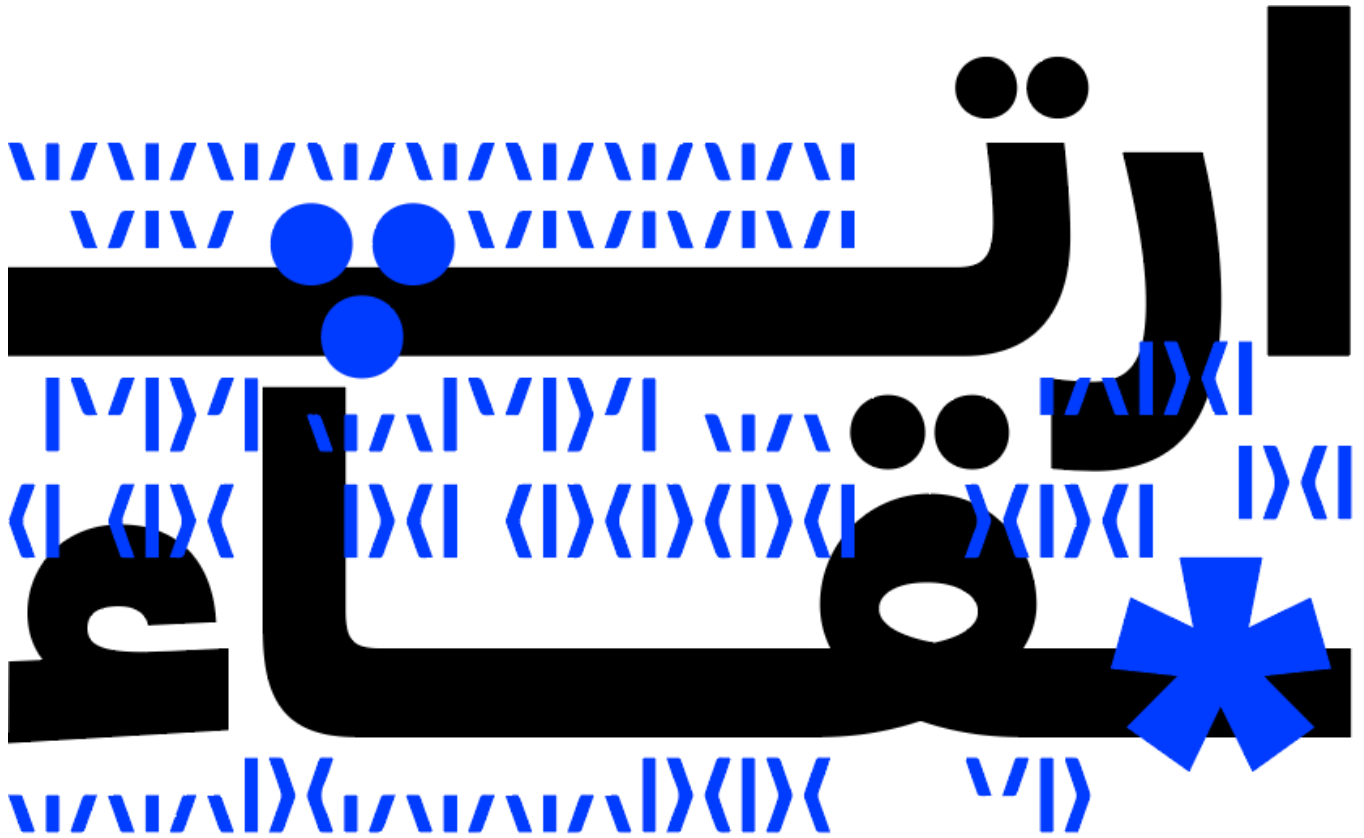




Irtiqa'a School Inspection

AY 2024/25

Emirates Falcon International Private
School

Rating: Very Good

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School Information

General Information		
	Name	Emirates Falcon International Private School
	Esis Number	9153
	Location	269, Mohammad Bin Taj Al Din Al Hashemi St, Falaj Hazza', Al Ain, 30066
	Website	https://www.falcon-school.com/
	Telephone	037806668
	Principal	ANTWANAT MOHAWISH AL NASSRALLAHA
	Inspection Dates	04 to 07 Nov 2024
	Curriculum	American

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1451
Number of Emirati students	1229
Number of students of determination	16
Largest nationality group of students	UAE - Egypt - Syria

Information On Teachers

Number of teachers	114
Nationalities	Egypt - Syrian Arab Republic - Jordan
Number of teaching assistants	3

Changes since the previous inspection

The school's overall performance has remained good.

Since the previous inspection report in the 2021-22 academic year, the school has increased in size from 881 students to 1,406 students at the time of this inspection visit. Over half of the students are in Phase 4, with just under half transferring into the school this academic year.

The attainment and progress of students in Islamic education have improved since the previous inspection and are now very good in Phase 1 and good in the other phases; similar improvement is evident in Arabic as a first language, where attainment and progress are now good in phases 1 and 2. In Phase 3, attainment is very good, and progress has remained good. In Phase 4, attainment has remained good, and progress has improved to very good. Students' achievement has remained good across phases 2, 3, and 4.

Across English medium subjects, students' achievement in Phase 1 has improved from good in the previous inspection to very good. In Phase 2, attainment and progress in English have remained good, and attainment in mathematics has improved to very good, with progress remaining good. In Phase 3, attainment and progress in English and science have remained good. In mathematics, attainment has improved to good, with progress remaining good. In Phase 4, students' attainment in English has improved to very good, and progress has remained very good, with attainment and progress in mathematics improving to very good. Attainment in science remains very good.

Learning skills in phases 1 and 4 have improved to very good and remained good in phases 2 and 3. Students' interest in learning and acquiring knowledge and skills is reflected in improving overall student outcomes.

Students' personal, social development, and innovation skills were not evaluated in the previous inspection. In this inspection, students' personal development is rated as good due to their understanding of Islamic values and awareness of Emirati and world cultures.

In PS3, teaching has improved to very good in phases 1 and 3 and remains good in phases 2 and 4. Teachers inconsistently use a range of teaching strategies and make effective enough use of resources that simulate discussion to develop students' language skills. Assessment remains good in all phases. While assessment information is now analyzed more rigorously, it is not yet fully embedded to effectively differentiate learning to sufficiently support and challenge all identified groups, especially higher attainers. Further improvements are required in using assessment to design curriculum modifications that meet all student groups' needs.

Curriculum was not evaluated in the last inspection report. Curriculum design implementation and adaptation are now rated good across all phases.

The health and safety of all students, including their protection, continues to be a strong feature of the school at very good although the number of students has significantly increased. The processes for identifying students with additional learning needs are developing, however, not yet robust enough to capture all the information necessary for the teachers to consistently impact the student's progress and attainment.

The school's self-evaluation and development planning, based on the previous report, has remained good. Partnerships with parents and the community, Governance and Management, staffing, facilities, and resources remain very good. The effectiveness of leadership has improved and is now very good. The overall impact of leadership is reflected in the significant improvements, particularly in Phases 1 and 4. The school's day-to-day life remains very good, and processes for self-evaluation are developing. The partnerships with the parents and governance remain strong features of the school.

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

The school has benchmarked students' attainment against international standards, participating in assessments such as TIMSS (Trends in International Mathematics and Science Study) in 2019 and 2023, PIRLS in 2021, and PISA (Program for International Student Assessment) in 2022. Despite having targets for reading, scientific, and mathematical literacy in PISA, the school did not meet its targets in the most recent PISA IN 2022.

