



Irtiqa'a School Inspection

AY 2023/24

Excel International School

Rating: Acceptable

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School Information

General Information		
	Name	Excel International School
	Esis Number	9335
	Location	28, Al Sard St, Falaj Hazza', Al Ain 30066
	Principal	LEONARD MURPHY
	Inspection Dates	16 to 18 Jan 2024
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - KG
Number of students on roll	393
Number of Emirati students	24
Number of students of determination	1
Largest nationality group of students	Egypt - Pakistan - Sudan

Information On Teachers

Number of teachers	34
Nationalities	India - Egypt - Pakistan
Number of teaching assistants	10

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

There is a comprehensive awareness of the importance of international assessments. The school promotes the importance of making global comparisons to identify gaps in students' knowledge, skills, and understanding, and areas for future focus.

To prepare students for participating in international assessments, the school provides enrichment programs to support students in developing skills, and also familiarity with online testing techniques.

Training has been provided to enhance teachers' questioning skills to give students more practice in analysis, reasoning, and synthesis.

Students are also provided with regular practice in the types of challenging questions that they are likely to encounter. Workshops on the importance of students' participation in international assessments have been run for parents also.

Performance in standardized and international assessments

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

Standardized Assessments

- Students take the GL PT test series in grades 3 to 7 for English, mathematics, and science. In Phase 2 attainment in the most recent GL PT tests indicates weak results in English, good in science, and acceptable in mathematics, although the results were highly variable in each grade. In Phase 3, the results were good for English, outstanding for science, and very good for mathematics.
- Consolidated data show that across the three subjects and grades, almost a quarter of the boys are making below-expected progress, with 61% above (very good), whereas most girls (91%) were performing at the expected level.

International Assessments: TIMSS, PISA, PIRLS

- The school has benchmarked students' attainment against international standards.
- In 2022 the school participated in the TIMSS (Trends in Mathematics and Science Study) international assessment and are awaiting results.
- The school is also awaiting the results of PIRLS.

Reading

The small library in the school is fit for purpose, adequately furnished, and decorated with a reasonable range of English and Arabic books including, fiction, non-fiction, and reference materials. Students have weekly timetabled library visits where they explore various learning resources.

To develop reading comprehension skills, students sometimes read passages and those include simple and complex inferential questions as well as authorial techniques which help develop students' comprehension skills.

The school does not yet have a reading improvement plan, but students are encouraged to engage in initiatives such as Get Caught Reading, AZ Reading, and the Reading Passport.

In Arabic, Nahla Wa Nahil is used to develop students' reading skills. There are online reading platforms to which the school has subscribed, and these give students a choice of leveled reading options. Students sometimes engage in competitions such as the Book the Brain competition to explore the various genres of literature.

Teachers in lessons sometimes use different instructional strategies like KWL (Know, Want-to-know, and Learned) charts and Bloom's Wheel to enhance reading comprehension.

Cross-curricular integration is planned, particularly in social studies and science to enhance comprehension. Extra-curricular activities and competitions encourage students to read.

The school organizes events to celebrate reading, such as book fairs and literary festivals but these are irregular. There is an emerging Technology Integration to enhance the reading experience through Cleverttech, Reading a-z program (English) and Nahla wa Nahil (Arabic).

The assessment of reading attainment and tracking of reading progress are done through running records from the Cleverttech reading platform, which provides clear information on the performance of individuals and groups of students. The school has concentrated on improving reading skills since the monitoring visit.

Strengths of the school

- Students have made accelerated progress in mathematics and science in Phase 3. Attainment in mathematics is at a good level in secondary through better teaching in this phase.
- The school promotes positive parents' relationships that enrich students' learning through a effective communications and an open-door policy.
- The effective governance structure, coupled with supportive monitoring of the new principal, exerts a positive influence on the school's leadership and holds them to account.

Key Recommendations

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

- improving children's and students' literacy skills in both Arabic and English, so that language skills, particularly reading, reading comprehension, and extended writing are reinforced in every phase and subject.
- strengthening students' skills in researching and presenting to improve confidence in communication in all subjects.
- developing students' critical thinking, problem-solving, inquiry, and independent learning skills within lessons across all subjects and phases.
- enabling students to more effectively transfer their literacy and numeracy skill across the different subject areas.

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

- raising expectations of what students can achieve and do in all subjects.
- ensuring that lesson plans are applied more consistently, engaging students in active learning from the start of the lesson in all subjects and phases.
- using assessment data more rigorously to inform school planning and adapting lessons to personalize learning so that all students and groups of students make the progress of which they are capable.
- providing regular constructive feedback and next steps on students' written work in all subjects and levels, especially in phases 2 and 3.
- sharing specific success criteria/rubrics with students for self and peer assessment to help them identify their strengths and areas for improvement, especially in phases 2 and 3.

3. Strengthen processes that ensure the expectations for the implementation and modification of the curriculum are met by:

- reviewing the curriculum to identify gaps in knowledge and skills with swift implementation of modifications to meet all children and students' needs.
- ensuring children and students are prepared to start the next phases of their education, equipped with the knowledge and skills expected.

4. Improve the health and safety and the care and support for students by:

- ensuring full implementation of a revised school inclusion policy.
- establishing systems for the identification and educational provision for gifted and talented students, so that they progress to reach their potential.
- modifying the curriculum more extensively to cater for the diverse needs of students within lessons, providing appropriate levels of challenge for students with additional learning needs and more extensive challenge for the higher achievers.
- enhancing the academic and personal guidance to all students.
- embedding best practices in all aspects of health and safety especially in specialist facilities and outdoor spaces.

5. Improve the school leadership to raise effectiveness to at least a good level by:

- embedding a distributive leadership model and building middle leaders' capability to make evidence-based decisions so that efforts to improve progress are well integrated.
- updating the school development plan and department plans informed by the SEF improvement priorities, ensuring targets are SMART, and success criteria are linked to students' achievement.
- improving monitoring of teaching and learning processes and tools to focus on the impact of teaching on students' outcomes.
- revising the continuous professional development plan to focus on analyses of assessment data to drive instruction, best practices in facilitating a learner-centered approach, and the effective use of sustainable and locally contextualized resources to differentiate provision and ensure relevance.

