



Irtiqa'a School Inspection

AY 2023/24

Emirates National Schools

Rating: Good

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School Information

General Information		
	Name	Emirates National Schools
	Esis Number	9106
	Location	77, Hameem St, Al Nahyan, Abu Dhabi, 22227
	Website	http://www.ens.sch.ae/
	Telephone	024993700
	Principal	TAMMY SUSAN TUSEK
	Inspection Dates	23 to 29 Feb 2024
	Curriculum	American

Information On Students

Cycles	Cycle 2 - Cycle 3
Number of students on roll	721
Number of Emirati students	599
Number of students of determination	17
Largest nationality group of students	UAE - Jordan - Egypt

Information On Teachers

Number of teachers	50
Nationalities	South Africa - Jordan - Egypt
Number of teaching assistants	3

Changes since the previous inspection

Since the last inspection, the overall effectiveness of the school has improved from acceptable to good.

Attainment and progress in Islamic education and Arabic as a first language have been sustained at an acceptable level across the school. Attainment and progress in social studies have improved from an acceptable level to a good level across the school.

Attainment and progress in mathematics have improved from an acceptable level to a good level across the school. In science attainment and progress have improved from an acceptable level in Phase 4. Attainment has improved in Phase 3 in English and is good. The overall improvement in students' achievement is due to improved teaching across the school and clear guidance from leaders at all levels to support the teachers through training and feedback.

Learning skills have improved across the school and are now good.

Students' personal and social development and their innovation skills were not inspected during the last inspection. These are evaluated at a good level.

The quality of teaching across the school has improved from acceptable to good. This is because of the recruitment of new teaching staff and the intensive program of training provided for them, which has resulted in a consistent approach to teaching across the school.

Curriculum implementation and adaptation were not inspected at the time of the last inspection. These are evaluated at a good level overall.

The arrangements for ensuring the health and safety of students have now improved to a very good level, and the provision for the care and support of the students has improved to good.

The school's overall leadership and management have improved from being acceptable in the last inspection to a good level in the current inspection. At the center of this improvement is the way in which the governors and senior leaders have worked closely together to launch initiatives to raise the quality of teaching and standards of achievement. Governance has improved to a very good level. The leadership of the school has a good capacity to maintain improvements in the future.

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

The school participated in PISA international assessments and the TIMSS international assessments in mathematics and science assessments.

In preparation for international assessments, the school analyzed previous results and drafted an action plan to prepare students and guide teachers on how best to prepare students.

Student and parent awareness sessions were also held in the school.

Students were introduced to the language and format of the assessments using relevant past papers. In science and mathematics, the TIMSS practice questions were used in strategies such as 'Problem for the Day'.

Performance in standardized and international assessments

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

Standardized Assessments

- Students participate in the MAP standardized assessment in grades 6 – 10 in English reading, mathematics and science. Results slightly fluctuate in each grade but are weak overall.
- In consecutive cycles of MAP standardized assessment, students' academic growth over time is improving.

International Assessments: TIMSS, PISA, PIRLS

- The school results for the PISA international assessments and results in mathematics literacy at 411 were very close to the target set for the school at 412. In reading literacy, the score of 414 was well above the target set for the school at 398. In scientific literacy, the score of 404 is well below the target set of 426.
- Overall, the scores are below international averages in reading, scientific and mathematics literacy. However, the school exceeded the target set in reading literacy and almost met the target set in mathematical literacy. In scientific literacy, results were well below the target set.
- Results for the TIMSS international assessment indicate that attainment in mathematics and science in Grade 8 are below the low international benchmark. Scores at 383 in mathematics and lower in science at

370 are well below the intermediate level at 475.

Reading

The school has two libraries with books serving both the English and Arabic curricula. It is well stocked with age-appropriate fiction and non-fiction reading materials in both languages.

There is a full range of books to support learning in both the English and Arabic medium subjects and the school prioritizes reading in both languages.

Books are organized for easy student access and there are many different categories of both fiction and non-fiction books from which students can choose. There is a suitable schedule for all classes in the school to visit the library including opportunities for groups of students with additional learning needs to visit. In addition to the main libraries there is a small specialized in each school to provide specific textbook resources for students involved in the International Baccalaureate Diploma Program. Access is available for students to use all the libraries during school break times.

For English reading provision, the school runs the 'Let's Read' program for students, which is based on students' NWEA MAP reading test results. This ensures that students are challenged at the right level. There is strong support for enabling students' reading comprehension skills to develop. The librarians keep a full ongoing record of students' progress in using this system, which clearly shows those individuals on track or exceeding expectations as well as clearly highlighting those in need of extra support. The assessment data gathered is shared with all members of the English department.

To help encourage reading the school has established a 'Friends of the Library' association of student volunteers to come regularly to the library to assist the librarians in organizing books and resources.

The two school librarians are passionate about their work and find many ways of encouraging students to use the library, including competitions and activities in which students can collaborate together playing chess, working on robotics, writing book reviews and reflect on what they have read.

The librarians also work hard make sure there are a range of activities in the library that are enjoyable. The school invites parents who have authored books who come and run workshops for the students.

The school has plans for how the libraries will be continually improved but does not currently have a school-wide plan to show how reading provision will be constantly developed and how teachers will continually develop their pedagogical skills in the teaching of reading.

Strengths of the school

- Students' achievements are good in English, mathematics, science, and social studies across the school.
- Students' personal development is very good and they demonstrate positive attitudes to learning.
- Teaching is effective across the school in English, mathematics, science and social studies and are underpinned by very positive classroom atmospheres for learning in which all students feel motivated to learn.
- There are rigorous protocols and stringent arrangements for health and safety across the school.
- Attendance is good.
- Parents are very much partners in their children's education and work closely with teachers and senior leaders in the school. This promotes a sense of shared responsibility.
- The Governing Board provides effective support for the school's leadership.

