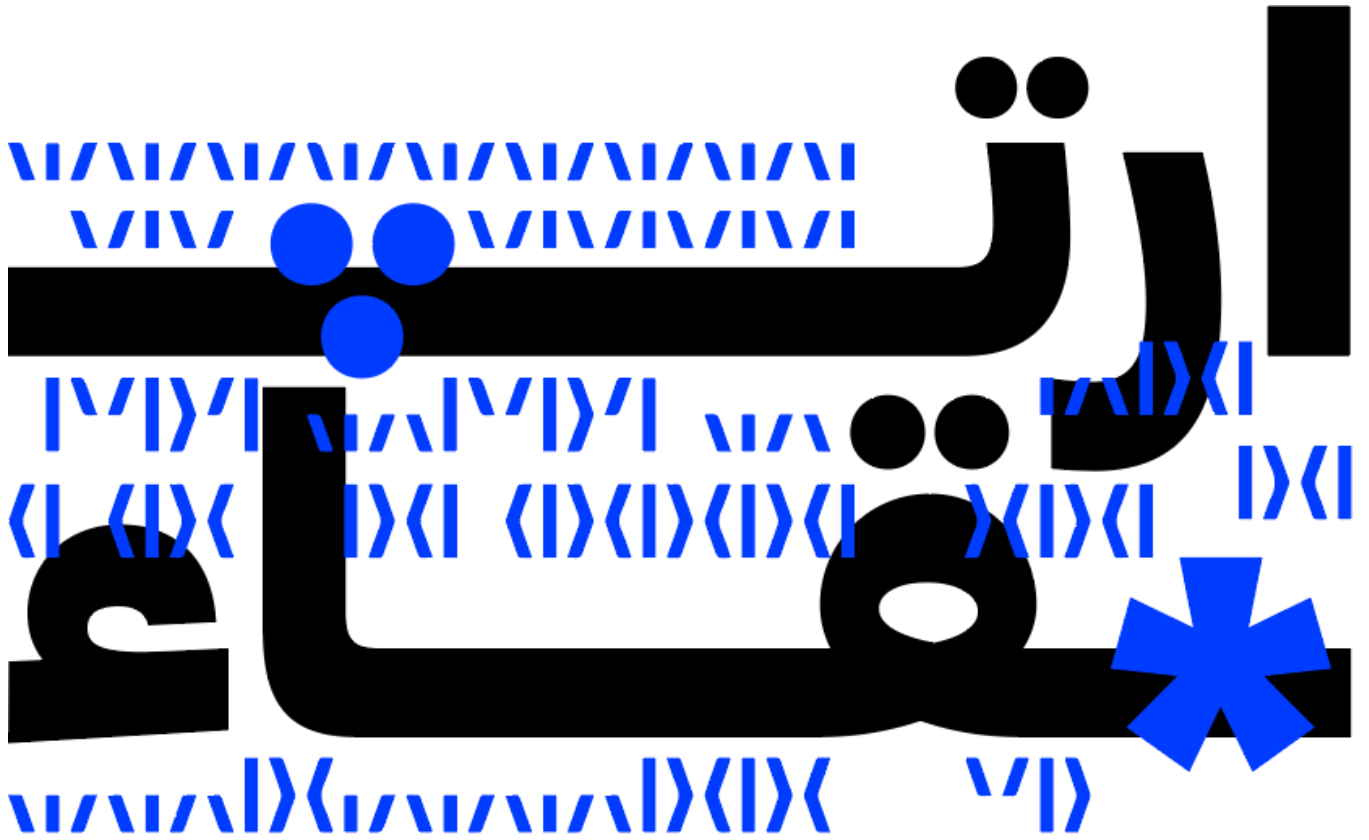




Irtiqa'a School Inspection

AY 2024/25

Emirates National Schools - Manhal

Rating: Very Good

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School Information

General Information		
	Name	Emirates National Schools - Manhal
	Esis Number	9224
	Location	324, Khalifa Bin Shakhbout St, Al Manhal, Abu Dhabi, 20021
	Website	http://www.ens.sch.ae/
	Telephone	026425993
	Principal	RAJA ASAD
	Inspection Dates	11 to 14 Nov 2024
	Curriculum	American

Information On Students

Cycles	Cycle 1 - Cycle 2 - KG
Number of students on roll	814
Number of Emirati students	477
Number of students of determination	27
Largest nationality group of students	UAE - Jordan - Egypt

Information On Teachers

Number of teachers	53
Nationalities	Ireland - Jordan - South Africa
Number of teaching assistants	28

Changes since the previous inspection

Since the previous inspection, the school's overall judgment has progressed from Good to Very Good. The school has taken steps to address the development points identified at the time of the last inspection.

Arabic medium subjects have demonstrated improvement. In Arabic as a first language, attainment has advanced from good to very good in Phase 1 and remains at good for Phase 2. Progress has risen from good to very good in Phase 1, maintaining a good level in Phase 2. Attainment in Arabic as a second language improved from good to very good in Phase 2 and progress remained at good for Phase 2. In Arabic, the 6+1 writing traits are applied to support the writing of extended pieces. Students in the lower elementary Phase demonstrate more confidence in writing longer pieces independently but continue to need support to write more complex sentences with more complex vocabulary. UAE social studies for Phase 1 were not evaluated during the last inspection. Attainment and progress for Phase 1 is rated very good. For Phase 2, progress and attainment remain good. Islamic studies made improvement in Phase 1 for both attainment and progress, where the rating went from good to very good. For Phase 2, attainment and progress remained very good.

Achievement in the English medium subjects (EMS) has progressed. Phases 1 and 2 of English attainment progressed from acceptable to good. English progress rating improved from good to very good in Phase 1, and progress remained good for Phase 2. Students in the lower elementary Phase demonstrate more confidence in writing longer pieces independently but need support to write more complex sentences with more complex vocabulary. In math, attainment notably improved in Phase 1, moving from acceptable to very good. For Phase 2 math, attainment improved from acceptable to good. Phase 1 math progress improved from good to very good, and for Phase 2, math progress remained the same at a good rating. Phases 1 and 2 of science attainment

remained at a good rating. Phase 1 science progress improved from good to very good, and Phase 2 progress remained at a good rating.

Learning skills improved from good to very good in Phase 1, but they remained at a good rating in Phase 2.

Performance Standard 2, related to students' personal and social development and innovation skills, was not evaluated in the previous inspection but is now rated very good for both Phases 1 and 2. Students' understanding of Islamic values, awareness of Emirati and global cultures, and social responsibility are rated outstanding for Phases 1 and 2. Social responsibility and students' innovation skills are also rated very good for Phases 1 and 2.

