed by the school to understand the achievement specific to reading. In addition to an assessment of reading integrated into English subjects, there is an additional weekly test conducted by the school specifically to measure reading skills. The results of this internal assessment are recorded but not analyzed to track progress, and hence, there is no baseline to measure progress. The reading is integrated fully into the school curriculum and is implemented as per the guidelines of CBSE for effective reading skills.

The annual curriculum planning includes additional provision for reading by allocating one additional period for grades 1 to 9 in the timetable, an additional 20 minutes of weekly reading time in each subject, and planning for reading activities in the assemblies. Grades 6 to 9 go to the library to read the books of their choice without any plenary for this reading activity. Students in grades 1 to 5 practice reading in the classroom with the help of their teachers, and here, too, there is no plenary conducted to ensure progress. The teachers in the school are not trained in reading pedagogy.

Guidelines and advice on how to promote and support the students' reading development have been provided for teachers by the school head. In KG, teaching and learning phonics start with a baseline at the beginning of each year. Based on the results, teachers design learning activities, and as a result, students make progress. The major focus of phonics teaching is Sounds, sight words, CVC words, formation of a word, blend and read words, diagraphs, basic grammar, and forming sentences in that order from the beginning of KG 1 to the end of KG 2. Reading books, class library, Khan Academy resources, and reading corners are used as resources while teaching the subjects with a focus on reading. All subjects, in all phases, integrate reading as an activity. School assemblies, reading competitions, and reading assessments promote reading in school.

All subject teachers are oriented on the importance of reading as an activity in their lessons. The displays around the school and learning resources available in the library are the main sources for creating a learning environment for grades 1 to 9.

Strengths of the school

- Students make good achievements in Islamic education and social studies in the elementary, middle, and secondary phases, as well as in English in KG and the middle.
- Students demonstrate respectful behavior towards their friends and teachers and a strong understanding of Islamic values and Emirati culture.
- Teachers consistently plan detailed lesson plans that include a variety of activities and links to UAE culture and society.
- The school has effective and rigorous child protection protocols and processes where students feel safe in a bullying-free environment. The school has implemented effective systems to promote students' healthy lifestyles.
- The school leadership is committed to UAE national priorities, including inclusive education.

Key Recommendations

1. Improve students' attainment and progress to at least good in all subjects across the school by:

- enhancing students' skills in Islamic education by interpretation of divine meaning in Surah in Islamic education through independent research
- developing students' fluency in speaking through encouraging discussions, sharing of learning and dialogue, and developing their ability to produce extended pieces of writing in Arabic and English
- developing students' mathematical skills in solving complex mathematical problems utilizing mental mathematic skills and applying their learning to real-life experience.
- developing scientific learning through independent practical experimentation and enhancing students' independent scientific thinking, inquiry and investigation skills
- enhancing students' innovation, creativity, and critical thinking skills in all subjects across the school.

2. Improve teaching and assessment to at least good levels by:

- implementing effective lesson planning, differentiated learning, and skillful questioning techniques to ensure that all groups of students make at least good progress
- raising teachers' expectations of what students can learn and do and that activities are sufficiently challenging for the higher-attaining students
- ensuring teachers are using time and resources effectively
- use consistent questioning in lessons that ensure students engage in meaningful discussion and reflection
- enhancing opportunities for students to use technology to support their learning and be more innovative and independent learners.
- ensuring systematic planning for problem-solving and independent learning activities that match the needs of the different groups, including students with additional learning needs
- ensuring internal assessment includes tracking systems that are coherent and consistent and provide accurate and reliable data for the attainment and progress of different groups, including students with additional learning needs.

3. Improve the effectiveness of leadership to at least a good level by:

- assessing accurately all aspects of school performance
- implementing strategic planning for improving performance, particularly effective classroom teaching
- ensuring all leaders are aware of the improvement priorities specified in the self-evaluation and improvement plan, particularly those related to improving the quality of teaching and raising students' achievement
- ensuring effective monitoring of teaching, learning, and the modification of the curriculum to meet the needs of all learners, particularly by middle leaders.
- ensuring middle leaders' and teachers' consistent use of reliable assessment data to plan more effective lessons that meet the needs of all learners.
- providing a wider range of learning resources to promote effective teaching and learning.

Overall School Performance: **Acceptable**

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an
and Hadeeth



Islamic values
and principles



Seerah (Life
of the Prophet
PBUH)



Faith



Identity



Humanity and
the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good

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 most students in all phases attain above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for Islamic education.
- In lessons and their recent work, the majority of students in elementary, middle, and secondary phases demonstrate knowledge of Islamic principles and worship above curriculum standards. In the elementary phase, students know the difference between congregational and individual prayers and can perform them, but they find reciting verses of the holy Quran correctly challenging. In the middle and secondary phases, they show a secure awareness of Islamic individual and group values and apply them to their behavior. However, students' independent and deep understanding of the divine meanings of Surah is less well developed. Their interpretation of verses and surahs and their knowledge of Hadeeth transmitters and validation are inconsistent.
- Over three years, the school's internal attainment data suggests that most students have consistently attained above the MoE curriculum standards in all grades.
- The school's analysis of assessment data indicates that most students in the elementary, middle, and secondary phases make better-than-expected progress over time and from their starting point at the beginning of the academic year.

- In lessons in the elementary, middle, and secondary phases, the majority of students make better-than-expected progress in developing their knowledge of Islamic principles, etiquette, and worship.
- The school does not analyze assessment data to track the progress of the different groups of students. In lessons, boys and girls make the same progress. Students with additional learning needs, including students of determination, make the expected progress towards their targets. Lower- and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve students' accurate pronunciation of the verses of the Holy Qur'an in the elementary phase.
2. Improve students' interpretation and understanding of the divine meanings in Surah independently and enhance their capacity to deduce the underlying wisdom in Surah particularly in the secondary phase.
3. Improve students' knowledge of Hadeeth including its transmitters and their efforts reporting and validating prophet's Mohammad's deeds and saying through effective and consistent application of project-based learning, inquiry and research across all phases..