Overall School Performance: **Acceptable**

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Not Applicable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	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	Acceptable	Acceptable	Acceptable	Not Applicable
Care and support	Acceptable	Acceptable	Acceptable	Not Applicable

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

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 attain levels above curriculum standards in phases 2 and 3. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for this subject in all phases.
- In lessons and their recent work, most students in phases 2 and 3 demonstrate knowledge of Islamic teachings, etiquette, and Hadeeth in line with the curriculum standards. In phases 2 and 3, students demonstrate a secure understanding of Islamic values such as recognizing etiquettes of cleanliness and using means of transportation.
- There are no trend data over three years available.
- In phases 2 and 3, the school's analysis of internal assessment data indicates that most students make better than expected progress over time and from their starting point at the beginning of the academic year.
- In lessons, in phases 2 and 3, most students make expected progress in developing their knowledge of Islamic teachings, etiquette, and Hadeeth. However, in phases 2 and 3, students make inconsistent progress in reciting the Holy Qur'an and interpreting some of the words in the Noble Hadeeth.
- The school's assessment data indicates that girls make better progress than boys but there are no

noticeable differences between the progress of Emirati students and other students. In lessons, while students with additional learning needs, including students of determination make the expected progress toward their individual goals, higher-attaining students do not always make enough progress from their starting points because teachers do not differentiate sufficiently to cater for their needs.

Next Steps:

1. Improve students' ability to interpret Noble Hadeeth by engaging them in competitions and projects.
2. Strengthen students' skills in the recitation of the Holy Qur'an through giving specialized recitation lessons to those who in need of additional support.
3. Raise students' attainment and progress to at least good levels with a particular focus on understanding of Islamic laws and principles in cycles 2 and 3, through discussions, research, projects, and presentations.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Acceptable	Acceptable	Acceptable	Not Applicable
	Progress	Acceptable	Acceptable	Acceptable	Not Applicable

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 children in early years and students in phases 2 and 3 attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for children in early years and students in phases 2 and 3.
- In lessons and their recent work, most children and students in all grades demonstrate listening, understanding, reading, and comprehension skills in line with curriculum standards. However, while most children in the early years can speak adequately, a few struggle to recognize given words out of context, such as in unfamiliar words. Most students in phases 2 and 3 can speak and read adequately but with a few pronunciation mistakes. Their writing at length is less developed.
- As a new school, trend data over three years is not yet available. The school's analysis of internal assessment data indicates that most students make better than expected progress over time and from their starting points at the beginning of the academic year in all phases.
- In lessons, most children in Phase 1 make expected progress in listening and speaking. Most students in phases 2 and 3 make expected progress in developing their listening, reading, and comprehension skills. Students in all phases make less progress in writing extendedly and speaking standard Arabic.
- The school's internal assessment data indicates that girls generally make better progress than boys. In lessons, students with additional learning needs, including students of determination, lower- and higher-attaining students do not always make the progress they are capable of because of the lack of differentiation.

Next Steps:

1. Raise children's and students' attainment in the four language skills: listening, speaking, reading, and writing to at least good levels, particularly children's writing skills of letters and words in Phase 1, through engaging them in purposeful writing practice.
2. Improve students' speaking skills in standard Arabic in phases 2 and 3 so students can communicate in correct standard Arabic by engaging them in real-life situational dialogue.
3. Enhance students' coherent extended writing skills in phases 2 and 3 so students can correctly write at length on different topics and suitably implementing grammar rules.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year indicates that the majority of students in phases 2 and 3 learning Arabic as a second language (ASL) attain at levels above expectations given the time they have studied Arabic. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessment data for ASL.
- In lessons and their recent work, most students in Phase 2 demonstrate listening, speaking, and reading skills at the expected levels. However, less than three-quarters of students in Phase 3 demonstrate levels of knowledge, skills, and understanding that are at least in line with expectations. Only a minority can speak, read, and write words confidently, and they write very simple sentences.
- The school classifies students according to their grades and not according to their levels. Consequently, there is no data to evidence the trend over time.
- The school's analysis of internal assessment data indicates that the majority of students in phases 2 and 3 make better than expected progress over time and from their starting points.
- Most students in Phase 2 make the expected progress in lessons in developing their listening, understanding, and speaking but their reading and writing skills are less developed. However, only a majority of students in Phase 3 make expected progress toward appropriate learning objectives. They make some progress in speaking a very few short sentences, but their progress in reading and writing is limited.
- The school's internal assessment data indicates that girls make better progress than boys. In lessons, while higher attaining students do not always make the progress of which they are capable because class groups are not taught according to language levels, the students with additional learning needs, including students of determination make the expected progress toward their individual goals.

Next Steps:

1. Improve students' attainment, especially in Phase 3, in all language skills with a particular focus on writing skills to reach good levels overall.
2. Enhance students' reading comprehension skills to reach good levels through regular practice, particularly in Phase 3.
3. Accelerate progress and improve students' speaking skills in Phase 3 through appropriate grouping of students in lessons, according to their language proficiency.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- For students taking social studies, attainment is measured against the Ministry of Education (MoE) curriculum standards. Internal assessment data has been analyzed by the school and suggests attainment for almost all students across phases 2 and 3 is 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, national, or international social studies assessments.
- In lessons and their recent work, most students demonstrate knowledge and skills in line with MoE curriculum standards in both phases. In Phase 2, students understanding of the sources of energy in the UAE is inconsistent. In Phase 3, students demonstrate an adequate understanding of the role of the Cooperation Council for the States of the Gulf.
- There are no trends of attainment over time. Analysis of the progress tracking data indicates that most students make better than expected progress over time or from their starting points.
- In lessons in Phase 2, most students make the expected progress in developing their understanding of the economy of the UAE and the impact of the demographic characteristics on strengthening the economy. In Phase 3, students make less progress in their understanding of geography and in building their understanding of the difference between the Far East and the Middle East.
- The school's internal assessment data indicates that girls generally outperform boys. In lessons, there are no noticeable differences in the amount of progress Emirati students and those with additional learning needs make. However, higher-attaining students do not make the progress they are capable of because of insufficient challenge.