However, international benchmarking is strongly emphasized, with the school promoting its importance for global comparison. To better align with these assessments, the school has formed dedicated teams to support teachers in adjusting their strategies. Teachers have received professional development to ensure the teaching strategies they implement meet assessment requirements.

Students undergo weekly training on the types of questions found in these assessments, and internal assessments in English, mathematics, and science include similar question formats, accounting for 20% of the total marks. The school closely monitors student performance, making necessary adjustments to lesson plans when gaps in knowledge or skills are identified.

Performance in standardized and international assessments

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

Standardized Assessments

The school benchmarks students' performance through appropriate external standardized assessments. Students take the Measures of Academic Progress (MAP) in grades 3 to 10 in English Reading and Language Use, mathematics and science. They take Arabic Benchmarked Tests (ABT) for grades 4-10, and Arabic and Islamic Ministry of Education (MoE) exam in Grade 12.

In Spring the AY2023/24, students' attainment in MAP Reading and Language Use and in science is outstanding in Phases 3 and 4 and weak in Phase 2. In MAP Mathematics, students' attainment is very good in phases 2 and 3 and outstanding in Phase 4.

In the AY2023/24, results of Arabic and Islamic education Ministry of Education (MoE) exams for Grade 12 indicate outstanding results, while Arabic ABT results indicate good attainment in phases 2 and 4 and very good result in Phase 3.

International Assessments: TIMSS, PISA, PIRLS

15-year-old students participated in the PISA 2022 international assessments. The results in reading literacy at 331.1, mathematical literacy at 356.6, and science literacy at 401.4 are all below the international standards and the school set target.

In the 2021 TIMSS assessments the Grade 4 students' performance was below the lowest International Benchmark in both mathematics and science at 369.73 and 327.95 respectively. Grade 8 students scored below the low benchmark in science at 386.18, but in the low benchmark range in mathematics at 413.01. The school is yet to receive the outcomes in the more recent 2023 assessment.

In the 2021 PIRLS assessment the Grade 4 students' outcomes were below the low international benchmark.

Reading

The school library is well stocked with appropriate material for all age groups in English and Arabic. The school boasts over 27,000 books in English and Arabic, including 480 Harcourt Reading Books, with online portals like Achieve 3000 (G5-G12) and Level Up (G1-G4) available 24/7 for home access. The library and reading room contain a wide range of resources, including encyclopedias, dictionaries, Islamic books, and National Identity books for all phases.

Reading periods are integrated into the curriculum, with an extra lesson each week. A comprehensive whole-school reading policy focuses on fluency, comprehension, and critical skills like inference and evaluation, ensuring students succeed across subjects. The Arabic department has a shared reading policy for all teachers, supported by additional reading lessons provided by extra teachers. A diagnostic test at the start of the year assesses students' reading weaknesses, and individualized plans are developed for each student. Progress is tracked at the end of each term. The school provides 300 Arabic books, as well as access to platforms like Abjadiyat and Kutubee for grades 1-9. Students participate in reading competitions and Reading Month activities.

Phase 1 students benefit from a structured phonics program, supported by regular professional development for teachers and Learning Support Assistants. Teachers also focus on developing transferable skills, including key vocabulary to ensure students engage in subject-specific discussions. Students participate in writing competitions in with the National Identity. March is celebrated as Reading Month with activities like DEAR (Drop Everything and Read) and Read and Raise, where teachers read aloud for 10 minutes at the start of each class.

Strengths of the school

- Students' achievement has notably improved across subjects, particularly in phases 1 and 4, reflecting

effective teaching strategies.

- Across all phases, students are motivated learners who increasingly take ownership of their learning, particularly in phases 1 and 4.
- Students exhibit positive attitudes toward learning, strong collaboration skills, and respectful relationships with peers and teachers, especially in the upper phases.
- The school implements effective measures to ensure students' safety, including strong child protection protocols and a focus on promoting regular attendance.
- The principal's clear vision and direction, supported by the leadership team, supported by the governing body and strong partnerships with parents, have driven notable improvements in student achievement in core subjects.

Key Recommendations

1. Consolidate the improvements in student achievement in Arabic as a first language and Islamic education as well as the English medium subjects and raise the achievement further so that it is consistently very good by:

- ensuring lesson plans are implemented across all lessons consistently.
- using a wider range of resources to stimulate and motivate students and reinforce key learning using ongoing assessment within lessons to adapt the lesson to the emerging needs of the students.
- providing further opportunities to practice extended reading and writing in English and Arabic.
- providing more challenging activities for the more able and support for the less able students in lessons.
- exposing students to a wider range of reading texts in English, providing more opportunities and practice in speaking in real life contexts, and developing students' extended writing skills across the school.
- improving students' research skills using various sources, including digital technology.

2. Embed the strategies for effective teaching and learning consistently across all subjects to accelerate still further the students' progress in lessons by:

- identifying students with additional educational needs more robustly, particularly in KG, and providing a broader range of intervention strategies to meet these students' needs.
- meeting the individual needs of all learners more consistently within lessons, particularly students of determination and low attaining students, and the gifted and talented in lessons.
- raising further teachers' understanding of how students' diagnostic assessment outcomes are used to adapt lessons.
- ensuring consistent opportunities are provided for students to think and reflect on their responses to teachers' questions so that they give more extended answers, consolidate their learning, and develop appropriate language and critical thinking skills.
- developing and using questioning strategies that require students to give extended responses in lessons and promoting their critical thinking skills.
- ensuring teachers' marking and assessment are consistent, matched to curriculum outcomes and provided students with helpful information on improving.
- providing targeted professional development for all teachers on using strategies to develop students' enterprise and research skills.
- reviewing how students' independent learning and collaboration skills are developed and ensuring their consistent inclusion in lesson planning will enhance their ability to take responsibility for learning and collaborate effectively.

3. Strengthen the school's procedures for monitoring, evaluation and planning by:

- revising the current observation checklist for monitoring and evaluating lessons to emphasize the students' learning skills and their attainment and progress.
- providing additional training for all leaders in evaluating learning in lessons.
- using the most recent internal and external assessment data to set quantifiable targets for each subject and

phase of the school.

- reviewing student achievement to these targets at regular intervals throughout the year and adjusting where necessary.
- using the analysis of assessment outcomes and the outcomes of classroom observations of students' achievement to inform detailed improvement planning for subjects, including specific targets for improvement.
- reviewing student achievement to these improvement plans regularly throughout the year and adjusting where necessary.

4. Ensure all development plans identify the challenges presented by the large increase in enrolment, particularly in Phase 4, and set out clearly how the school plans to address these challenges by:

- increasing the retention levels of existing teaching staff.
- providing more regular professional development in key teaching and learning strategies which are revisited throughout the year where necessary, particularly for the large number of new teachers in the school
- prioritizing students' English language skill development in the High phase, particularly in Grade 12, where half of the students have transferred from schools where English is not the main language of instruction
- revisiting the school enrollment policy to ensure effective staffing and management of the diverse learning needs of students transferring into the school.

Overall School Performance: **Very Good**

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school's internal attainment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phase 1 and the large majority of students in phases 2, 3 and 4 attain above curriculum standards. This high level of attainment is not reflected in the knowledge, skills and understanding observed in lessons.
- The school has no external national or international assessments for grades 1-11. Grade 12 MOE exam results for the AY2023/24 indicate that most students attain levels above curriculum standards.
- In lessons and their recent work, the large majority of students in Phase 1 and the majority of students in phases 2, 3, and 4 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards.
- Over the last three years, the school's internal attainment data indicates that attainment in phases 2, 3, and 4 has consistently been very good. In Phase 1, attainment has fluctuated, regressing from outstanding in the AY2021/22 to very good in the AY2022/23 and returning to outstanding in the last academic year. Grade 12 MoE attainment results indicate consistent outstanding attainment over the last three years.
- The school's analysis of internal assessment data indicates that most students in Phase 1, the majority of students in phases 2 and 3, and the large majority in Phase 4 make better than expected progress over time and from their starting points at the beginning of the academic year.
- In lessons and their recent work, the large majority of Phase 1 students and the majority in phases 2, 3, and 4 make better than expected progress.