Teaching for effective learning has progressed from good to very good in Phase 1 and remained good for Phase 2. Training has been provided to support the development of teachers' skills in planning effective lessons that can be delivered in the classroom. Lesson planning is now more consistent, with teachers working together to plan sequences of lessons. The lesson plans follow a multi-phase approach, and teachers use the new platform "Toddle" to plan collaboratively. Teachers include differentiated activities within the plans that support the needs of groups of learners, including the more able. Support for less able students and those students of determination is effective and monitored closely. Students of determination are supported both in class and through one-to-one withdrawal activities so they can make good progress against their individual learning goals. Teaching is reviewed regularly by the IB coordinator and pedagogical leadership team, who conduct lesson observations. Targeted action plans have been implemented to raise the quality of students' work. This training provision has positively affected the assessment progress in phases 1 and 2, where a solid improvement has been made from good to very good.

In this inspection, Performance Standard 4 related to the curriculum was evaluated. The curriculum design was rated as "very good" across all phases. Likewise, curriculum adaptation was rated as "very good" across all phases.

The health and safety of students have continued to be an area that the school manages well, with the rating remaining at "very good." Care and support have also been strongly considered, as there has been an improvement in the rating from good to very good across all phases.

The effectiveness of leadership has improved from good to very good. The leadership structure has evolved to adapt to the new challenges and needs of the school. The middle leadership team has been empowered to drive school improvement through collaborative planning, professional learning communities, Data Teams, and ongoing professional development. Leadership's self-evaluation and improvement planning has remained at a good rating. Partnerships with parents and the community has made improvement by moving from a good rating to very good. Governance, management, staffing, facilities, and resources have remained of high quality, continuing to be rated very good.

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

School leaders have equipped teachers with professional development focused on the content and rigor of international assessments. Teachers apply this knowledge to ensure students understand assessment requirements by incorporating subject-specific questioning techniques into lessons across English, Mathematics, and Science. Students and their parents are well-informed about performance targets, and the school is committed to providing additional support and resources to foster improvement. School leaders and the Primary Years Programme (PYP) coordinator have identified specific subject-related curriculum areas that need to be amended. They have aligned scope and sequence documents with TIMSS content domains to ensure students are more capable of tackling TIMSS examination questions. All science and math plans will show the TIMSS connection noted within them. TIMSS-style questions are integrated into everyday teaching, and students are asked to apply their knowledge to solve tasks in mathematics and to make comparisons and interpret results in science.

The school's new target for TIMSS is 458 for mathematics and 435 for science. The targets will be reviewed in light of the results when they are published. These plans include teaching students how to approach TIMSS-style questions and improving the students' understanding of the language used in the assessments, so they can

decode the questions.

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 from Grade 1 to Grade 5 take part in the MAP (Measures of Academic Progress) test, twice a year, in the Spring and in the Fall for English and mathematics.
- The result is almost totally and consistently Weak for both subjects and both sittings.
- Students from Grade 3 to Grade 5 take part in the MAP (Measures of Academic Progress) test, twice a year, in the Spring and in the Fall for science.
- The results are almost totally and consistently Weak for both sittings.
- Grade 3 to grade 5 students take part in TALA (standardized tests in Arabic)
- The result has been consistently 'Weak' in all three grades.

International Assessments: TIMSS, PISA, PIRLS

- The school has benchmarked students' attainment against international standards.
- The school participated in the 2019 TIMSS, recording low proficiency levels with a math score of 432.11 and a science score of 404.83, compared to its targets of 458 in Mathematics and 435 in science. In 2023, the school participated in TIMSS assessment again and is currently awaiting the results.
- The school did not participate in the PIRLS (Progress in international Reading Literacy Study) 2021 and the next round of PIRLS testing is in 2026.
- The PISA (Program for International Student Assessment) is not relevant to this school's context as the school only teaches up to Grade 5.

Reading

The school library is a well-stocked resource, catering to all age groups with 6,781 books in total, the majority in English and just over 1,200 in Arabic. Of these, 41% are fiction, with an average publication date of 2010, while 59% are non-fiction, averaging a 2008 publication date. The library is split into two areas, with the downstairs library serving KG students and the upstairs library dedicated to Grades 1 to 5. Both spaces are thoughtfully designed to create attractive, inviting environments conducive to sustained reading. The librarian is key in promoting a culture of reading throughout the school, encouraging student participation in external reading and writing competitions. The school regularly hosts themed book fairs, such as "Space," "Sustainability," and "Reading is Sweet," and the library supports both reading for pleasure and curriculum-related inquiries.

Local authors are frequently invited to share their work, fostering students' appreciation of literature while strengthening their understanding of national identity and cultural heritage. Library activities are tied to school-wide events like Pink Day, Flag Day, and UAE National Day, enriching students' engagement with reading through meaningful connections to celebrations. Special activities are also held for occasions such as Dr. Seuss's Birthday, Anti-Bullying Week, Kindness Week, Words Matter, Ramadan, and year-end festivities. School leaders emphasize developing reading fluency and comprehension skills, including inference, deduction, and evaluation, ensuring students achieve across all subjects. A comprehensive phonics program supports KG and Phase 2 students, while teachers use books to reinforce IB Learner Profile attributes, with a special focus on Emirati heritage and UAE culture.

The Arabic Language Program includes a daily reading initiative, "I Read Every Day," encouraging consistent reading through electronic platforms, classroom libraries, and structured competitions like "My Vacation is More Fun with Reading." Family reading programs, such as "My Family Reads," engage parents in fostering a reading culture, while competitions like "I Will Read, I Will Write" and "Knights of Reading" motivate students, teachers, and

families to enhance reading and writing skills.

Strengths of the school

- Students' achievements in KG have significantly improved, particularly in Arabic-medium subjects.
- Students demonstrate a strong understanding of Islamic values, cultural awareness, and social responsibility, fostering respect and inclusion.
- The school provides support to ensure students are safe from bullying and understand the importance of a healthy diet, physical fitness, and positive relationships in the real and virtual world.
- The leadership provided by the principal and senior leadership team maintains an inclusive school with a positive learning culture and a strong focus on improvement.
- The quality of professional relationships throughout the school promotes a culture of mutual respect.

Key Recommendations

1. Enhance teaching and learning to accelerate students' progress in lessons to outstanding by:

- embedding strategies for effective teaching, learning, and support to address the needs of all groups and accelerate students' progress.
- systematically integrating inquiry-based projects that encourage students to apply knowledge and skills from multiple subjects.
- providing professional development to ensure teachers can link learning across disciplines very effectively across all phases.
- implementing consistent feedback practices to inform teaching strategies and support progress tracking.
- promoting collaborative planning to ensure consistent application of cross-curricular approaches.