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 against expectations per year group indicates that a large majority of students in all phases learning Arabic as a second language (ASL) attain levels above expectations. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has conducted the IBT assessment 2023/2024 for grades 3 to 10. However, the school did not provide the results that were analyzed.
- In lessons and their recent work, most students in all phases demonstrate listening, speaking, and reading skills in line with expectations. Most students can comprehend short reading and listening passages and summarize them in standard spoken Arabic. However, students in middle and secondary phases struggle to produce extended pieces of writing with correct spelling and punctuation and to apply correct grammar in speaking, particularly the use of masculine and feminine pronouns and plural forms. Elementary students' articulation and forming clear, distinct sounds while reading are less developed.
- The school did not provide trends in attainment data.
- The school's analysis of internal assessment data indicates that the large majority of students in all phases make better-than-expected progress over time and from their starting points.
- In lessons, most students in all phases make the expected progress against learning objectives aligned with curriculum standards. They make progress in developing their listening, reading, and speaking skills. However, they make minimal progress in their ability to write longer paragraphs and articles with correct spelling and punctuation and in applying correct grammar while speaking, taking into consideration the number of years they have been learning the language.
- The school does not analyze assessment data to track the progress of boys and girls or other groups of students. In lessons, students with additional learning needs, including students of determination, do not always receive sufficient support to make the expected progress. Higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve students' knowledge and application of syntax and grammar rules when speaking and writing, particularly plural and singular nouns and masculine and feminine pronouns, by allowing more opportunities for students to speak and providing constructive feedback.
2. Increase practice, monitor data, and provide constructive feedback to improve students' writing skills across all phases, including their ability to construct complex sentences and longer paragraphs with correct spelling and punctuation.

3. Enhance students' phonemic awareness in the elementary phase and improve their articulation of vowels and consonants to form clear and distinct sounds while reading through regular practice and focused training.

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	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of the first term of the 2023-24 academic year indicates that the attainment of most students in all phases is above MoE curriculum standards. However, this high level of attainment does not align with the levels of students' knowledge and skills observed in lessons and their recent work.
- The school does not benchmark the student achievement in MoE social studies against any external, national, or international assessments for any phase.
- In lessons and their recent work, the attainment of the majority of the students in elementary, middle, and secondary phases is above the curriculum standards. The majority of the students in all phases have developed knowledge and understanding of the national identity, UAE government, and its society above curriculum standards. A majority of students in the elementary phase can confidently discuss the features of museums. However, students' knowledge and understanding of citizenship and the national economy across all phases is underdeveloped. Students' skills to analyze patterns of stability and transition of people and events is less developed.
- Over the past three years, the school's internal data suggests that most students in grades 1 to 9 have consistently attained levels above the MoE curriculum standards.
- In all phases, teachers assess students' starting points in diagnostics tests at the start of each year. End-of-the-term test results are compared with baselines to measure progress from starting points. The school's analysis of internal assessment data in all phases indicates that most students make better than expected progress over time and from their starting point at the beginning of this academic year.
- In lessons and their recent work, the majority of students make better-than-expected progress against the learning objectives aligned with curriculum standards in all grades. However, they do not always make rapid progress in understanding the geography of the neighboring countries and cultures in the middle and secondary phases.
- The school does not analyze assessment data to track the progress of boys and girls or other groups of

students. In lessons, students with additional learning needs, including students of determination, do not always receive sufficient support to make the expected progress. Students with additional learning needs, including students of determination, make the expected progress toward their targets. Lower and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Raise attainment to reach the next level in all subject areas and across phases particularly in citizenship, and economy.
2. Accelerate progress of students in the middle and secondary phases in comparing cultural and geographical features of the UAE with that of other developed or neighboring countries.
3. Improve attainment by enhancing students' skills to analyze patterns of stability and transition over time and relationships between people and events in history.

English

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Good ↑	Acceptable	Good	Acceptable ↓
	Progress	Good	Acceptable	Good	Acceptable ↓

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the CBSE curriculum standards indicates that most children in KG and students in all 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 no external national or international assessments for KG. The Grade 10 and 12 students who took the CBSE board examination at the end of the academic year 2023 attained good levels. Students in grades 3 through 10 took the 2023 International Benchmark standardized tests (IBT) for English, but the results are not yet analyzed. The school's analysis of the IBT 2022 results indicates outstanding standards. The students' attainment in PISA 2018 and 2022 in English reading was below the international benchmark.
- In lessons and their recent work, the majority of children and students in the KG and middle phases demonstrate listening, reading, speaking, and comprehension skills that are above curriculum standards, while most students in the elementary and secondary phases attain in line with curriculum standards. In KG, children recognize and read longer words with letter combinations, such as digraphs, and form new words but struggle to read sentences fluently. In the middle phase, students articulate in grammatically correct sentences; however, their writing is mostly guided by teachers. Most students in elementary can adequately read and infer text, but their speaking and writing are less fluent. In the middle and secondary phases, students infer, interpret, and integrate information and can speak fluently. However, students' higher-order reading skills and extended writing skills are developing.
- For the past three years, the school's internal assessment data indicates consistently outstanding attainment across all phases.
- The school's analysis of internal assessment data indicates that most students make better than expected progress over time and from their starting point at the beginning of the academic year across all phases.
- In lessons, the majority of children and students in the KG and middle phases make better than expected progress in developing their listening, reading, speaking, and comprehension skills, while most students in the elementary and secondary phases make expected progress. In KG, children do not make rapid progress in

reading and writing sentences; in the elementary phase, they do not progress rapidly in speaking fluently or with extended writing skills. In the middle phase, students do not make rapid progress in using superior vocabulary in speaking and writing, and in the secondary phase, students do not rapidly progress in their extended writing skills.