- The school internal assessment data indicates that most boys in phases 1 and 4, and the majority in Phase 3 make better than expected progress, however most boys in Phase 2 make the expected progress. While most girls in Phase 1 and the large majority in Phase 4 make better than expected progress, most girls in phases 2 and 3 make the expected progress. Most Emirati students in Phase 1, the majority in phases 2 and 3, and the large majority in Phase 4 make better than expected progress. Data also indicates that most low attainers in phases 2, 3 and 4, and most students with additional learning needs, including students of determination, across all phases make better than expected progress. Most high attainers in Phase 1, and the large majority in Phase 4 make better than expected progress, however, most high attainers in phases 2 and 3 make the expected progress. While most gifted and talented students in phases 3 and 4 make better than expected progress, less than three-quarters in Phase 2 make the expected progress. In lessons, students with additional learning needs, including students of determination and high attainers, do not always make the progress they are capable of due to insufficient support and challenge.

Next Steps:

1. Deepen students' understanding and interpretation of Quranic verses, across all phases.
2. Ensure accurate application of Tajwid rules in Quranic recitation, across all phases.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students in Phase 1 and the large majority in phases 2, 3 and 4 attain levels above curriculum standards. This high level of attainment does not consistently align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for KG. The school has administered the International Benchmark Test (ABT) during the first term of this academic year to benchmark students' attainment in grades 4-10. Students' ABT results indicate that the majority of students in phases 2 and 4 and the large majority in Phase 3 attain levels above curriculum standards. The results of the MoE national exam for Grade 12 at the end of the AY2023/24 indicate that the large majority of students attain above curriculum standards.
- In lessons and their recent work, the majority of students in phases 1, 2, and 4, and the large majority in Phase 3 demonstrate listening, understanding, reading, speaking, and comprehension skills above curriculum standards.
- Over the last three years, the school's internal assessment data indicates consistent outstanding attainment in Phase 1 and very good attainment in Phase 4. In Phase 2, students attainment improved from good in the AY2021/22 to very good over the last two academic years, and in Phase 3, it improved from good in the AY2021/22 and 2022/23 to very good in the last academic year. ABT assessment results indicate that students' attainment improved from weak in the AY2021/22 to good in the last two years. Grade 12 MoE assessment results indicate consistent outstanding attainment.
- The school's analysis of internal assessment data indicates that most students in Phase 1, the large majority in Phase 2, and the majority in phases 3 and 4 make better than expected progress over time and from their starting point at the beginning of the academic year.

- In lessons and their recent work, the majority of students in phases 1, 2, and 3, and the large majority in Phase 4, make better than the expected progress in developing their listening, reading, speaking, and comprehension skills.
- The school's analysis of progress data indicates that boys and Emirati students make similar progress, where most in Phase 1 and the large majority in Phases 2 and 4 make better than expected progress, while most in Phase 3 make the expected progress. Most girls in Phase 1, the majority in Phase 2 and the large majority in Phase 4 make better than expected progress, while most in Phase 3 make the expected progress. Most low attainers in phases 2, 3, and 4, and most students with additional learning needs across all phases, make better than expected progress. While most high attainers in Phase 1 and the large majority in Phase 4 make better than expected progress, most in phases 2 and 3 only make the expected progress. The majority of gifted and talented students in phases 2 and 3, and the large majority in Phase 4 make better than expected progress. In lessons, students with additional learning needs, including students of determination, make the expected progress toward their targets. Lower-attaining students receive inconsistent support to make the expected progress. Higher-attaining students do not always make the progress they are capable of in KG and Phase 3.

Next Steps:

1. Accelerate students' progress in developing their speaking and presentation skills in Standard Arabic in all phases, particularly the lower phases.
2. Improve students' accurate application of grammar rules in writing by providing consistent feedback and follow-up in phases 3 and 4.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Not Applicable	Not Applicable	Good	Good
	Progress	Not Applicable	Not Applicable	Good	Good

Findings:

- The school's internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicate that most students attain above curriculum standards in phases 3 and 4. This high level of attainment does not align with students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for grades 1-11. Grade 12 MoE exam results for the AY2023/2024 indicate that most students who take the test attain above curriculum standards.
- In lessons and their recent work, the majority of students in phases 3 and 4 attain above curriculum standards levels in their reading, comprehension, and speaking skills.
- Over the last three years, the school's assessment data indicates consistent outstanding internal attainment in Phase 4 and in the Grade 12 MoE exam. In Phase 3, students' attainment improved from very good in the AY2021/22 and 2022/23 to outstanding in the last academic year.
- The school's analysis of internal assessment data indicates that most students in Phase 3 and the majority in Phase 4 make better than expected progress from their starting point at the beginning of the academic year.
- In lessons and their recent work, the majority of students in phases 3 and 4 make better than expected progress.
- The school analysis of student progress data indicates that while the large majority of boys and high attainers in Phase 4 make better than expected progress, most boys and high attainers in Phase 3 only make the expected progress. Data also indicates that most low attainers in Phase 3 and students with additional learning needs, including students of determination in Phase 4, and the majority of girls in Phase 4 make better than expected progress. In lessons, both students of determination and low attainer students are not supported enough to make the expected progress. High attainers across both phases do not reach their full potential due to insufficient challenges.

Next Steps:

1. Improve students' reading, comprehension, and grammatical skills in Phase 3.
2. Promote the use of standard Arabic in speaking in 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	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the large majority of students in phases 2, 3, and 4 attain levels above curriculum standards. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the phases.
- The school has no external national or international social studies assessments across all phases.
- In lessons and their recent work, the majority of students in phases 2, 3 and 4 demonstrate knowledge and skills that are above MoE curriculum standards.
- Over the last three years, the school's internal assessment data indicates consistent very good attainment in phases 2, 3 and 4.
- The school's internal assessment data indicates that the majority students in phases 2, 3 and 4 make better than expected progress over time from their starting point at the beginning of the academic year.
- In lessons and their recent work, the majority of students in phases 2, 3 and 4 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's progress data indicates that while most students with additional learning needs, including students of determination, across phases 2, 3 and 4 make better than expected progress, most Emirati students and high attainers make the expected progress. Data also indicates that the majority of boys in Phase 4 and girls in Phase 3 make better than expected progress, however most boys in phases 2 and 3, and girls in phases 2 and 4 make the expected progress. Most gifted and talented students in phases 2 and 3, and the majority in Phase 4 make better than expected progress. No data is available of the progress of low attainers across the phases. In lessons, higher-attaining students, low attaining students and students with additional learning needs, including students of determination, do not consistently make the expected progress do not always make enough progress from their starting points due to limited opportunities, support and challenge.

Next Steps:

1. Implement targeted differentiation strategies in lessons to ensure all groups, particularly higher-attaining, low-attaining, and students with additional learning needs, make consistent progress.
2. Analyze assessment outcomes to inform teaching strategies and address identified student knowledge and skills gaps.