2. Raise students' attainment and accelerate progress in all core subjects by:

- aligning assessments more closely with curriculum standards to accurately reflect student ability.
- developing a system to ensure assessment outcomes guide curriculum adjustments and improve student learning.
- providing targeted reading interventions to improve text analysis and answering direct and inferential questions.
- encouraging students' engagement with diverse reading materials to build critical thinking and interpretation skills.
- promoting confidence in Standard Arabic writing through consistent practice, feedback, and writing-focused activities.
- supporting the construction of independent sentences and cohesive paragraphs, minimizing reliance on memorized phrases.
- offering opportunities for extended writing with a focus on clarity, coherence, and structure.
- providing tailored challenges and opportunities in English and Arabic lessons to extend learning for high-attaining students.
- offering enrichment programs that foster critical thinking and deeper exploration of subject content.
- providing targeted reading interventions to improve analysis of texts and answering both direct and inferential questions.

3. Strengthen leadership and school processes by:

- aligning assessments with curriculum standards to accurately reflect student ability.
- using assessment outcomes to guide curriculum adjustments and teaching strategies.
- implementing consistent feedback practices to track progress and inform teaching.
- integrating inquiry-based projects to encourage the application of knowledge across multiple subjects.
- providing professional development for teachers to enhance cross-disciplinary teaching strategies.
- promoting collaborative planning to ensure consistent cross-curricular approaches.
- developing targeted strategies to highlight the importance of consistent attendance for academic success.
- engaging parents through clear communication and support to address attendance concerns.
- analyzing attendance data to identify trends and implement tailored solutions.
- providing professional development for middle managers to enhance their leadership skills and accountability.
- ensuring middle leaders are held accountable for their specific roles in the school development process.
- engaging the Governing Board to support leadership development and align resources with school priorities.

Overall School Performance: **Very Good**

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

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Not Applicable	Not Applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Not Applicable	Not Applicable
Social responsibility and innovation skills	Very Good	Very Good	Not Applicable	Not Applicable

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good 	Good	Not Applicable	Not Applicable
Assessment	Very Good 	Very Good 	Not Applicable	Not Applicable

PS4: Curriculum

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

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	Not Applicable	Not Applicable
Care and support	Very Good 	Very Good 	Not Applicable	Not Applicable

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 ↑	Very Good	Not Applicable	Not Applicable
	Progress	Very Good ↑	Very Good	Not Applicable	Not Applicable

Findings:

- The school’s analysis of internal assessment data at the end of the AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 1 and 2 attain levels that are above the curriculum standards.
- The school has no external national or international assessments for Islamic Education.
- In lessons and recent work, the large majority of students attain levels that are above the curriculum standards. In Phase 1, students demonstrate knowledge of Islamic teachings, etiquette, and prescribed short Surahs, showing an understanding of their stories and meanings, though connections to real life are still developing. In Phase 2, students display secure Tajweed knowledge and understanding of Islamic principles, but recitation is inconsistent, with their comprehension of Surah and Hadeeth meanings still developing.
- Over the past three years, the school's internal attainment data suggests that most students have consistently attained above the MoE curriculum standards in phases 1 and 2.
- The school’s internal assessment data analysis indicates that a large majority of students in phases 1 and 2 make better-than-expected progress over time and from their starting points.
- In lessons and recent students' work, the large majority of students made better-than-expected progress over time and against the learning objectives in developing their knowledge of Islamic principles, values, Holy Qur’an, Nobel Hadeeth and Islamic values.
- The school analyzes assessment data to track the progress of various student groups. The school’s analysis

of progress data indicates that a large majority of boys and girls make better than expected in phases 1 and 2 and boys outperform girls in Phase 2.

- A large majority of low attainers in phases 1 and 2, and most high attainers in phase 1 make better than expected, however, most high attainers in Phase 2 make only expected progress. Most Emirati students in Phase 1 and a large majority in Phase 2 make better than expected progress. The majority of students of determination including those with additional learning needs in Phase 1, and most of them in Phase 2 make better than expected, whereas large majority of gifted and talented students in Phase 1 make better than expected, and most in Phase 2 only make the expected progress.
- In lessons, students of determination, including those of special educational needs are improving. However, the high attainers and gifted and Talented (G&T) students do not consistently make the progress they are capable of.

Next Steps:

1. Develop differentiated instructional strategies to challenge high attainers and gifted & talented (G&T) students, ensuring they achieve better-than-expected progress in both phases.
2. Implement enrichment programs and advanced learning opportunities focused on deeper comprehension of Islamic teachings, Tajweed, and practical applications of Surah and Hadeeth meanings to real-life scenarios.
3. Launch targeted interventions to strengthen students' recitation consistency and Tajweed application.

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	Very Good ↑	Good	Not Applicable	Not Applicable
	Progress	Very Good ↑	Good	Not Applicable	Not Applicable

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the large majority of the students in Phase 1 and most students in Phase 2 attain levels that are above the curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons in Phase 2.
- The school administers the Arabic standardized examination "TALA" for Grades 3, 4, and 5. Students' AY 2023/24 results indicate that less than three-quarters of students attain levels that align with the national standards.
- In lessons and recent work, the large majority of students in Phase 1 and the majority of students in Phase 2 attain levels above curriculum standards. Students demonstrate listening, understanding, speaking, reading, and writing skills that are above curriculum expectations.
- Over the past three years, the school's internal assessment data has consistently shown outstanding attainment in Phase 2. However, attainment in Phase 1 has fluctuated, starting at very good in the academic year 2021/22, improving to outstanding in 2022/23, and returning to very good in 2023/24.
- The school's analysis of internal assessment data indicates that a large majority of the students make better-than-expected progress over time and from their starting point at the beginning of the academic year across Phases 1 and 2.
- In lessons and recent work, a large majority of students in Phase 1 and the majority in Phase 2 make better than expected progress in developing their listening, reading, speaking, and comprehension skills.
- The school analyzes assessment data to track the progress of various student groups. The school's analysis of progress data indicates that a large majority of girls, boys, Emiratis, and students with additional learning needs make better than expected progress in both phases. Most low and high attainers in Phase 1, and a large majority of low attainers in Phase 2 make better than expected progress. However, most high attainers in Phase 2 make the expected progress from their starting point at the beginning of the academic year. The majority of gifted and talented students in both phases make better-than-expected progress. In lessons,