Key Recommendations

1. Improve the current acceptable level of achievement in Islamic education and Arabic as a first language to at least a good level across the school by:

- maximizing opportunities for students to read and write in Arabic, checking accuracy and fluency.
- ensuring that teachers of Arabic and Islamic consistently plan well-differentiated work to meet the needs of the higher-attaining and gifted and talented students across the school.
- engaging students in well-planned collaborative group work to develop their communication skills in Arabic.
- extending interventions for individuals who need additional support to make good progress in these subjects.
- enriching the learning environment in Arabic and Islamic classrooms, ensuring there are plentiful resources for students to access.

2. Further strengthen leadership to raise effectiveness to at least very good level by:

- ensuring middle leaders are fully trained to support teachers in conducting refined analysis of internal
- assessments for greater precision and accuracy.
- ensuring a closer alignment of the school development plan with the school self-evaluation.
- action the approved plans to refurbish and improve school facilities.
- embed ICT and learning technologies in learning across all subjects.

3. Further improve the care and support for students so that it is very good and aligns with best inclusive practices by:

- meeting all expectations of ADEK's inclusion policy.
- expanding the team of qualified and experienced experts in special education needs.
- improving the support in lessons for students who need additional help in learning across all subjects

Overall School Performance: Good

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

PS6: Leadership and Management

The effectiveness of leadership	Good ↑
School self-evaluation and improvement planning	Good ↑
Parents and the community	Good ↑
Governance	Very Good ↑
Management, staffing, facilities and resources	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	Not Applicable	Not Applicable	Acceptable	Acceptable
	Progress	Not Applicable	Not Applicable	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students in the middle and high phases are attaining above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The results of the MoE national examination for Grade 12 at the end of the academic year 2022/23 indicate very good attainment.
- In lessons and their recent work, most children and students in all grades demonstrate knowledge of Islamic teachings, etiquette, and Hadeeth in line with the curriculum standards. However, their proficiency in explaining the rules of Tajweed, their importance and how to apply them during recitation is less well developed. In the high phase, students are less skilled in explaining contemporary Islamic issues and in suggesting solutions.
- Over the past three years, the school's internal attainment data indicates that most students have consistently attained above the MoE curriculum standards in all grades.
- The school's analysis of assessment data indicates that most students in all grades make better than expected progress over time and from their starting point at the beginning of the academic year.
- In lessons, most students make the expected progress in developing their knowledge of Islamic teachings, etiquette, and Hadeeth. However, they make less progress in applying Tajweed rules. In the middle phase, students make do not make sufficient progress in knowing the impact of important Muslim figures on Islamic

civilization.

- The school's analysis of progress data indicates that girls and boys make broadly similar progress in both phases. In lessons, students with additional learning needs, including students of determination and low attainers, generally make the expected progress towards their targets. Higher-attaining and gifted and talented students do not always make the progress of which they are capable.

Next Steps:

1. Raise students' achievements to at least a good level especially in understanding Tajweed rules and applying them in Qur'an recitation.
2. Improve students' knowledge and understanding of the most influential Islamic figures, including their impact on Islamic civilization.
3. Improve students' knowledge and understanding of contemporary Islamic issues.

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	Not Applicable	Not Applicable	Acceptable	Acceptable
	Progress	Not Applicable	Not Applicable	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 against the Ministry of Education (MoE) curriculum standards indicates that most students in the middle and high phases are attaining above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The results of the MoE national examination for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment. However, in the EMSAT in 2022-2023, the majority of students are at medium proficiency level and only 9%, mainly girls, are at the high proficiency level. A small number of students in Grade 12 took the IBDP Arabic A examination and the results showed very good attainment. Students in grades 7 and 10 took the external Tala'aa assessment in Arabic in 2023. Their results showed weak attainment in Grade 7 and acceptable attainment in Grade 10.
- In lessons and their recent work, most students in all grades in the middle and high phases demonstrate listening, understanding, reading, and comprehension skills in line with curriculum standards. Across the school, their writing skills are less well-developed, particularly in grammar and spelling.
- Over the past three years, the school's internal attainment data suggests that most students have consistently attained above the MoE curriculum standards in all grades.
- The school's analysis of assessment data indicates that most students in all grades make better than expected progress over time and from their starting points at the beginning of the academic year.
- In lessons, most students in the middle and high phases make the expected progress in developing their listening, reading, and comprehension skills. They make less progress in developing their writing using correct grammar and spelling. In the middle phase, student progress in reading and their skills in drawing inferences from the text are limited. In the high phase, students gain appropriate skills with summarizing, listening, and reading passages, but they make less progress in acquiring the skills to read expressively and analyze text in different genres, including Arabic poetry.

- The school's analysis of progress data indicates that girls and boys make broadly similar progress in both phases. In lessons, students with additional learning needs, including students of determination and low attainers, generally make the expected progress towards their targets. Higher-attaining and gifted and talented students do not always make the progress of which they are capable.

Next Steps:

1. Improve students' achievements to at least a good level especially in reading and writing skills in both phases.
2. Ensure all students apply correct grammar and spelling in writing and read with more expression and fluency.
3. Improve students' ability to analyze and interpret a wider range of genres, including Arabic poetry.