- The school did not analyze assessment data to track the progress of boys and girls and the other groups of students across the school for the year 2023-24. Lesson observations and students' work indicate that boys and girls make similar progress. Students with additional learning needs, including students of determination, make expected progress toward their targets. Lower-attaining students receive strong support and make expected progress. Higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve children's reading and writing skills in KG.
2. Improve students' skill to speak fluently and writing at length in elementary phase.
3. Extend students' speaking and writing skills in the middle phase, and extended writing skills in the secondary 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	Acceptable ↓

Findings:

- The school has analyzed the school's internal assessment data for children in KG and suggests that attainment for most children is above CBSE curriculum standards. For students in grades 1–12, attainment is measured against the CBSE Standards. The school has analyzed internal assessments and suggests that attainment is above curriculum standards for a large majority of students.
- The school conducts a CBSE board examination for grades 10 and 12. The school analysis shows that the majority of students in grades 10 and 12 attain above curriculum standards. The school conducted the IBT standardized assessment in 2023/2024 for grades 3 to 10 but results are not yet analyzed. The school's analysis of the IBT 2022 results indicates good standards. In PISA 2018 and 2022, the mathematical literacy skills of students were benchmarked. The results were below the international benchmark in both tests.
- In lessons in KG, most children demonstrate knowledge and skills in counting, numbering, and measuring that are in line with curriculum standards. In lessons and their recent work, most students in the elementary and middle phases demonstrate mathematical knowledge, skills, and understanding that are in line with CBSE curriculum standards. Most students in the secondary phase attain standards that are in line with curriculum standards in algebra and statistics. Their skills in solving complex parabolas are developing. However, students’ application of mathematical knowledge to real life situations and ability to solve complex word problems are less developed across all phases.
- Over the past three years, the school’s internal data suggests that a large majority of elementary students and a majority of middle and secondary students have consistently attained levels above the CBSE curriculum standards.
- In KG and all grades, teachers assess children and students’ individual starting points in baseline tests at the start of each term. End-of-term internal assessments aligned to the CBSE Standards are conducted in each grade. Results are compared to measure the amount of progress students make each term. Analysis of the progress tracking data indicates that most children in KG and a large majority of students in all grades make better-than-expected progress from their starting points.
- In lessons in KG, elementary, middle, and secondary phases, most children and students make expected

progress against learning objectives aligned with curriculum standards. They gain new mathematical knowledge and apply their skills in adding and subtracting to understand numbers and quantities. Their progress in simple mental calculations is slow. In the secondary phases, most students make the expected progress in a range of mathematical concepts, including algebra, geometry, and statistics.

- The school's internal assessment data indicates that boys and girls in all grades make similar progress. In lessons, students with additional learning needs, including students of determination, make the expected amount of progress toward their individual goals and targets. Low attaining students have limited opportunities to accelerate their learning progress. Higher-attaining students have only occasional opportunities to extend their learning. Consequently, their progress is similar to that of other students, and they do not always make the rapid progress they are capable of.

Next Steps:

1. Enhance students' skills in applying their mathematical learning to real life problems that involve number concepts to discuss as appropriate in all phases.
2. Improve students' abilities to conduct mental calculations across all phases.
3. Maximize students' ability to solve complex word problems by extracting the relevant information and applying it appropriately in the secondary phase.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

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

Findings:

- The attainment of children in KG is measured against the English Early Years Foundation Stage (EYFS) learning outcomes. In grades 1-12, students' attainment is measured against the CBSE curriculum. Internal assessment data has been analyzed by the school and suggests attainment for most children in KG is above curriculum standards. Across the phases, data analysis suggests that the majority of students attain above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons in the KG, elementary, and middle phases. It aligns with the students' attainment in the secondary phase.
- The school has conducted IBT standardized assessments to benchmark students' attainment in science in grades 3–10. However, the school has not analyzed the results. The school's analysis of the 2022 IBT assessment indicates outstanding standards. In PISA 2018 and 2022, the scientific literacy skills of students in the secondary phase were benchmarked, and the results were below the international benchmark. The school has participated recently in Trends in International Mathematics and Science Study assessments (TIMSS 2023) and is awaiting the results.
- In lessons and their recent work, most children and students in KG, elementary, middle, and high phases demonstrate scientific knowledge, understanding, and skills that are in line with curriculum standards. In KG, children are beginning to explore their environment, gaining new knowledge of the world around them. However, their exploration and investigation skills in using simple scientific instruments to consolidate their learning are less well-developed. In the elementary and middle phases, students are building their scientific knowledge and understanding through simple classroom-based investigations. In the secondary phase, students investigate the properties of materials and identify groups of molecules by using a laboratory-based and experimental approach. Student's skills in following the scientific method in designing, hypothesizing, conducting experiments independently, and using inference are less well developed across the grades.

- Over the past three years, the school's internal attainment data suggests the majority of students have consistently attained levels above CBSE curriculum standards in all grades, except Grade 1, where most students attain above curriculum standards.
- In all grades, including KG, teachers assess students' individual starting points in diagnostic tests at the start of each academic year. End-of-unit tests aligned to curriculum standards are conducted. Results are compared with baselines to measure the amount of progress made. Analysis of the progress tracking data (2023/24) indicates that a large majority of science students make better than expected progress over time or from their starting points in grades 1–12; this includes SEN students. In Grade 6, the majority of students make better-than-expected progress. In KG, most children make better than expected progress.
- In lessons in KG, most children make expected progress against learning objectives aligned with curriculum standards in gaining new scientific knowledge through observations and asking questions about the world around them. In the elementary and middle phases, most students make expected progress in their understanding of basic scientific principles, observing the natural world, and developing scientific principles in biology, physics, and chemistry. In the secondary phase, most students make the expected progress across all three scientific disciplines.
- In lessons, KG, and across all grades, boys and girls make similar progress, except in the middle phase, where boys' observation and analysis skills are better than girls. In lessons, students with additional learning needs make the expected progress. Higher-attaining students do not always make the progress they are capable of, especially in the elementary and middle phases.