students with additional learning needs, including students of determination, make the expected progress toward their targets. However, the higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Address misalignment between attainment data and observed knowledge and skills.
2. Develop and implement differentiated instructional strategies to better challenge high attainers in Phase 2, enabling them to make better-than-expected progress.
3. Introduce enrichment programs, such as advanced literacy activities and critical thinking tasks, to support deeper engagement and accelerated progress for higher-performing students.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phase 2 attain levels that are above the curriculum standards.
- The school has no external national or international assessments for grades 1-5.
- In lessons and recent work, the large majority of students in Phase 2 attain levels above curriculum standards. Students demonstrate listening, understanding, reading, and writing skills that are above expectations. Students learning ASL for over four years demonstrate secure speaking skills, enabling them to converse on familiar topics using appropriate structures and tenses. They occasionally understand and read simple texts with contextual support. Those with over two years of ASL study can copy texts neatly, read some letters and phrases, and write using memorized words but struggle with guided conversations, scaffolded discussions, and writing coherent paragraphs or summaries. A few are beginning to develop independent language skills.
- Over the past three years, the school's analysis of internal assessment data has consistently shown outstanding attainment.
- The school's analysis of internal assessment data shows that most students in Phase 2 are making the expected progress over time and from their starting points.
- In lessons, the majority of students in Phase 2, make better than expected progress against learning objectives aligned to curriculum standards.
- The school analyzes assessment data to track the progress of various student groups. The analysis of the school's internal assessment data shows that most girls, high attainers, and gifted and talented students make expected progress in Phase 2, while less than three quarters of boys and low attainers make only expected progress. The data also indicates that there are no Emirati or students of determination in ASL. In lessons, differentiated tasks were present; however, limited opportunities for low attainers hindered their ability to consistently reach their full potential and make sustained progress.

Next Steps:

1. Enhance fluency in discussing familiar topics with correct tenses and structures.
2. Improve reading comprehension and independent text interpretation.
3. Strengthen writing and communication skills with cohesive paragraphs, minimizing dependence on memorized phrases.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 against expectations per year group indicates that the attainment for most students in phases 1 and 2 is above the curriculum standards.
- There are no external, national, or international social studies assessments.
- In lessons and recent work, a large majority of students in phases 1 and 2 demonstrate knowledge, skills and understanding that are above MoE curriculum standards.
- Over the past three years, the school's internal data for social studies indicates that attainment in Phase 1 has fluctuated, starting at outstanding in the academic year 2021/22, regressing to very good in 2022/23, and returning to outstanding in 2023/24. In Phase 2, data shows that attainment has been consistently outstanding.
- The school's analysis of internal assessment data shows that most students in Phase 2 are making the expected progress over time and from their starting points.
- In lessons and recent work, a large majority of students in Phase 1 and the majority in Phase 2 make better than expected progress against learning objectives aligned to curriculum standards.
- The school analyzes assessment data to track the progress of various student groups. Boys and girls make similar progress in Phase 1; however, boys outperform girls in Phase 2.
- A large majority of all groups in Phase 1 make very good progress, with high attainers making outstanding progress and gifted and talented students making good progress. In Phase 2, the majority of students in all groups make good progress, except for girls, who make acceptable progress.
- In lessons, students with additional learning needs, including those of determination, make expected progress toward their targets. However, higher-attaining students make less than expected progress due to a lack of challenging tasks that align with their potential.

Next Steps:

1. Address progress disparities among girls in Phase 2.
2. Provide targeted interventions and support programs tailored to the needs of girls in Phase 2 to help them achieve better-than-expected progress.
3. Introduce enrichment activities, such as project-based learning or advanced critical thinking tasks, to deepen their understanding and engagement in social studies.

English

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Good ↑	Good ↑	Not Applicable	Not Applicable
	Progress	Very Good ↑	Good	Not Applicable	Not Applicable

Findings:

- The school’s analysis of internal assessment data at the end of AY 2023/24 against the Common Core Curriculum Standards indicates that the large majority of students in Phase 1 and most of the students in Phase 2 attain levels that are above curriculum standards.
- The school has administered the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) external assessment to benchmark students’ attainment. The standardized assessment data of AY 2023/24 MAP (Fall and Spring) indicates that less than three-quarters of students in phases 1 and 2 attain levels that are in line with the international standards.
- In lessons and recent work, a majority of students in both phases demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. However, a few students struggle with reading longer words containing letter combinations, such as digraphs. Students in KG and Phase 2 speak fluently about their work but rarely engage in sustained writing tasks.
- Over the past three years, the school's trends in internal assessment data in Phase 1 indicate that the attainment of students declined from Outstanding in AY2021/22 to consistently Very Good in AY 2022/23 and 2023/24. The trends in Phase 2 indicate that the attainment of students improved from Very Good in AY2021/22 to consistently Outstanding in AY2022/23 and 2023/24. Over the past three academic years, less than three-quarters of the students in Phase 2 attained levels consistently below national and international standards on the NWEA MAP assessment in Fall and Spring testing.
- The school’s analysis of internal assessment data indicates that most students in Phase 1 and the majority of students in Phase 2 make better than expected progress in relation to their individual starting points and the curriculum standards. In Phase 2, less than three-quarters of students make the expected progress in relation to national and international standards on the NWEA MAP English assessment in Fall and Spring testing.
- In lessons, the large majority of students in Phase 1 and the majority of students in Phase 2 make better than expected progress in relation to appropriate learning objectives aligned with the curriculum standards.

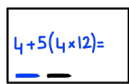
- The school analyzes assessment data to track the progress of various student groups. In Phase 1, most students in all groups make outstanding progress, except for gifted and talented students, who make good progress. In Phase 2, all groups make good progress, except for students of determination, including those with additional learning needs, who make acceptable progress relative to their starting points and the curriculum standards. In lessons, students with additional learning needs, including students of determination, make better than expected progress toward their targets. Lower-attaining students receive strong support and make better-than-expected progress, while higher-attaining students do not always make the progress they are capable of.

Next Steps:

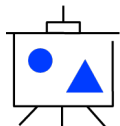
1. Provide higher level of challenge in English classes to better support higher-attaining students.
2. Accelerate the progress of the students of determination, including those with additional educational needs, in Phase 2.
3. Enhance students' writing skills to produce extended, cohesive pieces of writing.