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

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students in the middle and high phases are attaining above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external, standardized, national, or international social studies assessments for middle and high phases.
- In lessons and their recent work, the majority of students across the school demonstrate knowledge and skills that are above MoE curriculum standards. Students demonstrate a belonging to and loyalty to the UAE in relation to their national identity and have secure knowledge of the culture and heritage of the UAE. Overall, students do not display a confident understanding of global economic factors.
- Over the past three years, the school's internal attainment data suggests that most students have consistently attained above the MoE curriculum standards in all grades.
- The school's analysis of assessment data indicates that most students in all grades make better than expected progress over time and from their starting points at the beginning of the academic year.
- In lessons and in students' work, in both middle and high phases, the majority of students make better than expected progress in gaining knowledge and understanding of the history of the UAE and the geography of the Gulf region.
- The school's analysis of progress data indicates that girls and boys make broadly similar progress in both phases. In lessons, the majority of students with additional learning needs, including students of determination and low attainers, generally make better than expected progress towards their targets. Higher-attaining and gifted and talented students do not always make the progress of which they are capable.

Next Steps:

1. Improve students' understanding of the principles of the UAE's strong economy and its impact on the lives of citizens.
2. Improve students' skills in researching, collecting, and analyzing data about the UAE's economy and growth.
3. Enhance student's confidence and critical thinking skills in suggesting informed ideas to maintain economic sustainability.

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

Findings:

- The school’s analysis of internal assessment data at the end of academic year 2022/23 against the Colorado state standards indicates that most students in the middle and high phases are attaining above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- For the students in Grade 12 who took the 2023 IB diploma external assessment in English, their results showed outstanding attainment. NWEA MAP tests are taken by students in grades 6 to 10 and these show weak results, although there is a trend of improved academic growth over the last three years. Students in grades 9, 10 and 11 participated in the PISA. Results in reading literacy were below international standards.
- In lessons and their recent work, the majority of students in all grades demonstrate listening, understanding, reading, writing and comprehension skills above curriculum standards. Students in the boys’ section of the school need to improve the presentation of their work. Students show proficiency in presenting their ideas verbally and at length in presentations. However, occasionally, students lack confidence in speaking and expressing their ideas at length and in detail.
- Over the past three years, the school's internal attainment data suggests that most students have consistently attained above the curriculum standards in all grades.
- The school’s analysis of internal assessment data indicates that most students in all grades make better than expected progress over time and from their starting points at the beginning of the academic year.
- In lessons, the majority of students across both phases make better than expected progress in developing their listening, reading, writing and comprehension skills. Students in both phases make less progress in speaking at length and in detail about their ideas. Students in the high phase make insufficient progress in their skills to draw inferences from complex texts.
- The school’s analysis of progress data indicates that girls and boys make broadly similar progress in all phases. In lessons, girls make more progress than boys. The majority of lower-attaining students, students with additional learning needs, including students of determination, make better than expected progress

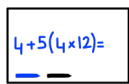
toward their targets. Higher-attaining and gifted and talented students do not always make the progress of which they are capable.

Next Steps:

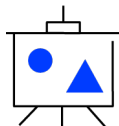
1. Set higher expectations in the boys' school, in order to accelerate their progress and ability to complete all tasks provided in lessons.
2. Fully develop the skills of students across the school to consistently and confidently present orally, their ideas and understanding with fluently, at length and in detail.
3. Further develop the skills of older students to draw inferences from the texts that they read.

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:



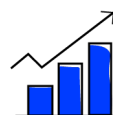
Number and quantity and their use



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

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 against the Colorado state standards indicates that most students in the middle and high phases are attaining above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- A small number of students in Grade 12 took the 2023 IB diploma external assessment in mathematics, and their results showed weak attainment. The school participates in the NWEA MAP standardized assessments in grades 6 to 10. Whilst the overall rating in the most recent tests is weak for mathematics, the results indicate strong academic growth and improvement over the last three years. Students in grades 9, 10, and 11 participated in the PISA international assessments, and their results suggest attainment is below the international standards. In Grade 8 students participated in the TIMSS international assessment and their results were below the low international benchmark.
- In lessons and their recent work, the majority of students in the middle and high phases demonstrate levels of mathematical knowledge, skills, and understanding that are above curriculum standards. Across the school, students show an understanding of numeric and algebraic concepts. Students demonstrate a strong understanding of fundamental mathematical concepts including the four operations. Across the school, students do not always show confident abilities with mathematical reasoning and with being able to evaluate and analyze data.
- Over the past three years, the school's internal attainment data suggests that most students have consistently attained above curriculum standards in all grades.
- The school's analysis of internal assessment data indicates that most students in all grades make better than expected progress over time and from their starting points at the beginning of the academic year.
- In lessons in the middle and high phases, a majority of students make better than expected progress in developing mathematical knowledge, understanding, and skills.
- The school's analysis of progress data indicates that girls and boys make broadly similar progress in all phases. In lessons, lower attaining students, students with additional learning needs, including students of

determination, generally make better than expected progress with working toward their targets. However, higher-attaining students and gifted and talented students do not always make the progress of which they are capable.

Next Steps:

1. Improve students' abilities across the school to apply mathematical reasoning in justifying their answers and solutions to problems.
2. Ensure students can confidently and accurately evaluate, analyze and interpret data.
3. In the high phase, improve students' ability in statistics so they can demonstrate their statistical reasoning skills.

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

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 against the New Generation Science program for science indicates that most students in the middle and high phases are attaining above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- A small number of students in Grade 12 took the 2023 IB diploma test in science and their results showed weak attainment. The school participates in the NWEA MAP standardized assessments for students in Grades 6 to 10. Whilst the overall results suggest attainment is weak in science, the results show positive academic growth and improvement over the last three years.
- Students in grades 9, 10 and 11 participated in the PISA international assessments and results suggest that attainment is below the international standard. Grade 8 students participated in the TIMSS international assessment, and their results were below the low international benchmark.
- In lessons and their recent work, the majority of students across the school attain above the curriculum standards. They demonstrate a secure understanding of the stages of the scientific method and how hypotheses are formed and tested. They work effectively on science experiments to investigate chemical reactions and biological structures. Students' oral presentation skills and their ability to analyze science data from experiment outcomes is less well developed.
- Over the past three years, the school's internal attainment data suggests that most students have consistently attained above the curriculum standards in all grades.
- The school's analysis of internal assessment data indicates that that most students in all grades make better than expected progress over time and from their starting point at the beginning of the academic year.
- In lessons, in both phases, the majority of students make better than expected progress. Across the school, the majority of students make better than the expected progress in learning about life, earth, and physical sciences.

