



INSPECTION SYSTEM

School Performance Report

Combined Internal and External Evaluations

Al Mustaqbal International Private School

The overall performance of this school is Good .



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INSPECTION SYSTEM

Basic information about school inspections

School inspections are structured around six Performance Standards:

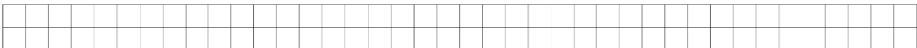
1. Students' achievement;
2. Students' personal and social development, and their innovation skills;
3. Teaching and assessment;
4. Curriculum;
5. The protection, care, guidance and support of students; and
6. Leadership and management.

School Inspections support the development of schools across the Emirate of Abu Dhabi. The UAE School Inspection Framework provides clear descriptions within these six Performance Standards. This framework allows school leaders and external inspectors to make judgements based on internationally recognised best practice.

School inspectors make judgements using these six performance categories:

Definitions	Performance Categories
Substantially exceeds expectations	Outstanding
Exceeds expectations	Very Good
Meets expectations	Good
Minimum performance required	Acceptable
Below expectations	Weak
Significantly below expectations	Very Weak

To see the full UAE School Inspection Framework, please click here: [Framework Arabic](#) [Framework English](#)





INSPECTION SYSTEM

Basic information about the school

Name: Al Mustaqbal International Private School

I.D. number: 9157

Phases: Cycle 1;Cycle 2;Cycle 3;KG

Curriculum: American

Fee category: Low

Location: 18, Al Balah St, Central District, Al Ain
30041

Web address: <https://www.fischools.ae/>

E-mail address: 9157@adek.gov.ae

Telephone: 037666771

Number of teachers: 55

Teachers' assistants: 14

Teachers' nationalities: Egypt

Number of students: 740

Teacher to student ratio: 1:13

Students' nationalities: UAE)

Proportion of Emirati students: 60.68

Proportion of students of determination: 0.81

Dates of inspection: 08-Feb-2022 to 10-Feb-2022

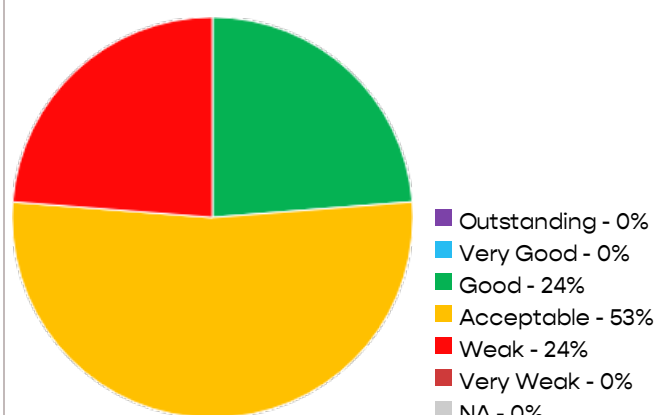




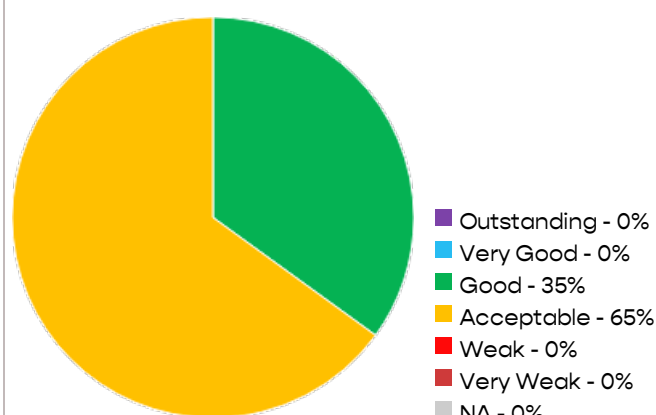
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The overall performance history of this school:

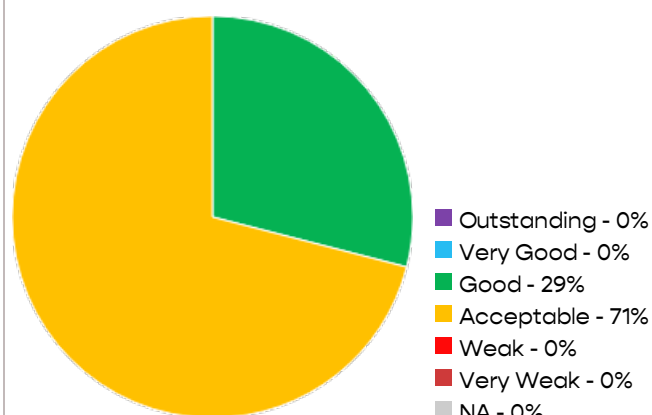
2015-2016



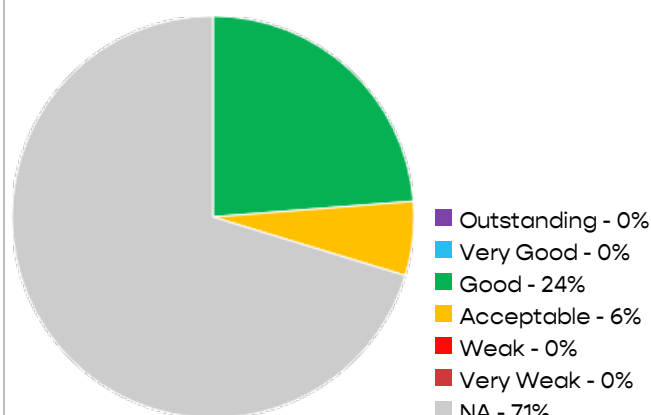
2017-2018



2019-2020



2021-2022



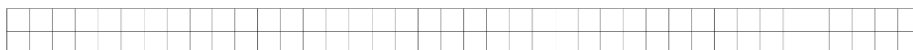


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Summary of inspection judgements

PS1: Students' Achievements

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
1.1 Students' attainment in Islamic Education	Good *	Good *	Good *	Good *
1.1 Students' attainment in Arabic First Language	Good *	Good *	Good *	Good *
1.1 Students' attainment in Arabic Second Language	Not Applicable *	Good *	Good *	Very Good *
1.1 Students' attainment in Social Studies	Not Applicable *	Good *	Good *	Good *
1.1 Students' attainment in Language Of Instruction	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
1.1 Students' attainment in English	Good *	Acceptable *	Good *	Good *
1.1 Students' attainment in Mathematics	Good *	Acceptable *	Good *	Good *
1.1 Students' attainment in Sciences	Acceptable *	Good *	Good *	Good *
1.2 Students' progress in Islamic Education	Good *	Good *	Good *	Good *
1.2 Students' progress in Arabic First Language	Good *	Good *	Good *	Good *
1.2 Students' progress in Arabic Second Language	Not Applicable *	Good *	Good *	Very Good
1.2 Students' progress in Social Studies	Not Applicable *	Good *	Good *	Good *
1.2 Students' progress in Language Of Instruction	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
1.2 Students' progress in English	Good *	Acceptable *	Good *	Good *
1.2 Students' progress in Mathematics	Good *	Acceptable *	Good *	Good *
1.2 Students' progress in Sciences	Acceptable *	Good *	Good *	Good *
1.3 Students' Learning skills	Good *	Good *	Good *	Good *





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PS2: Students' personal and social development

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2.2 Islamic values, Emirati & world cultures	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2.3 Social responsibility & innovation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

PS3: Teaching and assessment

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
3.1 Teaching	Good *	Good *	Good *	Good *
3.2 Assessment	Good *	Good *	Good *	Good *

PS4: Curriculum

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
4.1 Curriculum	Not Applicable	Not Applicable	Not Applicable	Not Applicable
4.2 Curriculum adaptation	Not Applicable	Not Applicable	Not Applicable	Not Applicable



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PS5: Protection, care, guidance and support of students