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

Findings:

- The school’s analysis of internal assessment data at the end of the AY2023/24 against the California CCSS indicates that most students in Phase 1 and the large majority of students in phases 2, 3 and 4 attain levels that are at or above curriculum standards. These high levels of attainment do not fully align with the levels of students' knowledge and skills observed in lessons.
- Results of the latest Measures of Academic Progress (MAP) external assessments in Spring of the AY2023/24 indicate that less than three-quarters of students in Phase 2 attain levels in line with the national and international standards in English reading and language use, while most students in phases 3 and 4 attain levels above standards in both. In the Progress in International Reading Literacy Study (PIRLS) 2021, Grade 4 students scored 334, which is in the low international benchmark range. In the more recent Program for International Assessment (PISA) in 2022, 15-year-old students scored an average of 331 in reading literacy, which is below the international standard and the school target of 400.2.
- In lessons and their recent work, the large majority of students in phases 1 and 4 and the majority in phases 2 and 3 demonstrate levels of knowledge of the English language, listening skills, and reading comprehension that are above curriculum standards.
- Over the past three years, students' attainment has been consistently outstanding in Phase 1 and very good in phases 2 and 4. In Phase 3, students' attainment improved from good in the AY2021/22 to very good in the past two years. MAP English reading assessment data indicates an improvement in student attainment from very weak in the Fall of AY2021/22 and 2022/23 to weak in the Fall of the last academic year and an improvement from weak in the Spring of AY2021/22 and 2022/23 to very good in the Spring of the last academic year. MAP English language use assessment data indicate an improvement in student attainment from very weak in the Fall of AY2021/22 to weak in the Fall of the last two academic years and consistently weak attainment in the Spring of the last three academic years.
- The school’s internal assessment data indicates that the large majority of students in Phase 1 and the majority of students in phases 2, 3, and 4 make better than expected progress over time and from their starting points at the beginning of the academic year. Children in the KG make better-than-expected progress, while the majority in elementary, middle, and high school make better-than-expected progress.

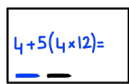
- In lessons and scrutiny of students' work, the large majority of students in phases 1 and 4 and the majority in phases 2 and 3 make better-than-expected progress in relation to learning objectives aligned with curriculum standards.
- The school's analysis of internal data indicates that most boys and girls in Phase 1 make better than expected progress. However, in the other phases, while the majority of boys make better than expected progress, most girls make the expected progress. Most low attainers and students with additional learning needs, including students of determination, across all phases make better than expected progress. While most Emirati students in phase 1, the large majority in Phase 3 and the majority in Phase 4 make better than expected progress, most Emirati students in Phase 2 make the expected progress. Data also indicates that most high attaining students in Phase 1 and the majority in Phase 3 make better than expected progress. However, most high attainers in phases 2 and 4 make the expected progress. The large majority of gifted and talented students in Phase 2 and the majority in Phases 3 and 4 make better-than-expected progress.

Next Steps:

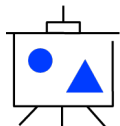
1. Improve students' outcomes in the external assessments.
2. Improve students' independent, extended and creative writing skills.
3. Further develop students' English reading and speaking skills, particularly in the upper phases.

Mathematics

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



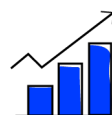
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's analysis of internal assessment data at the end of AY2023/24 against the California CCSS for mathematics indicates that most students in Phase 1 and the large majority of students in phases 2, 3 and 4 attain levels that are above curriculum standards. This high level of attainment does not fully align with students' knowledge and skills observed in lessons.
- The most recent MAP assessment results in the Spring of the AY2023/2024, the large majority of students in phases 2 and 3, and most students in Phase 4 attain levels above national and international standards. Students in grades 4 and 8 participated in the 2019 TIMSS benchmarking examinations. Grade 4 students attained a mean of 369.73 which is below the low international range, and Grade 8 students attained a mean of 413.01 which is within the low international benchmark range. Additionally, 15-year-old students took the PISA 2022 mathematics external benchmarking assessment, where they scored 356.6 which is below the international average and the school target set at 476.7. The school has not been involved in any other external or benchmarking examinations in any phase.
- In lessons and in their recent work, the large majority of students in phases 1, 2 and 4, and the majority of students in Phase 3 demonstrate knowledge, skills and understanding that are above the California CCSS. Students progressively develop mathematical thinking, problem-solving, and operational skills across all phases. In Phase 1, students develop their ability to use patterns, shapes, and numbers, while enhancing their mathematical vocabulary. Phase 2 students perform calculations with whole numbers and decimals, though some need further practice representing decimals. In Phase 3, most students effectively use numerical expressions and algebraic terms but require greater accuracy and speed in applying mental math to real-world problems. In Phase 4, students proficiently interpret functions and solve advanced problems. However, they would benefit from improving the speed and accuracy of higher-order calculations.
- Over the past three years, the school's internal assessment data indicates that attainment was consistently outstanding in Phase 1 and very good in phases 2 and 4. Student attainment in Phase 3 improved from good in the AY2021/22 to very good in the last two years. MAP assessment data indicates that students' attainment improved from weak in the Fall and Spring of the Ay2021/22 and 2022/23 to very good in the Fall and Spring of the last academic year.
- The school's internal assessment data indicates that most students in Phase 1 and the majority of students in

phases 2, 3 and 4 make better than expected progress over time and in relation to their starting points at the beginning of the academic year.

- In lessons and their recent work, the large majority of students in phases 1 and 4, and the majority of students in phases 2 and 3 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of progress data indicates that boys, girls, Emirati students and high attainers make similar progress, with most in Phase 1 making better than expected progress, and most in the other phases making the expected progress. Data indicates that most low attainers and students with additional learning needs, including students of determination, across phases make better than expected progress. Data also indicates that the majority of gifted and talented students in Phase 2, most in Phase 3 and the large majority in Phase 4 make better than expected progress. In lessons, students of determination in phase 2 are pulled out of lessons, which does not provide them with optimal opportunities to practice and master their mathematical reasoning skills, alongside their peers. Similarly, students with gifts and/or talents as well as high and low achievers do not always make the progress they are capable of.

Next Steps:

1. Ensure students use hands-on materials to build foundational math skills before progressing to abstract concepts, specifically in lower phases.
2. Strengthen students' ability to apply mathematical skills accurately in real-world situations, particularly in Phases 3 and 4.
3. Enhance students' mental calculation speed and accuracy, particularly for complex tasks in Phases 2, 3, and 4.

Science

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Very Good ↑	Very Good ↑	Good	Very Good
	Progress	Very Good ↑	Good	Good	Very Good

Findings:

- The school’s analysis of internal assessment data at the end of AY2023/24 against the Next Generation Science Standards (NGSS) for science indicates that most students in Phase 1, a large majority in Phase 2, and the majority in Phase 3 attain levels that are above curriculum standards. In Phase 4, a large majority attain levels above curriculum standards in Chemistry and Biology, while the majority attain levels above curriculum standards in Physics.
- In the most recent MAP assessment in the Spring of the AY2023/2024, most students in phases 3 and 4 attain levels above national and international standards, however less than three-quarters in Phase 2 attain in line with the standards. 15-year-old students scored 401.4 on PISA 2022 which is below the international standard and the school target at 461.1. Grades 4 and 8 students took the TIMSS 2019 assessment. Grade 4 attained a mean of 327.95, and Grade 8 students attained a mean of 386.18, both of which are below the low international benchmark.
- In lessons and their recent work, a large majority of students in phases 1, 2, and 4, and the majority of students in Phase 3 attain levels above curriculum standards. Students across all phases develop progressive scientific knowledge and skills. In Phase 1, students develop foundational understanding of concepts through hands-on exploration, demonstrating curiosity and critical thinking. In Phase 2, students grasp concepts, though their inquiry skills in explaining cause-and-effect relationships need enhancement. Phase 3 students require improvement in analyzing patterns and predicting outcomes. In Phase 4, some students need to further develop their investigative skills.
- Over the past three years, internal assessment data indicate consistent outstanding attainment in Phase 1, very good attainment in Phase 2, and good attainment in Phase 3 and in Physics in Phase4. Students' attainment in chemistry in Phase 4 improved from good in the AY2021/22 to very good in the last two years. Biology trends in Phase 4 indicate fluctuations, regressing from very good in the AY2021/22 to good in the AY2022/23 and returning to very good in the last academic year. External data trends indicate consistently weak attainment in the Fall and Spring of the last three years.