- The school's analysis of progress data indicates that girls and boys make broadly similar progress in both phases. In lessons, students with additional learning needs, including students of determination, generally make better than expected progress. Higher-attaining and gifted and talented students do not always make the progress of which they are capable.

Next Steps:

1. Improve students' skills in the analysis of science results derived from experiments and investigations.
2. In both phases, further improve students' knowledge and understanding of scientific principles especially their ability to derive and initiate their own hypotheses for investigation.
3. Ensure all students' have secure knowledge of scientific laws and principles so that can apply these rules in experiment and investigations.

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	Not Applicable	Not Applicable	Good ↑	Good ↑

Findings:

- Students across both phases are generally enthusiastic and enjoy learning. From working closely with their teachers, they generally know their own strengths and weaknesses and how they can improve their work. Occasionally, boys do not take enough responsibility for their learning and show initiative.
- Students interact in a very positive way with each other and their teachers. They are entirely used to collaboration as a natural part of the way they work each day. Students usually communicate their learning clearly. In some lessons they communicate their learning at length and in detail.
- Students regularly make meaningful connections between their work and real-life events.
- Through much of the work they do, students across the school learn to think critically and solve problems. During lessons, they do not always sufficiently develop their creative, innovation and enterprise skills. Throughout the school students use learning technology effectively to support their work in lessons.

Next Steps:

1. Ensure that boys consistently take full responsibility for their work and, where appropriate show initiative in making choices about their learning.
2. Improve and fully develop students' confidence and speaking skills across the school to communicate their learning and ideas at length and in detail.
3. Develop students' innovative, creative and enterprise skills in lessons across the school.

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

Personal Development

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

Findings:

- Students enjoy coming to school and demonstrate a positive attitude towards learning. They respond well to the feedback and instructions from the teachers. In both phases. While most students become increasingly more self-reliant and require less direction from teachers, this is not consistently the case for boys. Students generally respond well to critical feedback from teachers and each other.
- Students are frequently self-disciplined, polite and respond well to others. They are generally very well-behaved. As a result, there is a positive and harmonious atmosphere across the school. Students work well together to resolve differences. Students' say that bullying of any kind is very rare.
- Students are sensitive to the needs and differences of others and consistently help each other. They are very considerate of their classroom friends and openly show consideration when they meet each morning, particularly the girls. Students regularly contribute to school teams, activities and initiatives, including volunteering to be peer mentors for younger students.
- Students demonstrate positive attitudes to eating healthily and staying fit. However, they are aware that some students in the school do not follow the advice given about eating healthily and having regular exercise.
- Attendance at 94% is good for both the middle and high phases. However, some students do not always arrive to assembly on time.

Next Steps:

1. Improve all students' punctuality in arriving at school in time for assembly.
2. Fully develop the confidence and abilities of boys so they become more self-reliant and show initiative with work and activities in which they are involved.
3. Ensure all students gain a full knowledge and awareness of following a healthy and fit regime.

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	Not Applicable	Not Applicable	Good	Good

Findings:

- Students demonstrate a reasonably clear understanding of Islamic values and how these can influence everyday life in the UAE. They show respect for older people and to those who differ in opinion and belief. Students understand the Islamic values of caring for other people in society and are involved in fund raising through the Red Crescent and other charity organizations.
- Students demonstrate clear appreciation and knowledge of the heritage and culture of the UAE. They participate in setting up heritage corners and displays around the school that celebrate UAE achievements such as the Emirates Mars mission Hope Probe ‘Misbar Al Amal,’ and the space mission of Emirati astronaut Sultan Al Neyadi to the International Space Station. Students across the school participate in a wide range of activities to celebrate Flag Day and National Day. However, students do not often take the initiative to involve themselves at a deeper level in cultural activities in the school and the wider community.
- Students demonstrate a clear understanding and appreciation of their own culture. Students show pride in their heritage and traditions as evident in their preference to wear their traditional dress on Fridays. Although they are aware of cultural diversity, they have limited knowledge of other world cultures beyond their own and that of the UAE.

Next Steps:

1. Encourage students to initiate their own ideas to further develop their understanding and appreciation of Emirati culture and traditions.
2. Encourage students across the school to take the initiative in organizing events and participating in celebrations of their own culture.
3. Improve students’ knowledge and understanding of other world cultures through lessons and projects that promote diversity.

Social responsibility and innovation skills

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

Findings:

- Students participate in activities that have a positive effect on the school and the wider community. Many students, not all, take on a wide range of voluntary activities involving themselves in fundraising in association with the Red Crescent and the Model United Nations organizations.
- Students show a very positive work ethic in all classroom and wider school activities. Girls are particularly motivated to learn.
- Students often enjoy participating in projects and working with each other. There are some examples of students taking the initiative to lead on projects such as the involvement of older students in the 'RIZE Project.' However, overall, students' innovation, enterprise, and entrepreneurial skills are underdeveloped, and only a few students are involved in taking the lead to make decisions for themselves and lead projects.
- Groups of students across the school are involved in projects to care for the school and, working with staff, seeking ways to constantly improve the learning environment. These groups are active in supporting schemes that contribute to sustainability and conservation locally. The Student Council has been effective in supporting recycling programs. Nonetheless, there remains scope for ensuring all students across the school become fully involved in environmental sustainability programs both locally and in the wider world environment.