Next Steps:

1. Improve students skills in applying the scientific method to design, hypothesize, and conduct experiments independently, particularly in the middle phase.
2. Improve children's investigation and exploration skills of the world around them through the use of simple scientific instruments in structure activities.
3. Accelerate children and students progress in the KG, elementary and middle phases to reach a good level, particularly in developing their practical and investigative skills.

Learning Skills

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

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

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

Findings:

- Across all phases, children and students engage adequately in learning. However, they can become passive because the teacher directs the pace and challenge of the learning, especially when working in mixed-ability groups, allowing the higher abilities to control the work being produced. Students can articulate their learning, especially in the middle and secondary phases. Still, too often, they identify general areas for improvement rather than specific areas that they need to improve on. Self-reflection is evident in some lessons, with teachers using various strategies, especially in KG and the elementary phase. However, too often, it does not provide children and students with an understanding of where they are in their learning.
- Students across the school, in all phases and subjects, work in groups to complete tasks. However, the quality of student collaborations is not always effective in ensuring students make progress, especially when working in mixed ability groups, because often the higher ability students control the work being produced. In KG, children work in groups, and they share and take turns, but often they do not have enough opportunities to communicate what they know and have learned with others.
- Students make real-world connections, but the teacher sometimes provides these. Students make adequate links between different subjects and occasionally transfer their literacy and numeracy skills through reading and making presentations in science and social studies in the elementary and middle phases and using complex math skills in science in the secondary phase.
- When given the opportunity in lessons, students think about why things happen in the world around them in science, and they can use reasoning and probability to solve math problems in the middle phase. Older students demonstrate a range of skills to solve problems. However, students' critical thinking and problem-solving skills are less well developed across all phases. Innovation, enterprise, research, and independent inquiry skills are less developed across the school. Students' ability to use learning technologies to support their learning is a feature in most lessons, including KG. However, technology is mainly used for information retrieval.

Next Steps:

1. Improve students' problem-solving, innovation, and critical thinking skills, particularly in the elementary and middle phases, through the implementation of appropriate teaching strategies.
2. Improve students' collaboration skills within groups to ensure all students are engaged in learning and making progress.

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

Personal Development

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

Findings:

- Children and students’ attitudes are positive and responsible, but they need little reassurance. In KG, children are self-reliant but do not take risks in lessons or in their playtime. In the elementary and middle phases, students appreciate teachers’ support, knowing that it helps them improve their learning, but they do not seek their feedback. In the secondary phase, students are more self-reliant and ready to take responsibility when opportunities are offered.
- Students are usually courteous and respectful to adults and each other. They demonstrate high self-control and awareness of the school’s code of conduct. They apply school values and independently resolve conflicts when they occur. This has led to the creation of a harmonious learning environment that can enhance students’ learning. Bullying is rare across all phases.
- Students’ relationships with each other and their teachers are friendly and respectful. They demonstrate appropriate acceptance and understanding of the needs of others, including those with special education needs, and most of them spontaneously offer support when needed. Moreover, in lessons, more able students tend to offer help to less able ones while working in groups. On the other hand, as a result of their strong relationships with their teachers, students feel safe, valued, and consistently supported.
- Students are aware of the most prominent features of a healthy lifestyle. Most children and students bring healthy food to their lunch boxes, and the majority of those who buy food from the school canteen select the healthiest food offered. They consistently request additional sports activities in addition to the one scheduled period per week. However, participation in those activities, when held, is mostly planned for the middle and secondary phases. Students from the middle phase enthusiastically participate in sketches and presentations in the morning assembly that promote a healthy lifestyle but do not initiate them.
- Attendance levels are outstanding at 98%, with students arriving punctually for school and lessons throughout the day.

Next Steps:

1. Improve students’ self-reliance and independence through engaging activities designed to meet their interests and talents.
2. Enhance students’ confidence in seeking teachers’ feedback on their social and academic performance to improve the quality of their work.
3. Encourage students to initiate activities promoting a safe and healthy lifestyle.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Children and students in all phases clearly appreciate Islamic values and how Islamic values influence contemporary UAE society. In lessons and assemblies, children and students show high respect and remain silent when the Holy Quran is being recited. Displays around the school of students' work indicate a clear understanding of the influence of Islamic values on UAE society.
- Students gain strong knowledge of the UAE's heritage and culture through displays, activities, and celebrations of national events, such as national day and flag day. Students across all phases, particularly in the middle and secondary phases, show proper appreciation of the role of the founding fathers and current leaders in establishing the country and transforming it from a desert landscape to an advanced modern society with global impact. Students occasionally actively participate in organizing ceremonies for national events and cultural celebrations when given the opportunity.
- Children and students demonstrate a clear understanding of their own culture and can compare it with other world cultures, including the UAE. The school promotes awareness of other world cultures through a number of interschool activities, celebrations, and competitions. As a result, most students are aware of similarities between their cultures and could explain an adequate variety of different foods, flags, and national sports, particularly in the Gulf region. However, this is less evident in the KG and elementary phases.

Next Steps:

1. Enhance students' appreciation and understanding of how Islamic values influence contemporary UAE society.
2. Improve children and students capacity to assume the responsibility of organizing cultural events and activities that deepen n their understanding of UAE culture and heritage.
3. Extend students' understanding, awareness, and appreciation of their own and other world cultures, particularly in kindergarten and elementary school.