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
5.1 Health & safety	Good *	Good	Good	Good
5.2 Care & support	Good *	Good *	Good *	Good *

PS6: Leadership and management

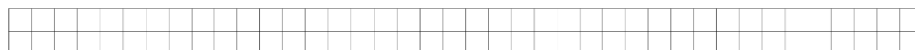
Indicators	All Phases
6.1 Effectiveness of leadership	Good
6.2 Self evaluation & improvement	Good
6.3 Partnerships with parents	Acceptable
6.4 Governance	Good
6.5 Management	Good
Overall Judgement	Good



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Changes since the previous inspection

Students' attainment and progress have improved in Arabic Second Language in the high phase, English in the middle phase, and mathematics in the KG phase and the middle phase. Students' progress has improved in science in the KG phase. Improvements in teaching in English, mathematics and science in the KG phase and middle phases have led to improvements in students' achievement. Improvements in Arabic Second Language are ascribed to the skills of individual students rather than a major change in teaching. The school baselines students in all subjects including reading through assessments in September of Term 1 and at the beginning of Term 2. These baseline checkpoints enable the school to monitor the progress of individual students against a defined personal starting point. The students themselves do not have subject-specific personalized targets to achieve in any subject. More effective teaching has improved students' achievement in the primary and middle phases. Students in science in these two phases are more confident in carrying out practical activities in the laboratories and by using online virtual laboratories. The school is somewhat restricted in the range of practical activities that students of all abilities, including the less able can participate in, due to the current COVID-19 restrictions. The foundations of children's mathematical knowledge are being effectively developed in KG1 from a low baseline on entry. Although the attainment of most is Acceptable the progress of the majority is Good from their individual starting points. In KG2, the majority of children are developing a secure understanding of number numerical representation that is above curriculum expectations. Teachers provide a range of innovative and engaging learning experiences including number hunts in the classroom to matching activities that involve bursting balloons. Role-play and small-world activities allow children of different abilities to apply their understanding of counting and value of money when buying items from an imaginary greengrocer. In mathematics, teachers use manipulatives in the KG phase and Grade 1 to teach students the concepts of the value of money and to help them learn how to measure distance. In other grades, students use online activities to model concepts and key ideas. The online platforms that students use in the high phase enable students of different abilities to choose the style of activity they can tackle. These include consolidation or extension tasks alongside reteaching activities and video presentations to give the concepts a context. Teachers use assessment data more effectively to plan learning activities. They still do not use the information that is available to them to precisely match tasks to the needs of learners of different abilities. Teachers have recently received training to improve their understanding of Measuring Academic Progress (MAP) data however the impact of this has yet to be realized. Students do not take the assessments as seriously as they should, which has an effect on the assessments compounded by the fact the assessments are very challenging for students with English as an alternative language. The monitoring of teaching and learning is intensive with an increased focus on the students' learning and progress in lessons. Members of the senior leadership team (SLT) can identify the strengths of a lesson but individuals within the SLT still focus on the teachers' performance. The middle leaders still need further development of their skills in this area. The school's monitoring system includes a variety of checks from walk-throughs to formal lesson observations. Each observation is recorded with the formal observations being supported by a proforma with prompts of 'learners are...'. Post-observation meetings discuss and summarize the strengths and aspects to develop with action points and timelines agreed. This information is not recorded on the lesson observation forms even though it would be helpful to do so as a summary of the process. Best practices are shared within and across departments and across phases. The school has a new SLT which has driven rapid changes and improvements in the school since the start of the 2021/2022 academic year when they were appointed. This has had an impact on the effectiveness of teaching in the school. The newly appointed SLT is very aware of the position of the school and has identified the school as being potentially Weak at the start of the year. The detailed school development plan identified that key aspects of the school's work were not satisfactory and identified specific actions that needed to be addressed in many key areas. The new team have a Good understanding of best practice in teaching and learning and is set about turning the school around. The impact of their actions is evident. There is recognition within the senior team that the middle leaders need to be trained to develop their skills in their roles. The senior leaders have identified where there is strength in the team (mathematics and science) and where middle leadership is not effective (the KG phase and Arabic medium subjects). In Term 1 2021/2022, the school has provided staff with an extensive range of professional development. Sessions linked to the development of higher-order thinking skills for students have been included. The impact of the training is improving the provision but is not seen in all subjects. In the high phase in Arabic Second Language, there is evidence of impact but this is inconsistent between subjects and grades. The need for further work and time for the initiatives to embed is recognized by the SLT. There is Good capacity to improve.