Next Steps:

1. Ensure all groups of students across the school have the opportunity to be fully involved in voluntary, charitable work.
2. Ensure students' innovation and enterprise skills are fully developed, ensuring that they take the lead to make decisions for themselves in new projects.
3. Ensure all groups of students across the school have suitable opportunities to be consistently involved in environmental sustainability projects.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers apply their subject knowledge well to plan and deliver lessons effectively using a range of activities that effectively engage students.
- Teachers plan lessons that engage students well using a range of activities that cater to the needs and interests of most students. However, not all lessons provide sufficient challenges for higher-attaining students. Resources are used effectively in most lessons to support progress, although these are mainly limited in Arabic and Islamic Education to textbook exercises. Teachers across all phases manage lesson time well. Most teachers create positive age-appropriate learning environments in the classroom and use time in lessons well to help all individuals make progress. A minority of teachers rely too much on textbook driven content for lessons, and do not set sufficiently high expectations of what students can achieve, particularly in Arabic and Islamic Education.
- Teacher-student interactions are positive and ensure that students are willing learners and keen to complete lesson activities. Teachers generally question students effectively to engage them in dialogue and, in the best lessons, they encourage individuals to talk at length and in detail to share their ideas and understanding. However, this is inconsistent in all classes.
- Most teachers provide effective support in lessons to meet the needs of different groups of students although the higher attaining students are not always provided with sufficiently challenging activities. Students with additional learning needs, including students of determination, are generally provided with effective support. Teachers mainly provide interesting, open-ended tasks and activities to hold the interest of all groups of students and consequently accelerate all students' learning in lessons.
- Teachers are generally successful in developing students' critical thinking, problem-solving, creative, and independent learning skills well. They ensure that learning technology is used effectively by students in the classroom. Most teachers provide opportunities for students to work and research independently and in groups. Outside of lessons a few students, both boys and girls, are provided with opportunities to develop their innovation and entrepreneurship skills very effectively.

Next Steps:

1. Across the school, ensure all teachers consistently set high expectations of what students can achieve in lessons, particularly in Arabic as a first language and Islamic education.
2. Ensure that in all classes, teachers encourage all students actively learn and reduce reliance on textbooks especially in Arabic and Islamic education.
3. Ensure all lessons have sufficiently challenging activities to cater to the higher-attaining students.

Assessment

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

Findings:

- The school's processes for assessing students' attainment and progress are coherent and comprehensive. Assessments are clearly linked to the Colorado state standards in English and mathematics, the New Generation Science program for science and the UAE Ministry of Education. All students in the core subjects are given diagnostic assessments to provide a benchmark to measure their progress through the year. However, internal assessments by the school sometimes overestimate students' attainment.
- The school benchmarks students' attainment against international standards in both PISA and TIMSS. In addition, the school regularly assesses students from grades 6-10 in NWEA MAP standardized assessments in English, mathematics, and science. A small number of students in Grade 12 take the 2023 IB diploma tests in Arabic, English, mathematics and science.
- Comprehensive assessment data are collated and analyzed at the senior leader level. Information on the attainment and progress of different groups of students is available to teachers and leaders.
- Overall, most teachers use assessment information to plan their lessons effectively. However, the delivery of these lessons does not always result in a range of activities that sufficiently challenge higher-attaining students.
- Teachers have good knowledge of the general strengths and weaknesses of individual students and provide appropriate general support in lessons. Where additional explicit support is offered in the classroom to students with additional learning needs, including students of determination, these students participate fully in the lesson activities and make progress similar to their peers. Students are rarely involved in the evaluation of their own and their peers' work although most teachers have the pre-determined assessment rubrics available for their subject.

Next Steps:

1. Ensure internal assessment fully and accurately reflects the standards achieved by students in lessons and in their work.
2. Use student assessment information more effectively to influence teaching for higher-attaining students in all subjects.
3. Provide more opportunities for students to evaluate their own work and the work of their classmates in lessons.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Colorado state standards for English and mathematics and the American, New Generation Science program for science. The school incorporates the Ministry of Education (MoE) curriculum for the Arabic Medium subjects. A small number of Grade 11 students are enrolled on the International Baccalaureate Diploma program. The school uses the framework of the American International Baccalaureate to deliver the taught and enriched curriculum and incorporates essential components of this into its provision, for example the individual learning profile. The curriculum has a clear rationale, is broad and balanced and has an essential focus on UAE national identity.
- Curriculum planning ensures that planned course content is appropriately delivered each term. Subject leaders ensure that curriculum content and student learning build on previous learning. Most teachers adapt the curriculum to meet the needs of individuals and groups of students. Most students are well-prepared for the next stage of their education. However, there are gaps in the knowledge and skills of students learning Arabic as a first language and, as a result, not all of these students are adequately prepared for the next stage in their education.
- The range of subject electives for older students generally meets the needs of all students. A range of humanities subjects supplement the choice of single sciences and the required core subjects providing flexibility as a future study and career choice. However, high school students have indicated that they desire a wider range of electives to better match their intended choice of further study and career intentions.
- Cross-curricular links are embedded in the curriculum in some but not all of the subjects taught. Most teachers plan links to UAE National Identity and where appropriate, learning in other subjects. Students are involved in producing an Inter-Disciplinary Unit (IDU), which effectively develops their cross-curricular and generic learning skills.
- The school conducts regular reviews of the curriculum after term assessments to ensure that the taught curriculum is being delivered against the required curriculum standards and where there are identified gaps in learning or where groups of students require additional support. Not all teachers review the available assessment data to modify their planning of the curriculum to incorporate opportunities for developing students' learning skills, particularly their innovation and enterprise skills in lessons.