Next Steps:

1. Extend students' understanding of the UAE geography through more in-depth research and analysis, particularly in Phase 3.
2. Improve students' knowledge of world geography to enable them to make comparison between the UAE and other parts of the world.
3. Improve students' understanding of the economy of the UAE in Phase 2, with a particular focus on the different sources of energy in UAE.

English

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Weak	Acceptable	Acceptable	Not Applicable
	Progress	Weak	Acceptable	Acceptable	Not Applicable

Findings:

- In Phase 1, the school analyzes attainment data in English against the expectations of the early years foundation stage (EYFS) curriculum in literacy. The school’s analysis of internal assessment data at the end of term 1 2023/24 academic year against the curriculum standards indicates that most children in Phase 1 attain in line with curriculum standards, a large majority of students in Phase 2 attain above and the majority are above curriculum standards in Phase 3. This high level of attainment does not align with the levels of students’ knowledge and skills observed in lessons.
- The school has no external curriculum-linked national or international assessments for early years. The school has administered the GL standardized assessments for Grades 3 to Grade 7. GL results indicate weak attainment in Phase 2 and good attainment in Phase 3. There are no international or external curriculum-linked assessments in phases 2 and 3. The school is also awaiting the results of PIRLS.
- In lessons and their recent work, less than three-quarters of children in Phase 1 demonstrate literacy levels that are in line with curriculum standards for the early years foundation stage. Most students in phases 2 and 3 demonstrate listening, understanding, reading, and comprehension skills in line with curriculum standards. Children in Phase 1 find it difficult to communicate their learning verbally. In phases 2 and 3, students face difficulties writing with correct language structure, and their reading tends to be hesitant. In Phase 3, students struggle with understanding a complex written text and their writing tends to be fragmented.
- No trend data over three years was available.
- The school’s analysis of internal assessment data indicates that most students make better than expected progress over time and from their starting point at the beginning of the academic year in all phases.
- In lessons, only a majority, of children in Phase 1 make expected progress, while most students in phases 2 and 3 make the expected progress in developing their listening and speaking skills. Students make limited progress in developing their reading comprehension and writing proficiency with adherence to correct spelling, punctuation, and grammar rules, particularly in Phase 2.
- The school’s assessment data indicates that girls make better than progress than boys in both the school’s

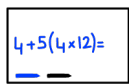
tests and the GL PT standardized assessments, but that the progress of Emirati students is similar to that of their peers. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals, but higher-attaining students are not challenged and do not make the progress they are capable of.

Next Steps:

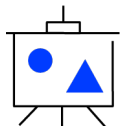
1. Improve students' attainment in all language skills to reach good levels with a particular focus on reading fluency skills, particularly in Phase 2.
2. Improve children's use of phonics and listening skills in Phase 1, to enhance their understanding, and prepare for reading development in the next phase.
3. Extend students' extensive writing skills through practicing writing for different genres.

Mathematics

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



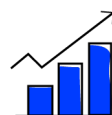
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Acceptable	Acceptable	Good	Not Applicable
	Progress	Acceptable	Acceptable	Good	Not Applicable

Findings:

- In Phase 1, the school analyzes attainment data in mathematics against the expectations of the early years foundation stage (EYFS) curriculum in number, space, shape, and measurement. Most children attain levels that are in line with curriculum standards. For students in phases 2 and 3 attainment is measured against the expectations of the National Curriculum of England. Internal assessment data has been analyzed by the school and suggests attainment for most students in Phase 2 is above curriculum standards, whereas the large majority of students in Phase 3 attain above curriculum standards.
- In standardized assessment (GL PT), students' attainment is weak in Phase 2 but is good in Phase 3. The school doesn't have results yet for the international assessment Trends in Mathematics and Science Studies (TIMSS). There are no external curriculum-linked assessments in mathematics.
- In lessons and their recent work, most children and students in phases 1 and 2 demonstrate adequate mathematical knowledge, skills, and understanding that are in line with the early years framework and the expectations of the National Curriculum for England, but in Phase 3, a majority are attaining above curriculum standards. In early years, children have a basic understanding of numbers and the beginning of measurement but the use of manipulatives to ensure conceptual understanding is not fully developed. In Phase 2 most students demonstrate an adequate understanding of mathematical concepts including basic data handling and graphs as well as number operations but mathematical vocabulary is limited. In Phase 3, students are building their understanding of algebra and geometry but need to connect better using real-world challenges.
- Trend data over three years is not yet available.
- Across phases 2 and 3, teachers assess students' individual starting points using diagnostic and baseline tests at the start of each academic year, and their progress by the end of the year is outstanding according to internal data. No progress data was made available for Phase 1 children.
- In lessons in early years, most children make the expected progress in gaining new mathematical knowledge and skills. In Phase 2, most students make expected progress. Their progress in applying mathematical reasoning to solve word problems is emerging. In Phase 3 a majority of students make above expected progress, particularly in geometry.

- The school's consolidated assessment data indicates that girls make better progress than boys in both the school's tests and the GL PT standardized assessments, but in lessons, boys and girls make similar progress in mathematics. There is a very small number of Emirati students in the school but in lessons, they make similar progress to their peers as do the students with additional learning needs.

Next Steps:

1. Improve students' attainment in Phase 2 through building a more comprehensive mathematical vocabulary to enhance solving word problems.
2. Accelerate students' progress in learning mathematical concepts, particularly in measuring ensuring there is more regular use of appropriate manipulatives and other mathematical instruments in phases 1 and 2 to embed the mathematical concepts more fully.
3. Deepen students' learning of mathematical concepts at all levels, and especially in Phase 3, encouraging the application of mathematical knowledge and skills to solve problems that might occur in real-life situations.