- The school's internal assessment data indicates that most students in Phase 1 and the majority of students in Phases 2 and 3 make better than expected progress over time and in relation to their starting points at the beginning of the academic year. In Phase 4, while the majority of students in Phase 4 in Biology and Physics make better than expected progress, the large majority of students make better than expected progress in Chemistry.
- Based on lesson observations and scrutiny of students' work, the majority of students in phases 2 and 3 and the large majority in phases 1 and 4 make better-than-expected progress toward learning objectives that are aligned with curriculum standards.
- The school's progress data analysis indicates that most boys in Phase 1, the majority in Phase 3, and the large majority in Phase 4 chemistry and biology make better than expected progress, whereas most boys in Phase 2 and in Phase 4 physics make the expected progress. While most girls in Phase 1, and in the majority in Phase 4 chemistry make better than expected progress, most girls in phases 2 and 3, and in Phase 4 physics and biology only make the expected progress. Most Emirati students in Phase 1, the majority in Phase 3 and in Phase 4 biology, and the large majority in Phase 4 chemistry make better than expected progress, however, most Emirati students in Phase 2 and in Phase 4 physics make the expected progress. Most low attainers in phases 2 and 3, and in Phase 4 across sciences, and most students with additional learning needs, including students of determination, across phases and sciences, make better than expected progress. While most high attainers in Phase 1 and the majority in Phase 4 chemistry make better than expected progress, most high attainers in phases 2 and 3, and in Phase 4 physics and biology make the expected progress. Less than three-quarters of gifted and talented students in Phase 2 and most in Phase 3 make the expected progress, whereas most gifted and talented students in Phase 4 chemistry and biology, and the large majority in physics make better than expected progress.
- In lessons, students of determination often miss opportunities to develop scientific skills alongside peers, and high attainers do not always make the progress they are capable of.

Next Steps:

1. Strengthen inquiry-based learning across all phases to enhance students' scientific skills.
2. Provide appropriate support and/or challenge for high achievers, gifted and talented students, and students of determination in developing advanced scientific reasoning and investigative skills.
3. Provide additional practice opportunities to improve attainment in external assessments like MAP, TIMSS, and PISA.

Learning Skills

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

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

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

Findings:

- Students across all phases – are keen learners and sometimes take increasing responsibility for their own learning, as they progress up the phases. They demonstrate the ability to discuss their learning and know what they need to do in order to improve. Students have understanding of their strengths and weaknesses.
- Students across all phases are keen learners and increasingly take responsibility for their own learning as they progress, particularly in phases 1 and 4. They demonstrate the ability to discuss their learning and understand what they need to do to improve. Additionally, students demonstrate an understanding of their strengths and weaknesses and take steps to improve.
- Interactions among students are purposeful, and they work well in groups when assigned tasks. They demonstrate effective communication skills, articulating their learning clearly and confidently. Productive interactions are particularly evident in phases 1 and 4, where students consistently engage in meaningful discussions that enhance their understanding.
- In lessons, students across all phases make clear connections between what they are learning in class and their everyday life. However, students in phases 1 and 4 regularly make stronger cross curricular links, particularly in English-Medium subjects.
- Students across all phases demonstrate enterprise, innovation, employing enquiry, research, critical thinking, and the use of learning technologies to enhance their learning. Problem-solving skills are particularly evident in mathematics lessons, while in science, investigation skills improve as they progress through the grades and gain access to laboratory experiences. However, inquiry-based thinking skills, including initiating curiosity-driven questions, is consistently demonstrated outside of science lessons. The use of learning technologies is most effective in phase 4 but is less consistent in phases 1, 2, and 3. Additionally, students have limited opportunities to engage in independent research within Arabic-medium subject

Next Steps:

1. Enhance and integrate inquiry-based learning activities and questioning techniques across all subjects, with an emphasis on Arabic-medium classes.
2. Introduce age-appropriate learning technologies and research opportunities to develop digital literacy and independent learning habits across phases 1, 2 and 3.

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

Personal Development

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

Findings:

- Students enjoy coming to school and demonstrate positive and responsible attitudes toward learning. They feel safe, supported, and valued by their teachers. They believe their voices are heard and appreciate and respond well to constructive feedback from both teachers and peers. Even in phase 1, students are proactive and supportive of one another. As they progress through different phases, they grow in confidence, take on leadership roles, and actively contribute by proposing ideas and leading a variety of school activities.
- Students display a positive behavior throughout the school. Self-discipline becomes more evident as they progress through different phases. Nearly all students understand the school’s behavior policy and the consequences of breaking rules, both in and out of the classroom, which leads to minimal incidents of bullying or misbehavior.
- Relationships among students, teachers, and throughout the school are respectful, kind, and supportive. Students are friendly and inclusive, offering support to those in need and warmly welcoming newcomers. They demonstrate empathy and care, particularly towards students of determination, contributing to a harmonious and inclusive school environment.
- The majority of students understand the importance of a healthy lifestyle and are eager to adopt healthy habits, making generally good food choices and exercising regularly. They participate in a wide range of physical activities during the school day and join after-school clubs like volleyball and football. However, the obesity rate remains at 35%.
- Attendance rates in the third term of the AY 2023/24, were high at 99.7%. However, during the inspection visit, a significant number of students were absent, and instances of lateness, particularly to the school assembly, were observed frequently.

Next Steps:

1. Provide students with more opportunities to develop self-reliance and independence, particularly in lower phases.
2. Enhance students’ punctuality, particularly at the beginning of the school day, across all phases.
3. Increase students’ awareness of the importance of adopting healthy lifestyle and its impact on their overall mental and physical wellbeing.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students across all phases have a clear appreciation of Islamic values as well as the heritage and history of the UAE. They clearly understand the influence of Islamic values on their daily lives, as reflected in their respectful behavior and courteous relationships. The school's happiness team ensures the students' well-being throughout the day and helps resolve conflicts during break times. Students demonstrate compassion and social responsibility by occasionally visiting sick people in hospitals and participating in local competitions.
- Across the school, through various celebrations, students know and appreciate the UAE's heritage and culture. They respectfully celebrate Islamic and national events, including National Day and Flag Day. Students embody UAE values daily, such as forgiveness, which positively impacts their relationships. The student council occasionally takes the initiative to organize national events and cultural celebrations within the school. However, providing more opportunities to deepen students' understanding and appreciation of the UAE culture is recommended.
- Phase 1 students learn about the importance of hospitality and making guests feel welcome through the Sena program. Dressed in their national costumes, they enjoy sitting on cushions and sharing traditional food. Across other phases, students clearly understand their own culture but show less awareness of other world cultures. The school offers a range of cross-cultural activities, such as International Day, where students enjoy exploring international recipes and costumes. However, there is a need for more consistent opportunities to develop a deeper understanding of other cultures.