Next Steps:

1. Review the taught curriculum to fully identify and rectify any gaps in the knowledge and skills of students learning Arabic as a first language.
2. Review the taught curriculum to fully identify and rectify any gaps in the knowledge and skills in Islamic education.
3. Ensure all subjects provide effective and meaningful cross-curricular links

Curriculum adaptation

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

Findings:

- The school provides a stimulating and challenging curriculum based on the Colorado state standards delivered through the framework of the International Baccalaureate. In most lessons, curriculum content is modified appropriately to meet the needs of most groups of students including low attaining students and students of determination. However, too often the taught curriculum does not offer sufficiently levels of challenge for higher-attaining and gifted and talented students. The taught curriculum for Arabic as a first language and Islamic Education is not always enriched sufficiently to provide challenge and interest for students.
- The taught curriculum is effectively designed to motivate students and to help them stay fully engaged in lesson activities. However, it does not sufficiently provide opportunities for students to develop their innovation and entrepreneurship skill. A wide range of extracurricular opportunities is provided for students across the school which suitably enhance students learning.
- The curriculum includes many activities that establish links with Emirati and UAE culture in most lessons. Celebrations, assemblies and field trips provide many opportunities for students to appreciate the heritage and culture of the UAE and Islamic values.

Next Steps:

1. Ensure the taught curriculum is suitably modified to ensure a full range of opportunities for higher-attaining and gifted and talented students in all classroom activities.
2. Ensure the taught curriculum is fully adapted to ensure a wide range of enrichment opportunities are provided for students in Arabic as a first language and Islamic education.
3. Review the curriculum to ensure that all subjects offer sufficient opportunities for all students to develop their entrepreneurship and innovation skills, both within and outside the classroom.

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	Not Applicable	Not Applicable	Very Good ↑	Very Good ↑

Findings:

- The school has rigorous procedures for the safeguarding of children and students including child protection. Child protection and safeguarding arrangements are clearly defined in a written policy that is shared with all stakeholders. All staff at the school sign a copy to confirm they have read and understood the policy. The school provides training for all staff in child protection and safeguarding on a regular basis. Additionally, the school provides training for all staff in first aid. The school ensures that all students are protected from all forms of bullying, including cyberbullying. Parents are fully aware of safeguarding procedures through regular workshops provided by the school. The school helps and informs students about how to stay safe using the internet and social media. Staff ensure all students know who to talk to if they experience a problem.
- Through meetings with parents and regular briefing sessions with students, the school ensures that all members of the school community understand the importance of following the health and safety policies to ensure that all individuals are safe and well cared for. Staff with health and safety responsibilities meet on a regular basis to review policies and to check schedules for all areas of health and safety checks. Rapid communication around the school between with all members of staff helps to ensure that any issues are rapidly addressed. All members of the health and safety team are in regular daily contact with each other and with senior leaders where necessary. Overall, students are very well supervised. Bus routines and arrival and dismissal routines are mostly very well organized. However, there remains scope for improving the rigor of dismissal routines from the boys' school to ensure all students make their way to transport in a completely safe manner. Risk assessments are regular, and mitigating action is taken to ensure that the highest expectations for health and safety are met. The school meets all legal requirements and conducts regular emergency fire evacuation drills, ensuring full compliance with the Civil Defense regulatory requirements.
- Buildings are very well maintained. Comprehensive maintenance, health, and pastoral care records are kept. All the necessary regulatory checks for these essential functions are up-to-date and all contracts are with approved providers. The school has a well-equipped medical clinic staffed by the school nurse. Essential medicines are locked in a secure cupboard within the clinic, and the nurses supervise and administer essential medication to students. The nurse is diligent in maintaining accurate records.
- The school premises provide a safe learning environment for all members of the school community. The premises provide a safe, secure, and inclusive physical environment, with two lifts, four ramps, six wheelchair-accessible bathroom facilities, and two parking for mobility spots, ensuring accessibility for those with mobility issues.
- Staff brief students about the need to eat a healthy diet and keep themselves fit. The importance of exercise and fitness is promoted by staff through a range of workshops given to students across the school.

All students take part in the school's physical education lessons. Effective measures are taken to protect children and students from the sun including appropriate shading in all outdoor spaces. There is readily available access to fresh drinking water.

Next Steps:

1. Reinforce rules for safe practices at the end-of-day in the supervision of students, particularly in the boys' section.
2. Ensure students are fully aware of all aspects of healthy eating and the importance of daily exercise.
3. Provide extra opportunities beyond the PE lessons to stay fit and engage in daily exercise.

Care and support

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

Findings:

- All staff in the school interact in a very friendly, positive and supportive way with students. Positive relationships are well established across the school. There is a climate of trust and respect between students and adults. Expectations for all students' good conduct and behavior are clear and understood by all, and expectations are shared with parents and families. The extensive use of the school's online app used to communicate with parents means that parents know immediately about all positive aspects of students' behavior and also if there are any difficulties.
- The school's approach to promoting attendance is highly effective and has seen improvement since the previous inspection, with attendance now at 94%. However, systems for ensuring students all arrive at school punctually are less effective.
- The school has thorough procedures for identifying students with additional learning needs, including students of determination. There is rigorous categorization of students into groups according to their needs to indicate those who need behavioral plans and those who have specific medical needs.
- Currently the school has identified 200 students as having additional learning needs, with 3% of students being identified as students of determination. The school also has effective systems for identifying students who are gifted and talented as well as identification procedures for students who are higher attaining. The school holds records that include specialist assessments. The school has Documented Learning Plans and detailed individual education plans (IEPs) that are put in place within six weeks of students of determination being identified.
- The school provides carefully planned interventions for students with additional needs, including for students of determination, applying adapted lessons, in-class support and withdrawal sessions to enable students to accelerate their personal and academic progress. However, there remain occasions in lessons where students of determination, higher attaining students and gifted and talented students do not receive the precise support that they need. Although IEPs for students of determination are detailed, they do not always include clear annual SMART targets, with rigorous and robust benchmarks linked to the curriculum to identify individual starting points in lessons. Additionally, although the school has identified gifted and high-attaining students, there are no specific learning plans in place for these individuals.
- The school has systems in place to monitor the well-being and personal development of students, and to provide support where needed. The career advisors provide very effective guidance for senior students through one-to-one meetings, workshops, and college fairs in and outside of school. There is an open-door policy that further facilitates highly personalized support, particularly for those in Grade 12 who are planning their next phase of education. This is highly valued by students and families.