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	Weak	Acceptable	Good	Not Applicable
	Progress	Weak	Acceptable	Good	Not Applicable

Findings:

- In Phase 1, the school analyzes attainment data in science against the expectations of the early years foundation stage (EYFS) curriculum in understanding the world. Most children attain levels that are in line with curriculum standards. For students in phases 2 and 3, attainment is measured against the expectations of the National Curriculum of England. The school's internal assessment data shows attainment for most students in phases 1 to 3 is above curriculum standards in science. The high levels of attainment in phases 1 to 3 do not align with classroom observations.
- The school has conducted GL PT standardized assessments in grades 3 to 7 to benchmark students' attainment in science. While results at the end of the 2022/23 academic year show weak attainment in Grade 5, no results for Grade 6, very good in Grade 4, and outstanding in the other two grades entered, the numbers sitting are low compared to the numbers now enrolled in the school and therefore not a reliable indicator of overall school attainment. There are no results for the international assessment Trends in Mathematics and Science Studies (TIMSS) examinations to compare with international averages. There are no external curriculum-linked external assessments.
- In lessons and their recent work, most students in all phases demonstrate scientific knowledge, understanding, and skills that are in line with curriculum standards, except in Phase 3, where a majority of students attain above the curriculum standards. In the foundation stage, children's knowledge and understanding of the world around them is just emerging. Students in Phase 2 are beginning to apply their skills, scientific knowledge, and understanding. Students in Phase 3 conduct experiments usually in the laboratory and apply scientific methods to derive simple conclusions from their investigations.
- The trend in data over three years is not yet available.
- In the foundation stage, as children gain knowledge and develop skills, their progress is regularly tracked by teachers. The analysis of assessment data suggests that, from weak beginnings, most children make above-expected rates of progress over time. In phases 2 and 3, teachers assess students' individual starting points in diagnostics tests at the start of each year, and at the beginning of new units. End-of-year and end-of-unit tests aligned to curriculum standards are conducted and results are compared with baselines to measure

progress from starting points. Analysis of progress tracking data suggests that most students make better than expected progress in all phases.

- In lessons in the foundation stage, only a majority, less than half of all children make the expected progress in developing scientific inquiry skills as they acquire observation and sorting skills through activities that promote curiosity in the discovery forest. Children's limited language skills hinder more rapid progress in applying scientific knowledge. In Phase 2, most students make the expected amount of progress. Students in Phase 2 can follow instructions to set up practical investigations, recording results using worksheets. Teacher-directed engagement impedes the development of their application of scientific method, and the full development of scientific skills, such as making and testing predictions, selecting the best method to record results, and drawing conclusions. In Phase 3, a majority of students make above expected progress, in designing and conducting laboratory experiments using equipment confidently and analyzing results to draw conclusions. They rarely get the opportunity to conduct investigations based on their own ideas or to write scientific reports.
- The school's consolidated assessment data indicates that girls make better progress than boys in both the school's tests and the GL PT standardized assessments. Overall, there are no noticeable differences between the amount of progress Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. Progress data suggest that higher-attaining students do not always make enough progress from their starting points.

Next Steps:

1. Accelerate progress in Phase 1, encouraging curiosity and promoting the development of children's inquiry skills and expecting them to pose questions and make predictions before their explorations and investigations.
2. Strengthen students' ability to write scientific reports, including ideas for improving the experimental design through routinely requiring age-appropriate reports to be written after every practical in phases 2 and 3.
3. Improve scientific investigative skills by regularly conducting experiments based on students' research and their own ideas to solve problems, especially in phases 2 and 3.

Learning Skills

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

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

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- Across all phases, most children and students have positive attitudes to learning. They can work for short periods in lessons without teacher intervention in phases 1 and 2 with their ability to take responsibility for their own learning increasing in phase 3, especially in mathematics and science. When asked, students can articulate their learning with some general areas for improvement. Self-reflection is not an embedded feature of student learning, except in science in phases 2 and 3, where exit tickets are common practice.
- Students demonstrate productive teamwork skills across phases 2 and 3. Children in the early years are just beginning to learn how to socialize and cooperate. At all levels, children and students' abilities to communicate their learning are not yet strong because they are not provided with regular opportunities for researching and presenting findings from activities within lessons.
- Students only occasionally make clear connections with the real world and between the different areas they are learning about, only occasionally transferring their literacy and numeracy skills. Links with students' daily lives are stronger in Phase 3 science, where practical activities commonly use household items.
- In Phase 1, children's curiosity is enhanced by playful learning in the discovery forest, but their inquiry skills are still insufficiently developed. Students' critical thinking, problem-solving, and innovation skills are occasionally seen in extracurricular projects but rarely demonstrated in lessons because they do not regularly get the opportunity to research solutions to real-life problems. However, they do use technology to assist learning, such as researching modes of separation and drawing a plan for an experiment in Phase 3 science.

Next Steps:

1. Improve students' communication and presentation skills in all subjects, especially in phases 2 and 3. Provide regular opportunities for researching and presenting findings within lessons.
2. Enable students to make clearer connections between the various subject areas to transfer learning and build on what they already know and can do in all phases.
3. Enhance students' critical thinking, problem-solving, and innovation skills across the school.

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

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- Children and students have responsible attitudes towards their learning but may need reassurance. They develop self-reliance and they appreciate critical feedback. A very few students are occasionally distracted and do not respond well to teachers’ feedback where the teaching is not as strong.
- Students usually show self-discipline and respond well to others. They exercise self-control and follow school rules. Students’ positive behavior prevails. For example, children in early years and students in Phase 2 enter and leave their classroom in order and mostly in a respectful manner. However, students in Phase 3 are typically self-disciplined.
- Students are aware of the needs and differences of others and respect each other. As a result, relationships among children, students, staff, and parents are respectful and cordial. Older students are proactive in helping their peers in solving their problems. Sensitivity to others’ needs among students is not always consistent or self-driven.
- Children and students are adequately developing an understanding of the importance of keeping fit and eating healthy. Students in all phases participate in daily exercises in assemblies, clubs, and during break times, although children’s gross motor skills are insufficiently developed because the play equipment for early years does not cater well to their needs. Students generally make healthy food choices. They occasionally join different club activities that promote healthy lifestyles. Most bring their healthy food from their houses, but they make inconsistent choices about their safety. In the laboratory, students do not consistently wear safety glasses and in unshaded areas outside, they do not always wear hats.
- Records indicate that students’ attendance is acceptable at 92% overall. Most students are punctual and arrive at school on time each day. A few students arrive late in the morning. Most students are punctual to lessons.

Next Steps:

1. Enhance students' self-reliance by providing greater opportunities for them to make decisions about learning styles and work outputs.
2. Ensure that students improve and sustain higher attendance levels, reaching at least 94% overall.
3. Raise awareness of the importance of regular attendance and punctuality among students so that attendance improves and is sustained to at least a good level across all phases, and all students arrive on time for assembly.