Next Steps:

1. Enrich assemblies and increase the presence of student-created displays throughout the hallways to deepen students' knowledge of UAE culture and heritage.
2. Enhance students' deeper understanding of other world cultures through ample and diverse opportunities.

Social responsibility and innovation skills

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

Findings:

- Students understand their responsibilities as members of a school community, and actively participate in activities that positively impact the school and the wider community. The 'Student Council' takes on various leadership roles, such as supporting health and safety during the day and organizing healthy activities and events for younger students. They have raised funds through a bake sale to support women with breast cancer and donate clothes and food during Ramadan. However, more volunteering opportunities for students in phases 1 and 2 are needed.
- Students across the school show a positive work ethic. Across phases, they celebrate innovation month and those who are interested join the innovation club and participate in external competitions such as creating a speaking robot. Sometimes students are enterprising and enjoy developing their own business such as the handmade purses project. Grade 4 students lately engaged in a pilot study and creatively explored the future of the UAE including transportation. They created a logo for the future of the UAE and modelled it through 3D printing. However, innovation and creativity in lessons are inconsistent.
- Environmental responsibility is embedded into the science curriculum which ensures students understand sustainability, show care for their school and engage in environmental activities. The 'Eco Warriors', have spread awareness about the importance of recycling through using recyclable materials particularly in the eco class. Students collected old books and stories for a recycling project. Older students reflect on sustainability indicatives in the UAE and sources of renewable energy.

Next Steps:

1. Enhance volunteering opportunities for the younger students, particularly in phases 1 and 2.
2. Provide more planned opportunities to extend on students' entrepreneurial skills.
3. Encourage students to initiate their own projects and work collaboratively on regular projects to improve their innovation and creativity skills in lessons.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers skillfully apply their subject knowledge to create appropriately challenging and engaging learning environments tailored to students' ages and stages of development, specifically in phase 1 and 4. In Phase 1, teachers effectively use purposeful play-based approaches to foster engagement and learning. Across the rest of the school, teaching actively involves students in their learning, particularly in science and mathematics in the middle and high phases. However, this is inconsistent in Islamic education, English, and social studies.
- Teachers across the school plan a variety of purposeful, student-centered motivating learning experiences that cater for the range of abilities. Resources are effectively utilized in most lessons to support progress. However, some teachers occasionally underutilize classroom technology in creative ways to support independent learning and individual progress. Teachers across all phases manage lesson time effectively, starting promptly with a pace that supports progress, particularly in the girls' section.
- Teachers' questioning effectively engages students in personalized ways and encourages deeper and more critical responses; however, this approach is inconsistently applied across different student groups, limiting the consistent development of higher-order thinking skills across subjects. In Phase 2, "Why?" or "How do you know?" questions are effectively used in Arabic and science to stimulate critical thinking. Some teachers foster meaningful dialogue by encouraging students to reflect on their own and their peers' responses, creating opportunities to refine their work and build confidence and efficacy in their learning.
- Teachers provide appropriate support and challenges for different groups of learners through streamed groupings with specific tasks and questions related to each group's abilities. Additional teaching assistants collaborate with teachers to support students with additional learning needs, including students of determination and low-attainers, and ensure they continue to make progress. High-attainers, and gifted and talented students are offered a range of extra-curricular activities in robotics, Art, and Athletics, however, they are inconsistently challenged in core subjects.

- Teachers systematically develop students' critical thinking skills; however, this is inconsistent across subjects and phases. Teachers, particularly in phases 3 and 4, effectively support students' problem-solving skills, through a variety of online platforms and applications. Students are also provided with opportunities to reflect and improve their work. However, teachers in phases 1 and 2 do not consistently encourage students to think critically, find things out for themselves or develop greater self-reliance.

Next Steps:

1. Ensure effective use of questioning in all lessons to foster critical thinking, particularly in phases 1 and 2.
2. Promote innovation and independent learning by enhancing technology integration across all grades and subjects.
3. Provide appropriate challenges for high-attainers, and gifted and talented students to accelerate their progress and enable them to achieve their potential, particularly in core subjects.

Assessment

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

Findings:

- Internal assessment processes are coherent, consistent, and linked to the California Common Core State standards, and to the MoE standards in Arabic medium subjects, providing appropriate student progress measures. Phase 1 teachers have adapted their assessment processes to align to the curriculum standards while appropriately reflecting the students' developmental stages. At the start of the first term, diagnostic assessments in all subjects are conducted to identify gaps in learning. Analysis of this assessment data is used to inform curriculum and lesson planning. Mid- and end-of-term assessment results are analyzed against the baseline to measure and monitor student progress.
- The school has effective processes for benchmarking students' attainment and progress against a range of external national and international assessments including the Arabic Benchmark Test (ABT) and Measures of Academic Progress (MAP) assessments. Student outcomes in the MAP external examinations have been introduced to measure progress in the core curriculum subjects in phases 2 and 3. Students also take international assessments such as PISA, TIMSS, and PIRLS.
- Across all phases, the school has effectively started to analyze the outcomes of the internal assessments in some depth; the analyses are shared with the subject coordinators for discussion at the subject level. The school has developed its own digital system, which provides all teachers with ongoing analyses of each student's attainment and progress scores across a range of measures which is tracked over time.
- Data analysis of MAP standardized assessment and international assessments is effectively used, to identify learning gaps and support curriculum adjustments by subject leaders. However, class teachers inconsistently use this data to adapt their teaching. Although lesson plans include differentiated tasks, these are not consistently or effectively aligned with students' needs. As a result, some students struggle, while higher-attaining students face insufficient challenges.
- Most teachers have good knowledge of the strengths and weaknesses of individual students. In a few lessons, formative assessment could be further enhanced to identify students who may require additional support in understanding concepts or fully engaging with writing task. Consequently, in these lessons, teachers make insufficient adaptations to their strategies to meet the needs of the students. Students are increasingly involved in assessing their own and each other's work, and teachers mark work regularly and generally follow the school's marking policy which encourages students to improve their work. However, some teachers' comments are poorly written and do not model acceptable presentation for students.

Next Steps:

1. Enhance the use of assessment data to guide teachers' planning, to meet the diverse needs of all students,

particularly high and low attainers.

2. Consistently utilize formative assessments to adjust teaching strategies and effectively address students' struggles with key concepts.
3. Ensure all teachers provide timely constructive feedback with clear, actionable next steps for improvement.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the California common core state standards (CCCS) in English and mathematics, Next Generation Science Standards (NGSS) in science, and the Ministry of Education (MoE) curriculum in the Arabic medium subjects. The curriculum has clear breadth and balance across all core curriculum subjects. It is balanced so that all subjects included, and their elements, are sufficiently covered. Content and activities are well matched to the age of the students and there is a balanced focus on the development of both knowledge and skills. Appropriate learning hours are allocated to all core curriculum subjects within students' timetables.
- The curriculum is planned to ensure progression across all subjects. Curriculum provision meets the needs of the large majority of students. The curriculum supports a smooth transition of skills and knowledge between grades and phases allowing students to be very well prepared for the next phase of learning and education within the school and beyond.
- Older students access ample curricular choices to build on their skills and knowledge, address their aspirations, and develop their interests. Students can opt to study different Advanced Placement (AP) courses, including calculus and biology.
- Teachers make efforts to establish cross-curricular links across the different subjects; however, opportunities do not consistently enable students to learn independently and develop their research and critical thinking skills through interdisciplinary connections.
- The school conducts regular reviews of its curriculum to ensure an effective provision across all core curriculum subjects. The review process does not consistently lead to the implementation of the required curriculum modifications across the school. The curriculum meets the needs of most groups of students across phases, including Students of Determination (SOD). Students with additional learning needs, including students of determination, are often pulled out of lessons for additional learning support, though the environment for these sessions is often restrictive and unmotivating.