Social responsibility and innovation skills

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

Findings:

- KG children and students across the elementary, middle, and secondary phases occasionally participate in some initiatives within the school and broader community, including fundraisers and charity campaigns. Although this is relatively beneficial, it has not yet effectively impacted the school's community due to the limited number of participants.
- Children and students are highly motivated to learn in lessons. They enjoy working with peers and are well-engaged but may lack the initiative or confidence to come up with creative ideas. In the secondary phase, students may take the lead in projects when encouraged by their teachers, but that is inconsistent. Moreover, students' innovation, enterprise, and entrepreneurial skills across all phases are underdeveloped due to a lack of opportunities.
- Few students across all phases may take part in schemes to support conservation, sustainability, and the environment. As a result, students only develop basic environmental awareness. A modest level of care for the immediate environment is observed among students across all phases. Children and students from the elementary phase engage in some activities, like watering their own plants in the school. Still, opportunities to take part in wider sustainability-promoting activities are very limited.

Next Steps:

1. Improve students' awareness and understanding of the importance of environmental sustainability by encouraging them to take part in internal and external schemes that support conservation and by regularly rewarding best practices.
2. Promote students' willingness to volunteer in the school and the wider community.
3. Enhance students' capacity to innovate, take independent decisions and initiate creative ideas.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers across all phases possess a secure grasp of their subjects and understand the varied approaches required to support student learning. Across all phases, teachers create learning environments that are appropriate to the age ranges being taught. However, in KG, classroom teaching is insufficiently focused on play-based learning, with learning centers and activity rooms based outside the classroom and children having limited access to these areas. In most lessons, teachers apply their knowledge to ensure that most students are engaged in learning and progressing.
- Lessons are planned with appropriate learning objectives aligned with the curriculum standards and shared with students. Plans are not always fully implemented in the KG, elementary, and middle phases because teachers do not manage time effectively. As a result, children and students often do not have sufficient time to practice and consolidate skills, and reflection on learning is rushed. The classroom environment adequately encourages students to learn. Although teachers use a variety of resources, they are inconsistently effective in encouraging inquiry. In a few lessons where teaching is better, teachers create interesting environments that enable students to be successful learners.
- Teachers use questioning that promotes a willingness to learn, engages students in meaningful discussions, and builds on previous learning, especially in the middle and secondary phases. However, too often, closed questions are only used to check student learning. Opportunities for discussion and dialogue are variable across the school and less consistent in KG and the primary phase.
- Teachers employ basic strategies to meet the diverse needs of all students, setting students in different ability groups and allocating different tasks. Teachers across all subjects provide general challenges and support to help students meet expectations. However, this is insufficiently personalized for individual students, including children, students with additional learning needs, students of determination, higher abilities, and gifted and talented students.
- Opportunities for students to be independent and think for themselves are limited. Teachers occasionally encourage students' critical thinking and problem-solving skills through inquiry activities and project work. In the better lessons, in science, for example, there is encouragement of exploration and experimentation; however, this remains inconsistent across the grades. In lessons in the elementary and middle phases, where teachers encourage students' independent learning using technology, much of their research is on information retrieval. Across all phases and lessons, there is a heavy reliance on worksheets and textbook work, limiting the opportunities for students to find things for themselves and be creative.

Next Steps:

1. Integrate more play-based learning within KG classrooms. Ensure that learning centers, particularly those outside the classroom, are more accessible and frequently used to support children's learning.
2. Provide regular opportunities in lessons to develop students' critical thinking, problem-solving, and

investigation skills.

Assessment

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

Findings:

- Internal assessment processes are consistent with general alignment to CBSE curriculum standards in the elementary, middle, and secondary phases. In KG, assessments are aligned with the national curriculum for England, the early-year foundation stage. Arabic-medium subjects are assessed against the MoE curriculum standards. Regular internal assessments of student attainment are carried out across all phases in Arabic and English medium subjects and in KG using skills-based assessments. They offer some measures of students' academic achievement. However, they do not provide an accurate measure of students' knowledge, skills, and understanding.
- In English medium subjects, students from grades 3-9 take the standardized IBT assessment. In Grade 10, students are assessed against CBSE standards in Arabic, English, mathematics, and science, and Grade 12, in science and math. However, students are not benchmarked in Arabic medium subjects.
- The school benchmarks students' attainment against international standards in PISA (2018) and TIMSS (2023).
- School and subject leaders analyze assessment data to evaluate children's and students' progress, and information is gathered from internal, external, and standardized test sources. This data is used to identify gaps in learning and design remedial work. The analysis of assessment data to track the progress of the different groups of students is less developed.
- Teachers make occasional attempts to use assessment information to inform teaching strategies to meet the learning needs of all children and students. In the better lessons, teachers identify areas where students may need additional support or challenge, making occasional adjustments to planned teaching. This is inconsistent in most lessons, particularly for children and students with additional learning needs and students of determination, giftedness, and talent.
- Teachers have a reasonable understanding of students' strengths and weaknesses. There is a lack of personalized support to address individual students' needs across the school, including appropriate challenges for the high-attaining students. Teachers generally offer feedback to students; however, it is not always specific or constructive. Students are occasionally encouraged to participate in assessing their learning and that of their peers, using assessment for learning strategies, particularly in the elementary phase.