Understanding of Islamic values and awareness of Emirati and world cultures

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- Students across all phases show an adequate understanding of Islamic values and practices. Their understanding of how these values are integrated into UAE society is adequate. This is clear in their celebration and commemorations of all the Islamic events, such as Ramadan, Martyr Day, Eids of Ramadan and Al-Adha, and the Prophet's birthday, their participation in prayers, and the Noor Al Qur'an Club, which enhances students' recitation of Holy Qur'an and Prophet Mohammad's seerah.
- Children in the early years and students in phases 2 and 3 show appropriate respect and appreciation for UAE culture and heritage. They participate and celebrate most of the national occasions such as Flag Day and Martyr Day throughout the academic year. Students appreciate the value of Emirati heritage and culture, which is evident in students' work and displays around the school.
- Children in the early years and students in phases 2 and 3 show an adequate understanding and appreciation of their own culture, with basic knowledge of other world cultures. They respect cultural diversity around the world and have classmates from different nationalities. The students participate in occasional activities that enhance their awareness of other cultures.

Next Steps:

1. Improve students' understanding of their own culture and identity.
2. Enhance students' appreciation of other world cultures.
3. Engage children and students in individual and collaborative projects that enhance students' appreciation and understanding of the UAE heritage.

Social responsibility and innovation skills

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

Findings:

- Students across phases 2 and 3 take part in initiatives within the school and broader communities, such as in the Scouts' Club, where students learn how to develop their life skills. Students initiated a marathon race to raise community awareness about a healthy lifestyle. Ten student ambassadors raise community awareness about responsible citizenship, visiting patients, and giving gifts. Students occasionally engage in charity events and fundraising. However, involvement in the community is inconsistent across phases 1 and 2.
- Children in early years and students in phases 2 and 3 enjoy learning and are motivated to learn in lessons. They feel happy to take part in the learning activities planned for them, but in most subjects, they rely on adults and rarely take the lead. In Phase 3, especially in mathematics and science, and as class representatives, they take the initiative, come up with creative ideas, and make suggestions. Students' innovation, enterprise, and entrepreneurial skills across all phases are inconsistent. However, some students are part of the Formula One club, in which they began to invent new robots.
- Children and students across all phases recognize the importance of environmental sustainability. They participate in schemes that promote conservation. The students participate in planting and looking after school trees and watering them. They classify litter into three trash bins and recycle to make learning tools. While most students are active in cleaning their immediate surroundings, their contributions to the wider community environment beyond the school are only occasional and mostly adult-directed.

Next Steps:

1. Enable students to tackle greater initiatives and lead in innovative projects.
2. Promote students' awareness of social responsibility to make more regular contributions to the care of the wider world.
3. Improve students' understanding of the local and global conservation efforts and increasing their involvement in sustainability projects in the local and wider community.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers demonstrate adequate subject knowledge and have an understanding of how their students learn their subjects and different concepts. In mathematics and science, teachers' pedagogy is stronger in Phase 3. In English in the early years, teachers' knowledge of how to teach using the newly acquired resources is developing. Most teachers plan to incorporate a variety of teaching methods, but this lacks consistency in implementation and matching to meet the needs of the children and students in their classes.
- Teachers across all phases of the school plan lessons appropriately and they are aligned with the Early Years Foundation Stage and the National Curriculum of England in English medium subjects and the MoE requirements for Arabic medium subjects. Lesson plans are at least adequate. Teachers make reasonably effective use of resources in most subjects, but additional hands-on resources in mathematics and science would engage students more effectively.
- Teacher and student interactions are positive and help to ensure that almost all children and students are willing learners and mostly interested in lessons. Questioning, at times, is just directed at a few and not open. Opportunities for discussion and dialogue are variable across the school and less consistent in Phase 2.
- Teaching strategies are used adequately but are sometimes not personalized sufficiently to meet the needs of all children and students. In some lessons, extended teacher dialogue throughout the lesson continues to dominate and children and students are not given sufficient opportunities to respond and discuss while making the learning more meaningful. In several lessons, teaching strategies did not encourage children and students to be active learners and did not sufficiently meet the needs of the wide range of learning styles in each class.
- Teachers sometimes develop children's and students' critical thinking, problem-solving, innovation, and independent learning skills. In a few lessons, students use IT to carry out research and develop their inquiry skills while trying to problem-solve. Critical thinking is a developing feature as questioning is not always open or sufficiently challenging for the more able students. Generally, teachers do not implement a range of activities within lessons to support children and students' development of critical thinking and problem-solving skills, particularly in phases 2 and 3. Opportunities to solve real-life problems and undertake collaborative problem-based projects are beginning, but are limited. In all phases and subjects, students are not encouraged to take a strong role in leading their own learning, except in Phase 3 mathematics and science where this is a developing feature. Opportunities for research and peer-evaluation are similarly inconsistently provided by teachers, although students have adequate skills in using technology and the library has the facilities required to support the development of these skills.

Next Steps:

1. Encourage children and students to take a greater role in their own learning through providing more

opportunities for them to research, present and peer-evaluate in sessions.