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:



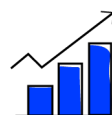
Number and quantity and their use



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 ↑	Good ↑	Not Applicable	Not Applicable
	Progress	Very Good ↑	Good	Not Applicable	Not Applicable

Findings:

- The school's internal assessment data for AY2023/24 against the Common Core Curriculum Standards indicates that most students in Phase 1 and Phase 2 demonstrate the knowledge, skills, and understanding that are above the curriculum standards.
- The school has administered the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) external assessment to benchmark students' attainment. The majority of students in Phase 1 attain levels that are above national and international standards. However, less than three-quarters of the students in Phase 2 attain levels that are in line with national and international standards. The school also participated in the Trends in International Mathematics and Science Study (TIMSS) for results show that students are at the low international benchmark.
- In lessons and most recent work, a large majority of students in Phase 1 and the majority of students in Phase 2 attain levels that are above the curriculum standards. In Phase 1, students exceed curriculum standards, identifying numbers up to 5, common 2D shapes, and their attributes. By KG2, they count to 50, perform basic addition and subtraction, and identify shapes, including polygons and 3D forms. In Phase 2, most students demonstrate advanced skills, comparing numbers and shapes, using decimals, fractions, and percentages, and applying rounding strategies. They represent numbers through various forms, including grids, number lines, and graphical models.
- Over the past three years, the school's trends in internal assessment data in Phase 1 and Phase 2 has been consistently Outstanding. Over the past three year, NWEA MAP testing result has been consistently Weak in Phase 2, however, data shows improved in MAP Fall result from weak in AY 2022/23 to good AY 2023/24.
- The school's internal assessment data indicates that most students in Phase 1 and the majority of students in Phase 2 make better than expected progress in mathematics in relation to their individual starting points and the curriculum standards. In Phase 2, less than three-quarters of students make expected progress in relation to national and international standards on the NWEA MAP mathematics assessment.
- In lessons and recent work, the large majority of students in Phase 1 and the majority of students in Phase 2 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

- The school analyzes assessment data to track the progress of various student groups. The school's internal data indicates that all groups in Phase 1 make outstanding progress, except for gifted and talented students who make good progress. In Phase 1, all groups make good progress, except for high attainers, students of determination and gifted and talented students who make only acceptable progress in relation to their individual starting points and the curriculum standards.

Next Steps:

1. Raise Students' achievement in NWEA MAP across the school.
2. Review the Phase 2 math curriculum to ensure it fully aligns with national and international standards.
3. Accelerate the progress of high attainers, students with determination, and gifted students in Phase 2.

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Good	Good	Not Applicable	Not Applicable
	Progress	Very Good ↑	Good	Not Applicable	Not Applicable

Findings:

- The school’s internal assessment data for AY2023/24 indicates that most students in Phase 1 and Phase 2 demonstrate knowledge, skills, and understanding that are above the curriculum standards.
- The school has administered the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) external assessment to benchmark students’ attainment in Phase 2. Less than three-quarters of the students in Phase 2 attain levels that are in line with national and international standards. The school also participated in the Trends in International Mathematics and Science Study (TIMSS) in AY 2019 and data shows that the result is at the low international benchmark.
- In lessons and recent work, the majority of students in phases 1 and 2 attain levels above the curriculum standards. Students demonstrate knowledge above curriculum standards, observing object characteristics and interactions. While they explore in the STEAM room, their inquiry skills, predictions, and hypotheses are still developing. They understand concepts like push and pull, but their scientific investigation skills are underdeveloped. In Phase 2, students demonstrate well-developed scientific skills, including the ability to identify and explain the needs of living things, describe plant functions, and compare habitats and animal adaptations.
- Over the past three years, the school’s trends in internal assessment data in Phase 1 and Phase 2 has been consistently outstanding. Over the past three year, NWEA MAP testing results has been consistently weak in Phase 2.
- The school’s internal assessment data indicates that most students in Phase 1 and the majority of students in Phase 2 make better than expected progress in relation to their individual starting points and the curriculum standards.
- In lessons, a large majority of students in Phase 1 and the majority of students in Phase 2 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

- The school analyzes assessment data to track the progress of various student groups. Internal data shows that most students in all groups make outstanding progress in Phase 1. In Phase 2, all groups make good progress, except for high attainers and gifted and talented students, who make acceptable progress, and students of determination, including those with additional learning needs, who make very good progress.

Next Steps:

1. Provide opportunities for students to develop science inquiry skills and understanding of the scientific method in Phase 1 and Phase 2.
2. Raise student achievement with a focus on addressing gaps in NWEA MAP performance for Phase 2 students.
3. Ensure the curriculum is effectively modified to meet the needs of all students, with a particular focus on high achievers and gifted and talented students in Phase 2.

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	Not Applicable	Not Applicable

Findings:

- Students in phases 1 and 2 are highly engaged and actively participate in lessons. Students take increasing responsibility in the well-established classroom practices and procedures.
- Student interactions are consistently positive. Phase 2 students collaborate well to achieve shared goals, while Phase 1 students collaborate purposefully, showcasing effective communication skills enhanced through active participation in varied speaking and writing activities.
- In Phase 1, students regularly make meaningful connections to real-world contexts, deepening their understanding. In Phase 2, students demonstrate clear connections across areas of learning. However, these links are often guided by teachers rather than independently identified by students.
- Students are enterprising and are provided with opportunities to develop critical thinking and problem-solving skills through open-ended questions and activities that encourage reflection on next steps and alternative solutions. However, these practices are implemented inconsistently across lessons. Skills demonstrating inquiry, innovation, and technology are still developing.

Next Steps:

1. Increase opportunities to integrate technology and innovation into learning across all subjects in all phases.
2. Promote inquiry-based learning approaches particularly in science lessons in Phase 1.
3. Accelerate the progress of high attaining and gifted and talented students in Phase 2.

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

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Not Applicable	Not Applicable

Findings:

- Most students in Phases 1 and 2 consistently demonstrate positive and responsible attitudes towards learning. They show respect for their teachers, empathy towards peers, and exhibit personal responsibility and self-reliance. They respond very well to regular, constructive feedback from their teachers.
- Across the school, students’ behavior is exemplary and very positive which contributes to a harmonious learning community. The positive rewards scheme, including DOJO points, promotes self-discipline among nearly all students. They work collaboratively to resolve differences, resulting in rare bullying incidents.
- Students are sensitive to the needs of others and respond well to others. They offer mutual support during collaborative activities in lessons. They display a care towards one another, including students with additional needs. As a result, relationships among students and with their teachers are based upon mutual respect and consideration of differences.
- Students demonstrate sound understanding of key aspects of a safe and healthy lifestyle. Students respond well to guidance on making wise decisions when using the internet and social media and demonstrate an understanding of the importance of physical exercise. Grade 5 students actively mentor younger peers on healthy living practices. Additionally, students are beginning to develop an awareness of their emotional well-being.
- Attendance for AY 2023/24 stands at 95%, though challenges remain to full attendance and punctuality in the morning. Attendance is noticeably lower on Fridays, and some students continue to arrive late for assembly despite the school’s prominent reward system for full attendance at individual, class, and grade levels.