Next Steps:

1. Enhance assessment data to inform and differentiate teaching strategies consistently across all phases and groups, including children and students with additional learning needs and G&T students.
2. Ensure that feedback is specific, constructive, and tailored to individual learning needs.
3. Strengthen assessment procedures to provide an accurate measure of students' attainment and progress.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the CBSE curriculum and is fully licensed and regulated in line with the MoE curriculum for the Arabic Medium subjects. The curriculum has a clear rationale and meets the statutory requirements. KG follows the Early Years Foundation Stage Framework (EYFS), and its implementation focuses on imparting knowledge and skill, although the focus is more on knowledge. Opportunities to develop learning skills are beginning, with the introduction of Bring Your Own device-BYOD, where few students use technology to access their tasks and work independently. The taught curriculum focuses on shaping students' attitudes through a comprehensive approach, primarily outside of regular lessons, but is inconsistent across subjects and phases. In kindergarten, the taught curriculum does not provide sufficient opportunities for children to learn through play and develop their creativity and exploration skills except English where children learn by doing.
- The curriculum progression is based on the prescribed textbooks, and planning is aligned accordingly to ensure that course content is delivered each term. To align with the existing knowledge or starting points of all groups of students, differentiated tasks are planned and meet the needs of most students particularly phase 4 in Science and KG and phases 3 and 4 in English. However, the gaps in student learning are not addressed adequately in mathematics and Arabic across the phases. As a result, not all students are adequately prepared for the next stage in their education.
- The curriculum from Grade 9 to Grade 12 is designed by Central Board of Secondary Education, and offers Science and Commerce streams for students to choose from, to develop their interests and aspirations. KG, children have limited opportunities to choose activities or initiate their learning. Along with English and Arabic, younger students are offered option of one native language as second language such as Hindi, Urdu, Malayalam and Bengali.
- Cross-curricular links are planned in a majority of lessons across subjects and phases. In the better lessons, links are well planned by teachers to support adequate transfer of knowledge, particularly in English in KG, phases 2 and phase3, and in phase 4 in science. However, in other lessons, links are superficially applied and not consistently beneficial in developing students' ability to transfer learning between different subjects.
- The school conducts a review of the curriculum twice a year after the term assessments to ensure that the taught curriculum is aligned with CBSE expectations. The school, however, has to ensure the effective implementation of the curriculum across subjects and phases to meet the needs of the different groups of students.

Next Steps:

1. Provide more curricular choices for all students to meet their talents, needs, and aspirations across all phases.
2. Addresses gaps in students' knowledge and skills in mathematics and Arabic across all phases to ensure

students are well prepared for the next stage in their education.

3. Provide regular and well-planned opportunities for children and students across the school to make meaningful links between areas of learning across all subjects.

Curriculum adaptation

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

Findings:

- The curriculum is planned to meet the learning needs of most students. Still, it is less developed to meet the needs of students with higher ability or additional learning needs, including students of determination and G&T students. The Special Educational Needs Coordinator (SENCO) modifies the curriculum for the few identified students with additional learning needs, including students of determination. This modification provides appropriate support for students in the pull-out sessions. However, there are few effectively planned modifications for the students of determination and different abilities in lessons. Adaptations for meeting the needs of lower and higher-attaining students are inconsistent. Opportunities in lessons to challenge the gifted students are inconsistent.
- In KG, children's opportunities to develop their creativity and innovation skills through engagement in play-based learning activities are inconsistent. The curriculum in the elementary, middle, and high 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, clubs, inter-school events, and school functions are adequately planned to develop students' creative and leadership skills.
- Extracurricular activities provide a few opportunities for students to develop innovation and enterprise skills.

The consistent development of students' understanding and pride in the UAE's national identity is evident in teachers' lesson planning. The displays in the corridors and classrooms, the school assemblies, and the school functions enable all students to develop a clear understanding of the UAE's values and culture.

Next Steps:

1. Provide consistent opportunities for students to develop their enterprise, innovation, and creativity skills across all phases.
2. Ensure that the curriculum is effectively modified to provide sufficient support and challenge for all groups of students particularly students with additional learning needs, including students of determination, and low- and high attaining students.
3. Ensure the curriculum is effectively modified to provide sufficient challenge and extension for gifted and talented students inside and outside of the classrooms.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The safeguarding procedures in the school are rigorous and effective. The child protection arrangements are clearly defined in a written policy. All the stakeholders are made aware of the policy by publishing it in the school website and by sending emails every year. All the staff in the school are trained on the policies during their induction and at the beginning of every academic year. The register, including staff profiles and their professional licenses, is maintained well. Regular orientation programs are conducted for all the students by the social worker and the school staff, so that students are protected from all the forms of bullying including online. The students feel safe in the school and are confident enough to report their concerns to their social worker or counselor.
- The health and safety arrangements are adequate in the school. The school conducts frequent checks to ensure a safe and hygienic environment. Arrangements for supervision of students in the school and on the transport are effective. KG children are well cared for with an exclusive bus service as they travel backwards to their home. The risk assessment related to chronic diseases is recorded, and the clinic staff are aware of the different levels of health risks. The potential risks for field trips and outdoor activities are duly recorded, and all the staff members are informed about the risk mitigation measures. Fire evacuation drills are in compliance with the regulatory requirements. The fire safety materials are checked and replaced regularly.
- The maintenance of the school building is well managed by contracting external organizations for the purpose. Various health and safety functions, including the CCTV system, school security guards, pest control, water quality testing, and laboratory chemical disposal, are regular and thorough. Cyber security and daily cleaning of the school are managed well by the school. All the necessary regulatory checks for these essential functions are up to date. The school has a well-equipped medical clinic staffed by a qualified nurse and an assistant nurse. A qualified doctor is available on call for emergency service. Essential medicines are locked in a secure cupboard within the clinic. The nurses supervise and administer essential medication to students and are diligent in maintaining accurate records.
- The premises provide a suitable learning environment for all members of the school community. The school is clean and is regularly maintained. The facilities are adequate to meet the learning needs of most students, including KG children. The laboratory facilities are adequate; however, they are not easily accessible if the school enrolled students with mobility or physical disability. The playground area is insufficient for providing a range of games and/or sports based on the interests and aspirations of students.
- The school effectively promotes students' healthy lifestyles through school assemblies and awareness programs. Some lessons and activities in the school curriculum include references to healthy lifestyles. The clinic staff proactively make use of both formal and informal effective learning opportunities to educate students about the importance of making healthy food choices and physical exercise. Students consistently

bring or buy healthy food. The school canteen supplies a limited range of food but an approved list of food choices for the students. Fresh drinking water is readily available for drinking and most areas of the school are shaded to protect from the sun. However, opportunities for students to engage in physical activities to support their physical growth and fitness are less developed.