2. Develop a range of active learning strategies that better meet the needs of the range of abilities and diversity of learning styles in each class.
3. Implement a range of activities within lessons to support children and students' development of critical thinking and problem-solving skills, particularly in phases 2 and 3, including providing students with more regular opportunities to solve real-life problems and undertake collaborative problem-based projects.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- New internal assessment processes to gather data are consistent, but teachers' understanding of how to correctly apply the ADEK benchmarks to make accurate judgments is an area of development. The internal assessment data based on summative tests is not always closely aligned to the standards within the National Curriculum of England and the MoE requirements, consequently, last year's school internal assessment results are inflated and do not provide accurate measures of student achievements. In early years children's progress is reviewed from evidence in their learning journey against the Early Learning Goals to ensure that children are ready for the next stage in their learning.
- GL standardized assessments are conducted and assessments in English, science and mathematics. However, GL results and internal data are not yet well aligned and do not correlate, therefore data as a whole in the school is not currently reliable. However, the full implementation of the new Learning Management System (LMS) will enhance data validity and reliability, as both teachers' continuous assessment data, as well as test results, will be integrated. The school does not have a rigorous system of pre, and post-moderation of assessments nor is the use of standardized assessment rubrics consistently applied to ensure assessments are aligned with curriculum standards and that teachers' judgments are consistent and accurate.
- The new LMS produces data showing the progress of students in phases 2 and 3, and the progress of individual students and identified groups, such as Emirati, non-Emirati, and girls and boys over time. However, this assessment information is only used adequately to inform teaching. This is because the LMS is new, and although the Senior Leadership and subject leaders are familiar with its use, staff training is ongoing, and not all staff are fully familiar with how to use the data to inform lesson planning.
- Teachers have reasonable knowledge of students' strengths and weaknesses through assessments and observation of their skills and understanding during activities in lessons. Feedback in lessons is affirming and helpful, but constructive feedback that includes the next steps is inconsistent in copybooks and minimal in Arabic-medium subjects. •Teachers do not consistently structure lessons in a way that allows students to take more responsibility for their own learning by using self and peer assessment to identify strengths and areas for improvement. Students in Phase 3, especially in mathematics and science, are clearer about what they need to do to improve, and in occasional classes, had goals in their books.

Next Steps:

1. Strengthen assessment procedures to ensure that internal measures of attainment are aligned with curriculum standards in each grade and that assessment data is correctly and accurately analyzed.
2. Improve teachers' skills in analyzing assessment data to inform lesson planning for different groups of students, including higher and lower-ability students, across all phases of the school.
3. Provide regular opportunities for students to assess their own learning and provide written feedback about areas for improvement.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum is broad, balanced, and age-appropriate. The school follows the National Curriculum for England in English, mathematics, and science, and the Ministry of Education for Islamic education, Arabic, and social studies, both of which have well-defined rationale, but implementation focuses mainly on imparting knowledge. In the early years, the taught curriculum provides sufficient opportunities for children to learn through play and develop their creativity and exploration skills, but in English, teachers are not yet familiar with how to use the new resources to teach phonics.
- The curriculum is planned to ensure adequate progression in all subjects. Children and students are not always adequately prepared for the next phase of education, within the school and beyond because their level of achievement is too variable.
- The range of curricular choices is limited across all phases. However, EIS incorporates various extra-curricular clubs and activities that are aligned with students' interests and aspirations. Clubs provide a range of activities every term when students get an opportunity to move to another club. The curriculum also prepares students to compete in public speaking competitions to further their personal growth, enabling them to become motivational and confident public speakers.
- Cross-curricular links seen in lessons are superficial, limiting students' ability to transfer their understanding across different subjects. The cross-curricular links sometimes occur in school projects at the end of units, and these are designed to improve students' transfer of learning between subjects. Teachers use a curriculum map to plan different themes across subjects and phases, but this requires ongoing revision as the school grows and diversifies.
- The school conducts regular reviews in almost all subjects to ensure adequate provision and to meet the learning and social needs of most students. The review of the curriculum does not consistently ensure that the academic and personal needs of all students, especially the higher achievers are met.

Next Steps:

1. Review and further enhance the transition of new students into the school, especially those joining in the upper phases, through an induction program to better prepare them for success in their new environment.
2. Embed cross-curricular links into lessons in all subjects and phases to fully facilitate students' transfer of knowledge and skills between subjects.
3. Review more rigorously the curriculum to ensure it meets the academic and personal needs of all students, especially the higher achievers, to prepare them well for the next stage in their education.

Curriculum adaptation

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

Findings:

- The school makes adequate modifications to the curriculum to meet the needs of most groups of students, although modifications for the higher achievers are not consistently implemented to extend them to reach their full. The curriculum is adequately modified for students with additional learning needs, including learning difficulties or special needs.
- The curriculum engages the majority of students in developing subject specific as well as generic learning and social skills. The school also offers a range of extracurricular activities such as clubs, circle time activities, events, competitions, and off-campus trips that enrich students' learning experiences and cater for their diverse talents and interests. Opportunities for enterprise, innovation, creativity, and social contribution are not as regular within lessons, although these skills are developing through initiatives such as subject-focus weeks, activities that promote business skills, such as fund-raising market days, and science, technology, engineering, art, and mathematics (STEAM) activities.
- Some appropriate learning experiences are provided to enhance students' knowledge of the UAE culture and values are in place, such as events celebrating National Day and a program to mark the UAE space program and instill pride in the achievements of the UAE. The school holds an international day to teach students about the different customs, and the cuisines of other cultures, while actively promoting the multicultural society of the United Arab Emirates. However, deep and consistent links with Emirati culture and the UAE society are yet to become fully embedded across the whole curriculum. Although links with UAE heritage are strong in mathematics and science, they are not yet fully integrated through the lessons of all subjects and phases.

Next Steps:

1. Extend the range of extracurricular activities and community links to promote students' academic and personal development.
2. Adapt the curriculum, based on more rigorous use of well-analyzed assessment data, to better meet the needs of most groups of students, especially the higher attainers.
3. Extend the opportunities planned within the curriculum to further the development of students' enterprise, innovation, and creative skills.

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

Health and safety, including arrangements for child protection / safeguarding

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- The school has adequate procedures for the safeguarding of students including child protection. Child protection and safeguarding arrangements are written in a policy that is shared with stakeholders including parents. The school provides training for all employed staff including newly hired teachers in child protection and safeguarding which takes place during the induction week at the beginning of the year. The school takes adequate steps to ensure that all students are protected from all forms of bullying, including online. The school counselor, along with the information technology teacher, informs students about how to stay safe using the internet and social media.
- The school generally meets the requirements for health and safety, ensuring all members of the school community are safe. The health and safety officer meets with the staff regularly to review policies. However, checking whether those policies are followed at all times remains inconsistent. Staff receive regular health and safety updates about changes to protocols and most recently the training about primary and secondary fire evacuation routes. Staff and students generally understand the rules and their responsibilities in ensuring the school is a safe environment with some inconsistencies seen in the science labs and the outdoor area during the visit. Bus supervision routines are adequate and children and students at the school are generally safe as they travel backward and forward to school. Risk assessments are in place and include internal and external risks. The school conducts regular emergency fire evacuation drills and is compliant with the Civil Defense regulatory requirements.
- The school contracts external organizations to manage various health and safety functions including the CCTV and alarm system, medical clinic, water quality testing and tank maintenance, laboratory chemical disposal, and the daily cleaning of the school. 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, but small medical clinic staffed by one full-time qualified nurse. The nurse carries out regular medical checks and logs all daily incidents in the school system. Essential medicines are locked in a secure cupboard within the clinic. The nurse monitors students' allergies and maintains secure and accurate records.
- The school premises provide a safe environment for all members of the school community. However, not all parts of the school are accessible to those with mobility or physical disabilities. The school awaits final approvals for renovations of current facilities that will ensure all parts of the school will be accessible to all.
- The school ensures that an adequate range of healthy food choices are available at the canteen. Despite limited space, the school offers outdoor recreation for all children and students by encouraging students to practice on the running tracks and to play soccer and basketball during the breaks. Measures to protect students from the heat and sun during outdoor play and lessons in the discovery forest are not consistently effective, although there is access for all to fresh drinking water through indoor water coolers.