Next Steps:

1. Improve attendance rates on Fridays and overall punctuality.
2. Encourage students to seek support from staff to enhance emotional well-being, independence, and resilience.
3. Enhance self-reliance and promote the adoption of all aspects of healthier lifestyles.

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	Outstanding	Outstanding	Not Applicable	Not Applicable

Findings:

- Students across the school have an excellent appreciation and understanding of Islamic values, as well as the heritage and history of the UAE. They articulate how Islamic values influence their daily lives, which is evident in their behavior and the quality of work displayed throughout the school. These displays reflect a clear integration of Islamic principles, fostering an inclusive and respectful school environment.
- Students show deep knowledge and respect for UAE heritage and culture through projects, arts, and celebrations. They actively participate in national events, such as National Day and Flag Day, displaying a high level of understanding of the visionary leadership of the UAE and its transformation from a desert landscape to a modern, advanced society. While students meaningfully participate in these activities, they have limited opportunities to take the lead and initiate events.
- The school demonstrates an excellent understanding and appreciation of its own and world cultures, effectively leveraging its multicultural student body to promote cross-cultural understanding. Students actively engage in collaborative and inclusive activities that enhance their appreciation of cultural diversity, recognizing similarities and differences across cultures, including foods, flags, and sports. However, cross-cultural connections in Phase 1 are still developing and require a more intentional approach.

Next Steps:

1. Provide more opportunities for students to deepen their knowledge of the UAE's heritage.
2. Enhance the integration of Islamic values with modern challenges focusing on sustainability to foster practical application in students' learning.
3. Strengthen students' connections between their cultural identities and global cultures, to promote diversity appreciation and global awareness in Phase 1.

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Very Good	Very Good	Not Applicable	Not Applicable

Findings:

- Students participate willingly in activities that positively impact the school, sometimes volunteering to initiate and lead them. They actively support their peers, including non-Arabic speakers, fostering a welcoming and inclusive environment. These efforts deepen their global perspectives, promote cultural appreciation, and align with the UAE's vision of cohesive social communities.
- Students display a positive work ethic by taking the initiative in fundraising and supporting Red Crescent projects. Their involvement in these humanitarian efforts reflects empathy, responsibility, and their development as global citizens.
- Students care for their school and seek ways to improve its environment. They demonstrate a strong commitment to environmental sustainability by engaging in recycling initiatives and exploring the effects of waste on natural habitats. These actions align with the UAE's sustainability goals and support global citizenship. Students' leadership in environmental projects is still developing, enhancing their potential to contribute to sustainability initiatives.

Next Steps:

1. Provide students with opportunities to lead environmental projects, foster leadership skills, and deepen sustainability awareness.
2. Promote student understanding of cultural identities and global cultures, fostering appreciation and respect for diversity.

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good 	Good	Not Applicable	Not Applicable

Findings:

- Teachers in both phases consistently demonstrate their subject knowledge and understanding of students' learning. However, Phase 1 teachers apply these effectively, clearly conveying content and adapting their approaches to ensure students make good progress.
- Teachers' planning is standardized, purposeful, generally engaging, and age-appropriate. Allocating time and preparing learning resources is a particular strength in the vast majority of lessons observed. Plans indicate a range of strategies, but their implementation is less consistent in Phase 2.
- Teachers' interactions with students ensure that the majority of students are keen to learn. Questioning and dialogue encourage meaningful discussions in both phases, with more thoughtful exchanges in Phase 1. These interactions are particularly strong in lessons where students are given sufficient time to think critically before responding.
- In most lessons, teachers use strategies that effectively meet the needs of all groups of students, demonstrating high expectations for the majority of students. However, these strategies are not consistently personalized or sufficiently challenged to ensure that the most able are adequately challenged to reach their full potential.
- Teachers systematically develop students' critical thinking, problem-solving, innovation, and independent learning skills. They also encourage students to reflect on their work and think for themselves. However, this is not consistently well-developed.

Next Steps:

- Enhance the implementation of planned strategies in Phase 2 to align with the effectiveness observed in Phase 1.
- Provide targeted professional development to ensure personalized instruction and appropriate challenges for high-achieving students.
- Embed critical thinking, problem-solving, and independent learning skills consistently across all phases.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Very Good 	Very Good 	Not Applicable	Not Applicable

Findings:

- The school has consistent and coherent internal assessment processes across both key stages linked to the Common Core State Standards. While these assessments appropriately focus on students’ personal and social development, they do not provide reliable and valid information on academic progress. In phase 1, student outcomes are regularly reviewed against their learning journey and relevant standards to ensure readiness for their next learning stage.
- The school effectively benchmarks students’ academic outcomes against MAP expectations, from KG2 to grade 5 in English, Math, and Science. Additionally, students in grades 3 to 5 are assessed using the standardized TALA for Arabic. The school is also preparing to benchmark students’ attainment against international standards in TIMSS, with results expected in December 2024.
- The school has an in-depth data analysis system that highlights the strengths and weaknesses of students and tracks cohorts’ overtime, highlighting trends.
- Data is analyzed at both individual and group levels, providing accurate progress measures for various student groups, including boys and girls, Emirati and non-Emirati students, and low- and high-attaining students.
- Teachers effectively use assessment information in alignment with curriculum expectations to inform teaching and planning and meet the learning needs of individuals and groups of students. Most teachers use data to set tiered targets that provide an appropriate level of challenge. However, high-attainers and gifted and talented students are inconsistently challenged in lessons.
- Teachers have very good knowledge of the strengths and weaknesses of their students. They provide clear and constructive verbal feedback during lessons and use formative assessment effectively to offer personalized support and challenge. Students are encouraged to reflect on and improve their work, both during lessons and through the marking system. In many lessons, regular opportunities are provided for students for self and peer assessments.