Next Steps:

1. Reinforce the school's procedures to ensure all students arrive promptly at school each day.
2. Fully reinforce current best practices in lessons supporting students with additional learning needs, including students of determination to ensure they are fully supported in learning at all times beyond personalized interventions.

3. Ensure that higher attaining and gifted and talented students always receive the support they need in lessons and activities across the school.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good 

Findings:

- The senior leadership team, comprising the head of the campus, principal, head of the boys' school, and head of the girls' school, fully promotes the school's vision statement to develop students as future leaders, and this vision is shared by the whole school community. The senior leadership team, working closely with the Governors are ambitious about students education. Along with all school staff they establish a strongly positive culture for learning across the school. The school's vision and mission are shared with parents, students, and staff through various communication platforms. There is a clear commitment to the UAE's priorities and inclusion. Comprehensive plans are in place to support students in succeeding in international examinations such as TIMSS and PISA. The senior leaders demonstrate a strong commitment towards ensuring that staff and students alike feel included and valued, are treated fairly and respectfully, and have a sense of belonging.
- Senior leaders demonstrate a clear understanding of the curriculum and best practices in teaching, learning, and assessment especially in English, mathematics and science. Through the regular weekly training sessions after school, leaders are innovative in supporting all teachers with constantly improving their skills. However, teachers need supporting in making internal assessment more accurate. Leaders are focusing their efforts on ensuring that higher attaining and gifted and talented students always make the progress of which they are capable.
- Relationships across the school are very positive. Leaders delegate effectively, ensuring middle leaders are aware of their roles and responsibilities and will be held accountable for raising students' achievement. Middle leaders observe lessons and support teachers within their departments to help them improve. Communication within the school is professional, at both a formal and informal level. There are very regular departmental and interdepartmental meetings. Communication around the school is rapid and in this way all staff feel fully informed and supported. Morale within the school is high.
- Leaders at all levels have a clear understanding of what they need to do to improve the school and have placed a very strong focus on addressing the main issues in teaching to ensure students' standards of achievement improve in Arabic and Islamic. They have focused incisively on ensuring that all teachers new to the school have the skills they need to teach effectively. Since the last inspection the senior leadership team has been significantly strengthened, with full clarity established within the roles of all leaders. Senior leaders demonstrate a strong capacity to continue improving the school, with a 'never give up' mentality applied to all obstacles that occur.
- Leaders hold staff to account through regular analyses of students' performance data, lesson observations and reviewing the effectiveness of planning and teaching strategies. The school has successfully raised students' overall standards of achievement since the previous inspection while recognizing that there remains work to do in raising standards further in Islamic Education and Arabic as a first language. The school has also improved the quality of teaching, the care and support of students along with the overall leadership and management of the school. Senior leaders ensure that the school is fully compliant with statutory requirements.

Next Steps:

1. Provide training for middle leaders on how to support teachers in improving the accuracy of internal assessments.
2. Move ahead with current plans to strengthen the support provision for students who are higher-attaining and/or are gifted and talented.
3. Provide training for middle leaders in developing initiatives to accelerate the improvement of standards achieved by students in Islamic education and Arabic as a first language.

School self-evaluation and improvement planning

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

Findings:

- All staff actively participate in the school self-evaluation (SEF) process. In constructing the SEF, senior leaders and staff consider a blend of valid sources of evidence, including lesson observations and both internal and external assessment information. Judgments are mainly realistic and broadly align with the inspection framework and the current inspection findings. Senior and middle leaders display a secure understanding of the school's strengths and areas requiring improvement. The school is aware that the increased accuracy of summative internal assessment judgments would enhance self-evaluation.
- The monitoring of teaching and learning is systematic and conducted by senior and middle leaders. They make regular classroom visits each term and provide teachers with clear and constructive feedback. The observation forms include a wide range of relevant criteria, but there remains scope for placing a greater emphasis on judging students' attainment and progress. Effective monitoring and feedback have been central to the school in improving the quality of teaching and students' standards of achievement.
- The school development plan is clear and effectively highlights the crucial areas for improvement. It contains suitable targets, strategies, success criteria and dates by which actions should be achieved. Actions and success criteria are fully focused on improving students' outcomes. The improvement priorities are closely aligned with the recommendations from the previous inspection.
- The school has demonstrated significant improvement over time, particularly in key areas such as improving students' achievements and learning skills in all subjects, and with improving teaching and the quality of leadership.