Next Steps:

1. Ensure health and safety procedures are consistently implemented in all aspects of school life with particular attention to the curiosity laboratories and the discovery forest.
2. Monitor more rigorously the effectiveness of supervision of students on the school transport to ensure that the high standards of safety that the school prides itself on are consistently maintained.
3. Ensure the premises provide an inclusive physical environment that meets the needs of all students.

Care and support

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

Findings:

- Courteous relationships dominate the school and there is a climate of respect between students and adults. The school has high expectations for students' good conduct and students generally behave well. The system for managing behavior is based on the Minecraft behavior management system.
- The school has established protocols for recording and monitoring student attendance and punctuality and those are shared on the school's online system. The follow-up of unauthorized absences and punctuality is not optimally effective because the impact over time indicates minimal improvements in levels of attendance, and a few students arrive late to assembly in the morning.
- The school has an inclusion policy, which has recently been revised to meet the recently updated requirements regarding terminology and the process for the identification of gifted and talented students, but this has yet to be fully implemented. The school has an established process for identifying students with additional needs including students of determination. Currently, six students of determination (SoD) have been identified, which is less than might be expected, given community averages, for a school of this size.
- A three-tier approach to provision and support of students with additional learning needs is based on interventions sessions and in-class support. The school has recently appointed a specialist inclusion teacher who develops documented learning plans (DLPs), including basic individual education plans (IEPs) to detail the planned support and provision for all students with additional learning needs. This information is shared with teachers but not consistently well used in all lessons. While the school has yet to make formal provisions within lessons for any gifted and talented students, club activities are available to extend their interests and talents. The school is aware of the need to strengthen provision and support for all students who have additional education needs, especially the gifted and talented.
- The counselor provides advice about the well-being and personal development of students. She provides appropriate support to Phase 3 students. They have access to the Unifrog platform which helps create a profile for individual students' interests in preparation for university applications. This helps students make informed choices about courses and future career paths.

Next Steps:

1. Improve there are more rigorous processes for the identification of students with additional learning needs.
2. Ensure there is more effective support in lessons that ensure students with additional learning needs make at least good progress towards their learning goals.
3. Ensure that there are appropriate challenges in lessons for higher attainers and gifted and talented students.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable

Findings:

- The senior leadership team, comprising the principal and head teacher, demonstrates a full commitment to the UAE's national priorities and inclusion. The principal has made it a priority to ensure the whole school community is committed to a holistic approach to the development of all students under the school's care, ensuring each child can realize their potential. This inclusive vision is not yet consistently reflected in the subject and phase improvement plans.
- The senior leadership team is well supported by a group of middle leaders who coordinate phases and oversee specific subject areas. While the principal and head teacher have a clear knowledge of the curriculum and best practices in teaching, learning and assessment, that of less experienced subject leaders is not as secure. Phase coordinators and subject leaders need continued support to ensure expectations for quality provision are clearly communicated to subject teachers, so that there is an integrated approach to raising standards.
- Professional and friendly relationships and open communication result in positive morale across the school. The principal has established a distributive leadership model, with regular meetings and clear delegations to maintain accountabilities. While this new system ensures all students receive appropriate care and support, it is yet to ensure that all students make the progress of which they are capable.
- Leaders at all levels have a clear understanding of the school's improvement priorities. Recognizing the important role that middle leaders need to play in this critical establishment period, the senior leadership team has begun implementing strategies to build capacity and capability at this level. A culture of sharing effective practices is developing, including with the wider network of schools. Leaders show sufficient capacity to improve the school.
- Since the school opened, leaders have established arrangements to improve the health, safety, and security arrangements and ensure effective behavior management systems. Leaders have reached out to parents to facilitate their involvement in their children's learning and school life. While mechanisms to ensure collective accountability for the school's performance are in place, continued school growth places additional pressure on progressing improvements. Despite this, leaders have maintained adequate school performance and ensured that the school is compliant with statutory requirements.

Next Steps:

1. Ensure all middle leaders understand best teaching and assessment practices and effectively communicate these expectations to their teams.
2. Ensure that subject and phase improvement plans reflect the school's commitment to inclusion and specify the arrangements to support students with additional learning needs.
3. Review the approach for building the capability of middle leaders. Explore the school's existing network to provide mentoring and coaching for aspiring leaders.

School self-evaluation and improvement planning

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

Findings:

- The process for self-evaluation is based on both internal and external data, but with the full implementation of the new Learning Management System, a wider range of evidence, including continuous assessment information, will be made available to enhance self evaluation processes. All staff are involved through their participation in committees responsible for each of the standards, An analysis of the strengths, weaknesses, opportunities, and threats (SWOT) was conducted. Input from parents and students is gathered by surveys and regular discussions with the parents' and students' councils. The self-review form (SEF) has realistic next steps to improve for each section.
- The monitoring of teaching and learning is systematic and conducted by senior leaders using an electronic form that provides immediate feedback to teachers. While adequate, the form does not yet ensure sufficient alignment with a learner-centered approach, or the impact of teaching on the student experience and learning outcomes. After joint observations, middle leaders are now more confident in making judgments using the UAE school Inspection Framework.
- The school development plan (SDP) is based on the outcomes of the monitoring visit, targeting areas for improvement, suitable strategies, clear responsibilities, and a defined timeline for review. However, the SDP does not yet include the SEF findings. While SDP targets are general, departmental action plans are in development, using the SMART format (Specific, Measurable, Achievable, Relevant, and Time-bound).
- A monitoring visit took place in May/June of 2023. The school has begun to address the recommendations for improving the quality of teaching, applying ADEK benchmarks to analyze assessment data, and using this information to plan lessons that meet the needs of the diversity of students.