Next Steps:

1. Enhance the provision for physical education so that the aspirations of all students are met.
2. Ensure the school facilities are inclusive by providing access to labs for those students who are physically challenged.
3. Improve the range of healthy food offered in the school canteen.

Care and support

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

Findings:

- The relationships in the school are highly positive in all phases. Teachers know their students and have established rapport with them. Mutual respect and trust are always present during interactions in any phase. Students respect each other and show care and concern for others. Students' behavior is effectively managed in the school with the implementation of a clearly defined behavior management policy. All students and the school staff clearly understand the code of conduct. Parents are informed about how staff members will deal with any misbehavior
- The school's systems for promoting and managing attendance and punctuality are very effective. The well-embedded systems result in students' timely arrival at lessons. Attendance is recorded routinely and systematically. Records are accurately maintained, and attendance is tracked. Unauthorized absenteeism is promptly notified to the parents, and follow-up is regular.
- The school has a developed inclusion policy and established processes to identify students with additional learning needs, including students of determination (SoD) and Gifted & Talented. The specialist team, led by a consultant, uses checklists as screeners to identify additional learning needs of students. The assessment identified 136 students with additional needs: where 14 students in tier 3, 50 students in tier 2, and 72 students in tier 1. Academic support was the most occurring need. The assessment records of all these students are maintained and shared with parents and teachers. Few parents agree for an external assessment and consequently, only 3 students with additional learning needs are identified formally through a clinical assessment.
- The school has added more staff to strengthen the inclusion department. Two specialist staff, including a special educational needs coordinator (SENCO) and a special educator, oversee the support for those with additional learning needs, including students of determination and gifted & talented. Personalized targets in IEPs are prepared for students of determination (SoD), and Advanced Learning Plans (ALP) are prepared for those identified as Gifted & Talented. However, very few teachers provide appropriate or relevant inclusive support in lessons. There is inadequate adaptation of learning materials or environment for the identified hearing and speech impaired students. Specialist staff leads small group interventions by designing Group Learning Plans (GLP) to address the learning needs of reading, writing, and numeracy for all students and phonics for KG students. However, the outcomes of these interventions are not evaluated neither the progress is tracked to confirm impact.
- The school provides adequate care and guidance to the students. The social worker addresses all the students' questions and concerns and refers to the counselor when needed. The counselor provides professional advice on students' behavior and personal and social development issues. All the questions and concerns are usually dealt with, and parents are rarely involved in the process. However, the process is not systematic. The school provides appropriate career guidance for older students. As a result, the students choose a variety of destinations for their higher education, including in the UAE and some other countries.

Next Steps:

1. Enhance and expand the processes of identification of students with additional learning needs, including students of determination and the G&T students across all phases.

2. Maximize the support provided for students with additional learning needs, including students of determination, and have their IEPs include long-term targets; and enhance the support offered for G&T students to pursue their hobbies and interests.
3. By systematically collecting student well-being information, expand the scope of monitoring student well-being beyond behavioral issues to other areas of their personal development.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable 

Findings:

- The school principal and the senior leaders demonstrate a full commitment to the UAE's national priorities and inclusion. The principal has developed a clear vision and directions and communicated them with all staff and students. They are committed to the UAE's national priorities such as sustainability and UAE identity. The principal is adequately supported by middle leaders who have specific roles and responsibilities. The principal recognizes the need to enhance the capacity of middle leaders.
- The senior leadership, along with the middle leaders, demonstrate a basic understanding of the curriculum and what constitutes best teaching practices. Their impact on raising students' achievement is not yet evident. The principal and vice principal have encouraged the sharing of best teaching practices to support the professional development of teachers. However, the leaders' understanding of effective assessment procedures that provide accurate data on students' outcomes and inform teaching is less well developed.
- Relationships between SLT and all staff are professional and respectful. The principal has developed clear roles and responsibilities for all staff and has adequately delegated leadership responsibilities. Teachers are aware of what is expected from them and work together to provide adequate learning experience for their students. The principal has developed adequate formal and informal communication processes to share information with staff. Across the school, staff morale is positive.
- The senior leadership team has an adequate understanding of the school's priorities and sufficient capacity to improve the school. They know what needs to be done. The senior leadership acknowledges the need to enhance the middle leaders' capacity and their skills in monitoring teaching for effective learning. However, the high teacher turnover rate has slowed the pace of improvement.
- Leaders have maintained adequate school performance and ensured that the school is compliant with statutory and regulatory requirements. However, the senior leader team is less effective in holding middle leaders and teachers accountable for students' achievement.

Next Steps:

1. Enhance middle leaders' understanding of effective assessment processes and the use of accurate data to inform teaching.
2. Enhance opportunities for subject coordinators to monitor teaching and provide constructive feedback to improve effective teaching practices.
3. Ensure the learning culture in the school consistently promote high standards in teaching and students achievement.

School self-evaluation and improvement planning

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

Findings:

- The SLT involves all staff in the school self-evaluation process (SEF) and seeks input from parents through a parents' survey. Although the SEF mainly relies on the school's internal assessment as the main source of evidence, there is a discrepancy between internal assessment data and SEF judgments. Nevertheless, the SLT has adequate awareness of the school's strengths and areas for improvement.
- The school has set up an adequate system for monitoring teaching, which all members of the SLT and middle leaders conduct. They undertake a formal classroom visit and a learning walk and arrange for peer observations. However, the observation feedback form is mostly about ticking boxes and less focused on assessing students' learning and progress. The middle leaders' understanding of what constitutes best teaching practices is less secure. This has consequently slowed the impact of monitoring on students' achievement.
- The school improvement plan is based on the SEF and the input from an external consultancy hired to support the school. The plan identifies the improvement priorities and sets SMART goals to achieve them, relevant strategic actions, assigned responsibilities, and a time frame. However, the success criteria consist mostly of actions and are less focused on the impact on students' learning and progress.
- The school has been successful in improving students' attendance and punctuality, creating positive relationships between staff and students, and promoting healthy eating habits and healthy lifestyles for students. The school has maintained an overall adequate level of performance.