Next Steps:

1. Enhance cross-curricular links across subjects to deepen interdisciplinary connections, encouraging students to transfer knowledge and skills across various contexts.
2. Expand the range of curricular options for older students with choices and opportunities that encourage their talents, interests and aspirations.
3. Implement curriculum reviews through actionable changes across all phases.

Curriculum adaptation

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

Findings:

- The school successfully ensures that teachers modify the curriculum to meet the needs of all groups of students, including students of determination and the gifted and talented. The curriculum is reviewed periodically taking into consideration internal and external assessment data to identify gaps and meet the curriculum expectations.
- The curriculum is interesting and offers a range of opportunities designed to motivate and inspire students. Most curricular areas offer enterprise, innovation, creativity, and social contribution opportunities. A full action plan is in place across the school to integrate innovation and problem-solving in lessons. There are now 34 extra-curricular activities and clubs, such as Science Fair, Public Speaking, Model United Nations, and internal and external competitions.
- Appropriate learning experiences are integrated into most aspects of the curriculum enabling students to develop a clear understanding of UAE values, culture, and society. Across the school, meaningful connections to the UAE national identity are integrated. Lesson plans incorporate topics linked to the UAE, and each month, a theme related to the national identity is highlighted throughout the school.

Next Steps:

1. Ensure the curriculum is effectively modified across all phases to meet the needs of all groups of students.
2. Develop innovation and creativity across the curriculum in all phases through open-ended questioning to foster critical thinking skills.
3. Enhance the integration of enterprise, innovation, and problem-solving opportunities across all curricular areas to ensure consistent application in lessons.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has comprehensive and effective safeguarding policies and procedures in place, including child protection, anti-bullying and code of conduct policies. These are reviewed annually and aligned with ADEK regulations. The school shares these policies with all stakeholders via its website, emails, and by introducing them during the induction week at the beginning of the academic year. All staff, including workers and bus drivers, receive training on safeguarding practices. The school has effective measures to protect students from all forms of abuse, as well as bullying, including cyber-bullying. Awareness sessions are conducted to raise students' awareness on these topics. Additionally, the school maintains an accurate log of all staff members and applies strict procedures on visitors entering the school premises.
- The school provides a safe, hygienic and secure environment for all individuals. Thorough security procedures are in place for all visitors. Students are supervised throughout the day by a team of supervisors who monitor different areas of the school. CCTV cameras are installed throughout the premises, including classrooms and buses, ensuring additional security. In the KG building, most edges are padded with rubber to enhance student safety. The health and safety committee members communicate daily in case any health or safety issues arise that require quick response. The school conducts regular health and safety checks, including emergency fire evacuations and risk assessments for different events, both inside and outside the school, considering the age and the grades of the participating students. Bus arrangements are very effective with two digital systems in place to track student arrival and dismissal, and to facilitate communication with parents. However, the bus area is not shaded.
- The buildings and equipment are well-maintained. The school holds legal and approved contracts with various health and safety service providers, including the management of the lift, and disposal of laboratory chemicals and medical waste. The school has three clinics with two certified nurses. Medicines are securely stored in the clinics, and are kept in locked cabinets, as well as students' medical files. Relevant medical information for chronic cases is shared with staff. The school maintains detailed, comprehensive, and secure digital records documenting incidents, actions taken, fire drills, evacuation procedures, and medical information to ensure student safety at all times.
- The school premises, resources and facilities provide a safe and inclusive learning environment meeting most students' learning needs. The school areas are accessible for all students including those with special educational needs. However, there is no lift in the boys building.
- The school promotes safe and healthy lifestyles in most aspects of school life, offering opportunities for students to learn about healthy living as well as mental health through a range of awareness sessions. Those sessions are led by medical experts, parents, volunteers and teachers. The school also provides healthy food choices in its canteen. A wide range of physical activities are provided for students allowing them to choose

between them, all conducted in shaded areas to protect students from the sun. However, there is scope to improve students' health, particularly students' weight.

Next Steps:

1. Strengthen health awareness sessions to emphasize the importance of a healthy lifestyle for maintaining physical and mental well-being.
2. Continue enhancing facilities, including adding effective shading in bus waiting areas.
3. Ensure all areas of the school are fully accessible to students with special educational needs.

Care and support

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

Findings:

- Staff-student relationships are positive and courteous. Students are well-behaved and respectful to the staff and their peers at school. Classroom rules, the school behavior policy, and teachers' and supervisors' support, all contribute to the successful management of students' behavior.
- The school's approach to promoting attendance is successful in yielding high levels of attendance. However, punctuality remains an issue, particularly in the boys' section in the upper phases of the school. The school regularly communicates with parents and students to emphasize the importance of regular attendance and punctuality.
- The school has identified 16 students of determination which accounts for 1.1% of the school's population, with 1 student in Phase 1. Although the school has established appropriate systems and protocols for the identification of students with additional learning needs, including students of determination, in phases 2, 3 and 4, utilizing screenings and teacher referrals, these systems are less effective in Phase 1. The school has identified an additional 48 students who receive interventions only in science, in Phase 2. Students in phases 3 and 4, receive morning remedial sessions before classes. The identification of gifted and/or talented students is primarily based on teacher observations, with a focus on English medium subjects. Planning differentiated activities to meet the needs of students of determination in line with their IEPs is inconsistent across lessons. The school has recently appointed a qualified Head of Inclusion (HoI) to lead the department within the last two months.
- The school provides adequate support for students of determination and offers in-school support service (ISSS). However, students of determination are often pulled out of lessons and taught in restrictive environments. IEPs are generic, with inconsistent SMART targets, parental involvement, and follow-up. Classroom observation forms inconsistently provide actionable feedback to teachers on implementing teaching strategies to meet the needs of students with additional needs, and follow-up is limited. Systems for tracking and monitoring IEP progress are underdeveloped, more rigorous and consistent evaluation and progress review. In lessons, support for students of determination is adequate but lacks sufficient resources. While extension activities are available for high-attaining students, the support system is inconsistent and does not fully cater for their needs.
- The school routinely monitors the well-being and personal development of all students and provides support when necessary. Since the previous inspection, the school has appointed the head of Arabic medium subjects as the academic advisor, working with the guidance counselor. Together, they support students by exploring their interests and career aspirations, encouraging them to consider broader educational and career pathways. Grade 12 students receive individual and group counseling on academic choices, college applications, and personal goals.