Next Steps:

1. Use a range of data sources to more rigorously underpin the self-evaluation and strategic planning processes.
2. Ensure that all departments have consistent action plans, with specific achievable targets that promote an integrated effort to raise student attainment and improve rates of progress.
3. Enhance the effectiveness of monitoring teaching to more clearly focus on student outcomes by revising the lesson observation form and process to reflect a more student-centered approach.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- The school is successful in engaging parents as partners in their children's education, both formally, through the parents' council, and informally through their participation in events, clubs, sports, and events. Activities, such as Flag Day and International Day, enrich students' learning about the UAE heritage and other cultures. The results of parent surveys inform school improvement plans.
- A range of communication strategies, including meetings, and information given via social media and newsletters, keep parents well-informed about all aspects of school life, from children's activities to weekly academic plans and any changes in the curricula. The principal's approachability and the accessibility of teachers contribute to parents' high levels of satisfaction with communication from the school.
- Parents are kept well-informed about their children's academic progress and personal and social development. As well as the frequent updates on children's activities and progress provided via digital platforms, formal progress reports followed by meet-the-teacher meetings occur termly. At the beginning of the academic year, a student-led conference identifies each individual's personal goals and how parents can assist in progressing next learning steps. To provide more effective support to their children, parents would like additional training, especially in literacy development, but also lessons in standard Arabic. They would also like more involvement with the school to extend the range of enrichment activities available to their children. Parents with children requiring additional support are involved in the development of a Documented Learning Plan (DLP). They are highly satisfied with the very regular communications that ensure their children's ongoing progress towards agreed goals.
- The school has access to a wide range of support, such as teacher training, as well as offering the opportunity for student involvement in competitions. In the wider community, the school has already established effective partnerships with local organizations, including civil defense which has assisted the school in establishing safety routines in the case of an emergency evacuation. In association with Red Crescent, children have made charitable contributions to help others less fortunate. However, the school's ties with organizations outside the region and with international organizations are limited.

Next Steps:

1. Consult with parents to respond to their requests for further training in literacy learning and adult Arabic language lessons, so that they can better support their children's learning.
2. Provide more opportunities for parents' involvement in the school, particularly in cultural events, trips, sports and reading development.
3. Expand partnerships beyond those in the local region, to extend learning opportunities for staff.

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The Board of Governors has representation and consultation with most stakeholders, except students. The school is part of the AJ Group, and the owner and other board members take a keen interest in the school, joining events to gain feedback informally from the wider school community. Combined with regular meetings at which senior leaders report, the regular interactions with stakeholders enable the board to gain detailed information about the school. The AJ Group has quality assurance systems in place for all their schools, but this new school is yet to be included in the annual satisfaction surveys.
- The governing board monitors school actions regularly. Quarterly reviews in addition to full board meetings, enable the AJ Group to hold the school accountable for all aspects of school performance, including financial. Progress against the SDP targets forms the basis for reviews, which are joined by central office specialists where there is a need to redress issues. The CEO is in weekly contact with the principal, providing support, advice, and approvals as required. The implementation of a new learning management system will enable the board's monitoring of student academic progress and personal development to become more effective.
- The owner exerts a positive influence on the school and has been responsible for the introduction of many innovative strategies based on stakeholder feedback, such as the curiosity laboratories and the discovery forest to enrich children's learning. Governors ensure physical and human resources are adequate and promptly address any shortages in staffing. They are aware of the cramped facilities and have plans in place to extend buildings and sports areas.

Next Steps:

1. Include student representatives in the governing board structure as appropriate to the topics under consideration.
2. Expand the group consultation system to include surveys that capture stakeholder views that can be considered in strategic and operational decision making.
3. Continue to implement innovative strategies based on stakeholder feedback, such as the curiosity laboratories and the discovery forest. Monitor their effectiveness to ensure the ongoing impact to improved student performance.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the school operations are well organized and foster an environment conducive to learning. The day-to-day routines run smoothly, beginning with assembly and procedures to deal with late students, and ending with a review period at all levels. The lesson timetable is designed to minimize the loss of learning time.
- Staff are suitably qualified, although a few lack experience. Regular in-house professional development supported by training and visits within the AJ Group is in place to raise the quality of teaching. These strategies have yet to impact consistently, with English teachers in the early years requiring further training in how to use the new resources to improve children's language skill levels. With the rollout of the new learning management system, further training for all teachers on effective assessment procedures to ensure valid and reliable measures of students' achievement, and on the use of data to inform instruction, will better provide for the diversity of students in all phases. The school has identified the need to re-introduce performance appraisals for associate staff, and plans are in place to address this issue.
- Limited facilities are used to maximum effect, with two laboratories for science and another for information communications technology, an art/music center, and a small library. Outside there are extensive sports and discovery learning facilities. There is a specialist room catering for students with additional learning needs, but no lift, and although there are ramps on the ground floor, many rooms have raised doorsteps that pose an access barrier. Plans are in place to provide more space to accommodate existing students and anticipated roll growth.
- The school's resources are adequate in most subjects to support curriculum delivery. An influx of new children and students in all phases necessitates an ongoing review of the appropriateness of available resources for both the level of students and the cultural context. With the UAE's focus on sustainability and inclusivity, training in the effective use of recycled and locally contextualized resources is required to cater to the interests and capabilities of an increasingly diverse student population, including students with additional learning needs.

Next Steps:

1. Review the current resources to support learning in all subjects across the curriculum. Improve and expand the range of resources to meet the needs of the increasing number of students joining the school.
2. Provide professional development to leaders and teachers on effective assessment procedures to ensure valid and reliable measures of students' achievement.
3. Implement approved plans to provide improved facilities, ease of access for those with mobility issues, and more space to accommodate both existing students and anticipated roll growth.

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