Next Steps:

1. Improve the school development plans to include success criteria that focus on students' achievement.
2. Empower subject leaders by developing their skills in monitoring teaching with respect to students' learning and progress; and dedicating appropriate time to follow up on teachers' performance.
3. Improve the process of self-evaluation by using multiple sources of evidence including external assessment and aligning judgments with the inspection framework.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Acceptable ↓

Findings:

- The school ensures parents are engaged in their children's learning and in school life. The school has a parent council that provides adequate support for the school in organizing events, including UAE heritage days and sports activities. The school considers the views of parents, represented by the parent council, when planning school initiatives, and their involvement makes a positive contribution to the school community and school life. Parents' views about the school are mainly sought by the parent council members, who have links with most parents.
- The school shares a progress report with parents at the end of each term. The reports only provide information about their child's attainment in subject areas across all phases and do not include any aspects of personal development or key improvements needed in their learning. KG reports provide information about children's levels in key skills.
- The school makes occasional links with the local and national community, including participating in competitions and environmental activities and engaging with the Red Crescent and the Indian Association to support those in need. These activities help students understand the impact of what they do and the needs of others in the community. There are no international links with schools or relevant organizations beyond the UAE.
- The school uses various communication methods, such as weekly social media messages and weekly face-to-face meetings, to ensure parents are informed about the progress of their child and the work of the school. Additionally, parents say that they can contact the principal and their children's teachers freely. The Special Educational Needs Coordinator informs parents of students of determination about their child. However, they do not provide them with regular updates on their children's progress. Parents are generally satisfied with the extent of communication from the school.

Next Steps:

1. Ensure that progress reports for all students, including those with additional learning needs, provide a regular and accurate reflection of their progress and key areas for improvement in learning.
2. Enhance parents' engagement through organizing and supporting activities that have a positive impact on students academic and personal development.
3. Enhance school national and international links and connections that can support students' academic achievements.

Performance Indicator	Quality judgement
Governance	Acceptable ↓

Findings:

- The board of trustees has representation from owners, members of the community, and the principal. There is no representation of parents on the governance board. The board has been stable since the establishment of the school in 1988, according to the interviewed members of the governance board. The board is keen to drive the school to reach good standards that are in line with ADEK's expectations. They hold regular meetings with the principal and the SLT every 3–4 months.
- The board has a positive influence on the school's overall performance. It is generally supportive of the school's initiatives and requests, such as the improvement of classroom furniture and bringing external consultancy support to improve teaching, assessment, and inclusion. The board of trustees ensures that the school is sufficiently equipped with learning resources to expand students' learning activities. The governance board also supports the school in recruiting teachers and other staff as required and ensuring that the school is sufficiently staffed. However, the board has not been successful in reducing the staff turnover rate.
- The governance board monitors the school's performance regularly and relies on ADEK inspection reports to inform decision-making. The board occasionally seeks the views of parents through direct contact using social media communication applications. The governance board meets with SLT almost every three months to gain knowledge about the school's performance and maintain accountability for the quality of school performance. The governance board reported during the interview that the performance of teachers and the leadership team is reviewed based on the school's performance, as reflected in ADEK's inspection reports. However, the board members are not directly involved in monitoring the school's performance or holding leaders accountable on a regular basis.

Next Steps:

1. Enhance and expand the representation in the Board of Trustees to include parents' representation as well as educational expertise to strengthen their role in monitoring the school's performance and improve outcomes.
2. Enhance accountability processes through consistent monitoring of students' achievement and personal development.
3. Expand governance school visits to include observing lessons and meeting with students and teachers.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the day-to-day management of the school are adequately organized. The school runs smoothly as leaders have clear daily roles and responsibilities. The school has put in place effective routines and procedures to support smooth school operations. The routines, which include students' arrival as well as morning assembly and departure, are well established. School leaders constantly make rounds to ensure that lessons start on time. However, the timetable is built with back-to-back lessons, leading to a loss of learning time during transitions between lessons.
- The premises are adequate, and sufficient specialist facilities are available, including science laboratories, an adequately resourced library, and playing areas. However, the designated area for girls is small. The school has adequate staff to support students with additional learning needs, including students of determination. The playing areas are made safe for students with a shaded main playing area. Classrooms are relatively small and crowded with respect to the number of students, which occasionally impedes students' movement and group work. The school has made all premises accessible for the current students. However, the school is not fully accessible for students with mobility difficulties.
- There are some resources to support the delivery of the curriculum. Teachers mainly depend on PowerPoint presentations and worksheets to deliver their teaching and learning activities. However, the school can benefit from additional educational resources, especially in the science laboratories and KG, to support play-based learning. The school would also benefit from subject-specific resources to support children and students in developing their investigation and inquiry skills through hands-on learning. Resources for students with additional learning needs, including students of determination, are inadequate.
- The school has adequately qualified staff to deliver the curriculum, although a few lack sufficient experience. The school has appointed a SENCO and a special educational needs teacher to strengthen the inclusion department. The Senior Leadership Team (SLT) offers professional development to the staff on a weekly basis and covers a range of topics. However, the school does not have structured and consistent staff development plans based on accurate identification of the training needs of teachers. The impact of professional development on improving students' attainment and progress is not yet evident.

Next Steps:

1. Ensure that the school is sufficiently equipped with resources that allow students across all phases to engage in investigation and experimentation activities to become independent learners and develop their critical thinking and problem-solving skills.
2. Provide a full range of training to support teachers in planning differentiated work to meet the needs of all students.
3. Provide sufficient resources for KG to support play-based learning.

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