Next Steps:

1. Improve the accuracy of summative internal assessment judgments to better inform the school self-evaluation processes.
2. Ensure there is complete integration and alignment between the self-evaluation improvement priorities and school development planning processes.
3. Improve the processes of lesson monitoring and evaluation by ensuring there is an increased focus on judging students' progress during the observations.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good 

Findings:

- Discussions with the parents show clearly that they feel they are partners in the education of their children. Through the online communication app in use, parents are very aware of what their children are learning, what is planned for their learning and how well they are progressing. Their support of their children's learning has underpinned the school's recent success in improving standards. Parents frequently contribute to surveys issued by Governors and meet with the senior leaders and Governors on regular occasions. This gives them many opportunities for their views to be considered. However, senior leaders correctly identify that there is scope for further involving parents in working with the school to review plans for future improvement. The school has an active Parents' Council that is fully involved with helping the organization of events throughout the year. The school encourages parents to participate in reading sessions for students as well as supporting them with competitions, field trips, celebrations and helping with extra-curricular activities. Parents' involvement makes a very positive contribution towards enhancing the education of students in the school. Discussions with parents on the school's Parents' Council and with senior leaders in the school indicate that there remains a small minority of 'hard to reach' parents who do not involve themselves in the life of the school and participate as full partners in the children's education.
- The school's communication with parents is strong. Regular updates are communicated in both English and Arabic via numerous platforms. Parent-teacher meetings are scheduled every term where teachers share feedback to encourage parents with suggestions as to how they can help their child improve. Advice is also relayed to parents via the online app in terms of how they can support their children with homework assignments or reading. Parents who have children or students of determination continue to be involved in the monitoring and target setting in their child's Individual Education Plan (IEP). Discussion with parents shows they are fully satisfied with the extent of communication from the school.
- Parents access to the online app means that they can effectively review their child's academic progress at any time. The reporting system is rigorous, informing parents of their child's academic progress, effort made, and personal and social development. Written reports to parents clearly communicate all aspects of their children's achievements and how they can improve in the future.
- The school has a strong partnership with the local community. It partners with the Red Crescent and participates in various initiatives such as the recent initiatives to raise funds for global emergencies. Students regularly take part in activities as volunteers.
- The school has established connections with other schools and numerous local and international universities to enhance students' academic and personal development and to support their further education. The school has suitable international links including with schools in Uzbekistan and South Africa.

Next Steps:

1. Develop the role of parents and the Parent Council in working with school leaders to share and review ideas for future school improvement initiatives.
2. Reinforce current systems to encourage 'hard-to-reach parents' to involve them more with the life of the school and their children's education.

3. Develop the involvement of parents in working with students on community-based projects.

Performance Indicator	Quality judgement
Governance	Very Good 

Findings:

- The Governing body includes representation from a wide range of stakeholders but has not yet moved to include a student governor in its membership. The Governing body regularly and systematically monitors the school's actions and holds senior leaders fully accountable for both the performance and quality of services, including the academic and personal development of all students. The governing board meets every term to discuss all initiatives and new developments and to discuss any required areas for improvement.
- Governors place a high priority and focus on ensuring the accountability of school leaders in moving forward with planned actions. There is constant scrutiny and investigation of key decision-making and performance actions, which has recently focused on strengthening the school leadership team and ensuring the recruitment of staff to help accelerate school improvement initiatives. Governors keep in very close contact with the campus director and principal and have a very clear overview of the daily running of the school. Governors are vigilant about ensuring that the school runs efficiently on a day-to-day basis and ensuring all statutory requirements are met.
- The Governing body is proactive and has a positive influence on the school's overall performance. Governors ensure that the school is well-equipped to offer a diverse range of learning experiences for students. They have identified the need to move forward with plans to improve the school buildings and facilities by adding a gymnasium to enhance students' physical education and provide a new technology and careers center.

Next Steps:

1. Widen the representation of stakeholders on the governing body by including a student representative.
2. Move ahead with plans for new gymnasium to enhance the school's physical education programs and a new technology and careers center to broaden the range of activities and opportunities for the students.
3. Hold leaders accountable for improving students' achievements in Arabic and Islamic education.

Management, staffing, facilities and resources

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

Findings:

- The school is very well organized and runs very efficiently on a day-to-day basis. This has a positive impact on enhancing students' outcomes and personal development and ensures that no time is wasted in the school day. Very clear procedures and routines in both the boys' section and the girls' section of the school ensure that the school has a calm, welcoming and happy learning environment, where staff and students work respectfully and harmoniously together.
- The school is staffed appropriately. A turnover of 42% of the staff in the last 18 months has enabled the school to revitalize its body of teachers, and this has been a central, crucial and successful factor within the school's focus on driving up standards. The employment and installation of a new leadership team, including the recruitment of a new principal has also been central to the school increasing the rapidity of school improvement. All currently employed teachers possess full qualifications to effectively teach their respective subjects. The support provided for the new teaching staff has enabled them to come together as a strong team and helped reduce the prospects of any future high levels of turbulence occurring. The school deploys staff with the right level of expertise to provide support for students with additional learning needs. However, there remains a need to recruit more special educational needs experts to reinforce consistent good practice in this area of provision across the school.
- All staff, including support staff, benefit from regular professional development closely matched to the school's priorities, with teachers currently participating in regular training days each week after school. This training has been successful in helping the school establish consistency in the quality of teaching across the school. Training is also required to help teachers develop their approach towards ensuring that higher-attaining and gifted and talented students are always successfully challenged by the work provided in lessons.
- The school premises are very effectively maintained and designed to meet the learning needs of students across all grades and cycles. Classrooms are of adequate size for students. There is a range of specialist facilities. There are suitable outdoor areas, but the school currently lacks a gymnasium.
- The school is well resourced with practical equipment and with smart boards in each classroom and the wide availability of learning technology across the school to fully enhance teaching and learning.

Next Steps:

1. Recruit experts who are experienced in best practices in supporting students with additional learning needs, including students of determination and students who are gifted and talented.
2. Provide full training for teachers to support them in improving their accuracy in assessing students' attainment and progress.
3. Provide full training for teachers to improve their skills in ensuring that higher attaining and gifted and talented students always make the progress of which they are capable.

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