Next Steps:

1. Strengthen internal assessment processes to ensure alignment with curriculum standards and accurate progress measures.
2. Provide increased challenge and support for high-attaining and gifted students to meet their potential.
3. Expand self- and peer-assessment strategies to encourage reflection and improvement across all phases.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Not Applicable	Not Applicable

Findings:

- The curriculum has a clear rationale aligned with the school and national vision and promotes relevance and challenge. The school follows the Next Generation Science Standards (NGSS) the American Common Core State Standards (CCSS) for mathematics and English for Phase 2, and the Ministry of Education (MoE) Curriculum for Arabic medium subjects. In Phase 1, the school uses the Primary Years Programme (PYP) with Wonders English, Reveal Math, Inspire Science, and Letter Land Phonics. The curriculum develops an effective balance of knowledge, skills, and understanding that is age and developmentally appropriate.
- The curriculum is effectively planned to ensure a logical sequencing of concepts and content across the grade levels. It provides opportunities for practical and hands-on experiences, and connections are made to prior learning in better lessons. Transition programs for both Phase 1 and 2 students are in place to ensure that students have the necessary skills, such as the use of technology, as upper grades transfer into middle school, which aims to better prepare them for the next stage of their education.
- The school does not provide elective choices for students in Phase 1 and 2; however, it does provide an enriched program that includes PE, art, and music.
- Some cross-curricular links, such as projects, are planned and implemented. However, they are not always clearly linked to the curriculum or other learning areas. Lesson plans reflect connections to the UAE and use real-world examples, although these do not always connect to different subjects.
- The school conducts regular reviews and develops its curriculum to ensure good provision in almost all subjects. The school conducts a thorough annual review cycle, including an analysis of the internal and external assessment data and teacher feedback. Gaps are identified, and areas to strengthen in preparation for TIMSS and PISA and MAP practice-type questions are reviewed.

Next Steps:

1. Enhance the transfer of learning skills across subjects, emphasizing systematic integration of cross-curricular learning.
2. Ensure learning builds on prior knowledge for continuity of learning in all subjects.
3. Review the progression and development of knowledge, skills, and understanding, especially for transition grades.

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Very Good	Very Good	Not Applicable	Not Applicable

Findings:

- The school successfully ensures that teachers modify the curriculum to meet the needs of different groups of students. Lessons incorporate Success Criteria as part of curriculum adaptation, tailoring learning to various differentiated levels. Student needs are identified through the analysis of internal and external data, which highlight strengths and areas for improvement and guide alignment with these learning levels. To further enhance the curriculum, the school could provide more advanced and enriching opportunities for high-achievers and gifted students, fostering deeper learning and supporting them in reaching their full potential.
- The curriculum is imaginative, offering a wide range of opportunities designed to motivate nearly all students, improving engagement and performance.
- This includes projects focused on environmental awareness, such as waste management in schools and initiatives related to hydroponics, recycling, and sustainability. However, opportunities for innovation and creativity are inconsistent across both phases. Extracurricular options and partnerships with the local community are developing.
- Coherent learning experiences are embedded throughout almost all aspects of the curriculum, which develops students' knowledge, understanding, and appreciation of the UAE's heritage. Events, activities, and celebrations enhance students' understanding and appreciation of Emirati traditions, culture, and the values that influence UAE society.
- Coherent learning experiences are embedded in almost all aspects of the curriculum, which develops students' knowledge, understanding, and appreciation of the heritage of the UAE. Events, activities, and celebrations enhance students' understanding and appreciation of Emirati traditions, culture, and the values that influence UAE society.

Next Steps:

1. Enhance curriculum modifications to better meet the needs of all student groups, particularly high achievers and gifted and talented students.
2. Provide students with opportunities to develop their innovation skills through addressing real world issues.
3. Expand and enrich extra-curricular clubs and activities to support students' academic and personal development.

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	Not Applicable	Not Applicable

Findings:

- The school counsellor, with the Principal and Dean of Students ensure rigorous processes to safeguard students. Interactive child protection training is delivered annually by the counselor. All staff participate in and are fully aware of this. All stakeholders are encouraged to approach the counsellor about any concerns formally or informally as soon as possible. The school is very effective in protecting students from all forms of abuse, including bullying. Workshops for students, staff, and parents on safer internet use and social media, including sessions with external specialists, promote positive online behavior and strategies to prevent cyberbullying. Behavior is addressed jointly by the Dean of Students and the counselor to explore whatever underlying issue is behind poor behavior or problematic relationships.
- The school provides a very safe, hygienic and secure environment for students and staff overseen by The Health & Safety Manager and Facilities Manager through frequent and thorough. The school has addressed all recommendations from the latest compliance inspections and maintains highly effective supervision. During breaks, staff actively engage with younger students, supporting individual and group play. Arrival and departure processes, whether by bus or with parents are very well managed at different access points.
- Buildings and equipment are very well maintained. Maintenance is comprehensively managed and swiftly carried out by an internal team, with more major works undertaken by contractors outside school hours. Risk assessments are robust for activities, events, and specific facilities. Incidents are thoroughly documented and the laboratory is well-equipped with all necessary safety equipment. Students are regularly reminded of laboratory safety rules to ensure a secure learning environment.
- The premises and facilities provide a safe and secure physical environment, very well-suited to the learning needs of all students. All access points are fitted with ramps, and Phase 1 classrooms and doors used by younger students have finger guards to prevent injury. An elevator ensures access to all specialist facilities, including the laboratory and libraries. However, evacuation chairs are not available to ensure the safe evacuation of wheelchair users in the event of a fire.
- The school's promotion of safe and healthy living is very effective. The canteen offers a balanced menu with healthy combination of protein, vitamins, and carbohydrates to support students' learning. School nurses contribute to health educational by monitoring body mass indices and advising parents as needed. The PE department actively encourages physical exercise through displays, activities and assemblies.

Next Steps:

1. Create opportunities for older students to mentor younger students in discussions about healthy lifestyles.
2. Fully implement the electronic access system across the school.

3. Establish safe emergency evacuation protocols, including provisions for wheelchair users on upper floors.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Very Good 	Very Good 	Not Applicable	Not Applicable

Findings:

- Staff have very positive relationships with all students, creating a purposeful environment of mutual trust and respect. Procedures for managing students behavior are effective, and ensure students develop self-reliance and responsibility. The Dean of Students and the counselor work collaboratively to address challenging behavior, ensuring a joint response that considers and supports any underlying emotional issues.
- The focus on emotional wellbeing and positive behavior management also contributes to the promotion of attendance and punctuality. However, challenges with non-attendance persist, particularly on Fridays.
- The school has rigorous systems for identify students with special educational or personal needs. However, a low percentage of these students are identified and provided with an individual learning or behavior plan. Additionally, the school also identifies 20% of students as gifted and /or talented.
- There have been recent changes of role within the inclusion team, but they continue to support the small number of students diagnosed with additional needs. Individualized plans are accurate and prompt, outlining clear goals and strategies. The school has two dedicated rooms for withdrawal learning, equipped with some soft furnishings and work-focused set-ups. However, no sensory room is available for students to de-escalate or decompress; The counselor's room serves as the only alternative. Currently, no designated individual oversees the support and development of gifted and talented. Senior leaders are temporarily holding this responsibility while seeking a suitable appointee.
- The well-being and personal development of all students are efficiently monitored. The information is used to provide emotional and academic guidance for all. While the approach is largely reactive and responsive to individual needs, the counselor conducts group sessions when required and contributes to the overall wellbeing program through lessons and assemblies.