Next Steps:

1. Ensure students are supported in the least restrictive environment and deliver tailored resources and assistance based on each student's needs and specialist assessments.
2. Ensure IEPs include clear targets, consistent parental input, and rigorous monitoring while equipping teachers with effective inclusive practices.
3. Enhance systems for identifying and supporting students with additional learning needs, including students of determination and those with gifts and/or talents. Ensure that teachers are fully informed of students' needs and capable of providing required support, particularly in phase 1.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good 

Findings:

- The principal has set a very clear strategic direction for the school which the vice-principal and the school community share. The middle leadership teams share the senior leader's vision of a fully inclusive school that sets high standards for the students and staff, aligning with the UAE's national priorities. The school officially records only one percent of the school population as having additional learning needs. This figure is low compared to the size of the student population.
- The school senior leaders have a thorough knowledge of the curriculum and best practices in teaching and learning. Most middle leaders have a similar understanding of effective practice and are generally successful in establishing a learning culture that promotes very good teaching and learning. The principal and the senior leaders work well as a team and take responsibility for key aspects of teaching and learning. The senior leadership has successfully met major challenges over the last two years with the increased enrolment, which has resulted in 45% additional students since the previous inspection. In addition, the school leadership has successfully managed the recruitment, training, and deployment of 54 new teachers this academic year. These challenges were exacerbated by the fact that most of the expansion has been in the high phase and most of the new students this academic year have come from schools where English is not the language of instruction.
- Relationships throughout school are professional and based on mutual respect. Effective communication systems ensure that the school operates smoothly and that all staff know their roles and responsibilities. The middle leaders have been given greater responsibility for ensuring that effective teaching and learning is consistent in lessons and senior leaders hold middle leaders to account for student performance. Working together, their actions have improved the school in a number of areas in spite of the large turnover in staff and increasing enrolment. Morale throughout the school is positive.
- The senior leaders are aware of the areas that require further improvement. They have been effective in implementing strategies for improvement, such as the introduction of a more rigorous approach to teachers' planning. Overall, the school leaders' capacity to improve and develop the school has been very good.
- The school development plan demonstrates leadership competence through comprehensive strategies that ensure collective accountability of key stakeholders. Strategies to improve progress have also been successful. Leaders have successfully ensured that the school complies with all statutory and regulatory requirements. A developing awareness of collective accountability ensures improving school performance across most phases.

Next Steps:

1. Strengthen inclusivity by enhancing assessment and diagnosis processes to accurately identify students with specific learning needs.
2. Empower middle leaders to drive improvement in teaching and learning, raising student achievement across all lessons and assessments.
3. Enhance teachers' integration by improving their language proficiency and teaching skills through targeted professional development.

School self-evaluation and improvement planning

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

Findings:

- The leadership is aware the school's strengths well and identifies appropriate areas that need further development through effective consultation with all stakeholders including students and parents. Key priorities are accurately identified and analyzed. A good start has been made in the analysis of a wide range of data including outcomes from internal and external assessments. A key feature in these analyses is the school's development of a digital system for recording student performance and tracking their progress in all school assessments.
- Effective processes are well established for monitoring and evaluating teaching and learning throughout the school. Senior leaders have communicated the key areas for development to all staff and everyone is aware of their role in meeting the targets. These evaluations, however, have a greater emphasis on the teaching and do not consistently focus on students' progress and attainment in lessons, particularly the progress of the low and high attaining students.
- Leaders' evaluation of teaching and learning provides information which is used to inform the very well-constructed school improvement plan. In addition, information on student progress is analyzed and used to support the setting of general targets for improvement. Consequently, the plans are coherent and provide a strategic direction for the school in all appropriate areas, including ensuring the school continues to develop its actions to meet the UAE's national priorities. This includes the identification of specific strategies to better prepare students for PISA and TIMSS assessments. The implementation of the action plans which underpin the developmental priorities, and which have measurable targets for improvement, has resulted in a positive impact on students' achievement.
- There has been good improvement since the previous inspection report in many key areas, particularly in student attainment in the KG and in Islamic education, Arabic, mathematics and science as a result of improvements in the overall quality of teaching. This demonstrates sustained improvement over time in these areas. However, the development planning and action planning do not sufficiently address the many challenges the school faces as a result of the increasing enrolment and the range of language skills demonstrated by the new students, particularly in the Phase 4. Consequently, further improvement is needed to enhance students' Arabic and English skills.

Next Steps:

1. Refine the processes for monitoring and evaluating classroom practice to include a sharper focus on students' learning and progress in lessons.
2. Include in the school development plan strategies to address the challenges presented by the increased enrolment.
3. Consolidate the improvements identified in this inspection and address the gaps in the student's language and reading skills, particularly in Phase 4.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school has effective partnership with parents who are very supportive of the school and the principal in particular. Parents actively participate in the life and work of the school and are partners in their children’s learning. They are often consulted about school events and their views are heard. Parents of students with additional learning needs are involved in the development of their education plan.
- The school uses a wide range of platforms to communicate with parents, taking account of their language needs. Parents receive regular and useful updates about how their child's progress in school, what their priorities are and any upcoming developments and events in the school.
- Parents receive regular reports which provide them with updates on their children's academic attainment and progress, and their well-being and personal development. The frequency and scope of reporting enables parents to actively contribute to their children’s education.
- In addition to the effective partnership with parents who are engaged in organizing events around the school, such as the breast cancer awareness event, a fundraiser for Charity Bridges, and the Red Crescent public speaking competition, the school has also established a partnership with a local special needs center where senior students get the opportunity to engage in practical experiences and community involvement. However, partnerships with local and international organizations to provide practical learning experiences for students are limited.

Next Steps:

1. Establish partnerships with other schools and organizations to develop educational relationships to enhance student learning.
2. Increase parental involvement in curriculum review to build their understanding of, and commitment to what is being provided for their children.

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- The school's governing board includes representatives of the stakeholders, including educators and the parents. They are very well-informed about the work of the school and receive regular information from the school leaders about the outcomes of a wide range of stakeholder surveys. The governing board has identified appropriately the need to conduct its own surveys of the stakeholders and plan to implement these during the current academic year.
- The governors are actively involved in the development of the school's internal evaluations and the construction of the school improvement plan and ensure that the school meets all the statutory requirements. They ensure that the school is appropriately staffed and resourced to support effective teaching and learning. This has been a challenge in recent years due to the increased student enrolment, particularly with the majority of the new students joining the school in the Phase 4. Additionally, staff turnover at 27% has implications for the governors in ensuring all staff receive regular professional development on key pedagogical skills. Regular classroom observations are conducted and detailed reports, with key areas for improvement, are communicated to school leaders in the regular meetings between the governing body and senior leadership team.
- Governors receive regular updates on the school's performance and hold senior leaders accountable for improvements. However, their challenge to leadership lacks rigor in monitoring and evaluating how assessment data is analyzed to track student progress. Trustees have recognized this gap and set it as a priority for improvement. The trustees are aware of this area and have set their own priority to address the issue.

Next Steps:

1. Engage with the parents more regularly to take their views on the quality of the provision within the school.
2. Ensure that the school consolidates the recent improvements in student achievement by continuing to assert its role in challenging the school leadership on overall school performance.
3. Ensure the school's staffing levels are stable through improved staff retention and enhanced professional development in key pedagogical skills that positively impact student outcomes during lessons.

Management, staffing, facilities and resources

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

Findings:

- Almost all aspects of the processes and routines in the school are very well organized. As a result, the school environment is inviting and purposeful for all. The lesson timetable ensures that the school day adds value to the learning and development of students.
- The school is appropriately staffed to fulfil its vision and mission. Almost all staff members are suitably qualified and benefit from regular personalized CPD that is closely matched to school priorities. Additional professional development is required in the KS on the specific pedagogical skills required to promote children's experiential learning. Additionally, further professional development is required for teachers on how best to support the most and least able students in lessons.
- Classrooms are appropriately sized and are equipped with interactive whiteboards and furniture. The outdoor playgrounds and courts encourage physical activity and collaboration. The school provides a lift in the girls' building, ensuring accessibility for individuals with mobility challenges in that section. However, the boys' building lacks a similar facility.
- The school is well-resourced to support teaching and learning. However, KG classrooms require additional play-based exploratory learning resources to enhance the development of fine and gross motor skills, creativity, and independence.

Next Steps:

1. Provide focused professional development for all teachers on key pedagogical skills to meet the needs of all students.
2. Enhance accessibility for individuals with mobility challenges in the boys' building.
3. Develop the outdoor learning spaces in Phase 1 to promote more self-directed, child-centered learning activities that develop communication, imagination and foster independence in learning.

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