Next Steps:

1. Expand efforts to identify more students with additional needs.
2. Improve Friday attendance while emphasizing the importance of consistent attendance for academic progress and overall school success.
3. Develop strategies to support gifted and talented students, offering greater challenges to more able students during lessons to maximize their potential and outcomes.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good 

Findings:

- The senior leadership team in the school, led by the principal, sets a very clear strategic direction and promotes a bold vision which is shared by all stakeholders. They are highly committed to UAE and Abu Dhabi priorities. These are embedded within the schools vision and strategic plan. Leaders facilitate an inclusive school ethos.
- Leaders at all levels are dedicated and have a thorough knowledge of the curriculum and what constitutes best practices in teaching, learning and assessment. They are focused on raising students' achievements. Collectively, they are very effective in establishing an inclusive and purposeful learning culture.
- School relationships and two-way communication with all stakeholders are highly professional and effective. There is collective responsibility throughout the school, and morale is very positive.
- Leaders at all levels clearly and accurately understand the actions needed to innovate and improve the school. There is a strong focus on advancing the use of learning technologies while maintaining high-quality student outcomes. School leaders effectively anticipate and address potential barriers to improvement, demonstrating proactive and strategic decision-making.
- Leadership has been innovative and very successful in developing the sch• Leadership has been innovative and very successful in developing the school. Collective accountability ensures a high level of school performance. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Next Steps:

1. Develop further opportunities for students to gain hands-on experience in the use of learning technologies.
2. Improve the procedures for identifying gifted and talented students.
3. Clarify middle management roles and hold middle managers accountable for their specific responsibilities.

School self-evaluation and improvement planning

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

Findings:

- Staff members are fully involved in systematic self-evaluation. This is gathered from a range of reliable sources, including analysis of students' internal and external assessment outcomes. The school knows its key strengths and areas for development very well. Key priorities are actively identified, analyzed, and followed up.
- The school has a systematic and very effective monitoring of teaching and learning, which ensures an in-depth evaluation of its quality and its effect on students' learning outcomes.
- School improvement plans are comprehensive and based on thoughtful self-evaluation. They contain detailed actions and well-focused goals. The school improvement plans promote creative solutions to address the school's and the UAE's national priorities. They result in positive effects on students' achievement.
- There has been significant progress in addressing almost all the recommendations in the previous inspection report. As a result of the sustained collective effort of the leaders, the school has shown sustained improvement over time in most key areas.

Next Steps:

1. Engage parents more in the self-evaluation process to inform the assessment of school quality.
2. Streamline the school improvement plan by reducing priorities and responsibilities.
3. Ensure that all stakeholders are informed of progress on school improvement targets.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good 

Findings:

- The school is successful in effectively engaging parents as partners in all aspects of the school community, actively seeking their input and fostering collaboration. Parents make a meaningful and positive contribution to school life and the learning environment. Parents participate in school improvement initiatives and developing school priorities.
- The school employs diverse and effective communication strategies to keep parents well-informed about their child's learning and school activities and events. Parents of students with special educational needs are empowered as active partners in their child's education and maintain positive, collaborative relationships with teachers and school leaders.
- The school regularly reports on students' academic progress through report cards, which include a grade-based assessment of their progress. Parents receive a more detailed academic progress report each term, sometimes offering insights and next steps. Students' personal and social development comments are at a more general level.
- The school makes sustained social contributions to the local and national communities. The school has established local partnerships and participates in community events such as Red Crescent that are age appropriate for the school population. These partnerships have highly positive effects on students learning, development and achievements.

Next Steps:

1. Enhance age-appropriate community, national, and international partnerships that foster social awareness and contribution.
2. Ensure that student progress reports include aspects of social and personal development and the next steps in their learning.
3. Further encourage parent involvement in the shaping of school improvement priorities.

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- Governance includes representation from almost all key stakeholders. The Governing Board, which includes the school's owners, consistently seeks and considers stakeholders' views and consequently, gains in-depth knowledge about the school.
- The Governing Board systematically monitors the work of the school and holds the senior leaders to account for the quality of the schools performance, including achievements and personal development. It acts as a very effective constructive critic for the school.
- The Governing Board exerts a positive influence on the school's leadership and direction, based on ethical principles. They ensure that good staffing and high-quality resources are readily available to the school. The Governing Board has a positive impact on the overall performance of the school and ensures that all statutory requirements are met.

Next Steps:

1. Strengthen coherence across governance levels to ensure stakeholders' views and feedback are effectively communicated and directly addressed by the Governing Board.
2. Develop robust systems to hold middle leaders accountable for their roles and responsibilities, ensuring their contributions align with the school's goals and expectations.
3. Ensure the Governing Board actively supports leadership by prioritizing professional development for staff and allocating resources strategically to improve performance and meet statutory requirements.

Management, staffing, facilities and resources

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

Findings:

- Almost all aspects of school life are very well managed. The procedures and routines are very effective and impact positively on students' outcomes. However, the senior leaders are under additional pressure to manage or support some roles until a suitable appointments can be made. The school's procedures and routines are very effective.
- The school is very well staffed to fulfill the school's vision and mission, delivering a world-class education in an inclusive environment. Almost all staff are suitably qualified and experienced, including those providing temporary cover in both Phases and in the Inclusion Team. There is an extensive support team enabling the teachers and middle and senior leaders to meet students' academic and emotional needs.
- The site and buildings offer high-quality provision, including a fully equipped laboratory and STEAM room, inclusion rooms, shaded and well-equipped outdoor play areas, an indoor swimming pool, a sports hall, and two well-stocked libraries. An elevator ensures full access to all these facilities. The indoor play area provides a substantial space for the whole school to gather. Acoustics in this area do impede the learning to be drawn out of assemblies.
- A wide range of high-quality resources, well matched to the curriculum requirements and teachers' and students' needs, promotes effective teaching and learning. Lessons are well supported with suitable resources for learning. Classrooms are equipped with technology to assist that learning. The absence of individual devices for students does have an impact on some online programs being used. Staff are well supported through targeted professional development. One or two key staffing appointments are required to ease the unnecessary pressure on senior leaders.

Next Steps:

1. Optimize daily use of the science laboratory and STEAM room to foster discovery-based learning.
2. Strengthen long-term planning for Phase 1 and provide greater support and challenge for gifted and talented students across the school.

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