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Provision for reading

The school library is located centrally and is therefore easily accessible to students and staff. Currently, the library is closed but when in use, it is used for guided and independent reading. The library provides support to students and teachers to guide them through the selection of age-appropriate English and Arabic books. Students use the library to access factual materials when working on research and innovation projects. All classes are timetabled for at least one session in Arabic and English in the library each week. Children in the KG phase have access to books in the designated reading areas that have been set up in their classrooms. A school-wide literacy program has been adopted to include Starfall - a phonics program for students in the KG phase to Grade 3. This is supported by Reading A-Z which extends to Grade 5. Achieve 3000 is a reading program used to assess reading abilities from grades 6 through 12. Online commercial material provides personalized learning instruction based on students reading levels across from the KG phase to Grade 8. Reading programs such as Kamkalima, Iqra'aa are in place for Arabic students. Journey's Think Central, reading competitions in English and Arabic, as well as Arabic competitions, such as Shiffron are regularly attended by students. The school encourages students across the school to read for pleasure and fun. Students participate in a range of competitions and reading days. The school is developing a Readathon competition across the school to promote students to read for pleasure. The school also takes part in the Achieve 3000 annual reading competitions. The staff in the KG phase have received a range of internal training to understand phonics. All staff have received training to assist with guided and group reading strategies. English is well integrated into the thematic curriculum. The teaching of reading for comprehension is an area in English that the school is planning to develop further and develop more cross-cultural links to extend students' reading skills. Assessment systems in reading are aligned to the school curriculum. The school uses external MAP tests to monitor the development of reading skills in each phase but has not yet set reading development targets or shared these with students and parents. Parents are encouraged to follow up on their child's reading level through regular feedback from teachers.

What the school does to achieve its TIMSS and PISA targets

The school leaders are aware of the school's targets for the next round of TIMSS assessments. The school leaders recognize that although the school's results in the 2019 assessments were above the international norm, they placed the school in the intermediate category. There remain variations between the performance of the boys and the girls and Emirati and non-Emirati students. As a result, a detailed action plan has been drawn up to try to narrow the gaps between student groups. The school integrates PISA and TIMSS-style questions into everyday teaching in the mathematics, science and English curricula. On Fridays, the science and mathematics curriculum is turned over to provide students with exposure to 'application' style questions to build the skills of the students in answering 'PISA and TIMSS' questions.

Strengths of the school

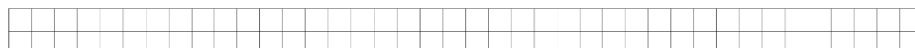
Students' achievement in Arabic (SL) has improved in the high phase, in English and mathematics in the middle phase and in mathematics and science in the KG phase. Students' speaking skills in English are strong across all phases. Teacher-student interactions in most phases and subjects create a positive learning ethos in most lessons. The school's procedures for ensuring safeguarding and well-being mean students learn in a safe and caring school. The senior leaders have a clear strategic vision and a secure knowledge of best practices in teaching, learning and assessment.

Recommendations for improvement

1. Raise achievement in all subjects so it is at least Very Good especially in primary English and mathematics by:

- improving the fluency in reading for purposes and enjoyment in Arabic and English.
- improving students' extended writing with the correct use of grammar and accurate spelling.
- providing more opportunities for students to review, edit and improve their own work so that all students use basic punctuation rules correctly.
- improving students' phonics skills in the primary phase in English with daily sessions to help students learn how to blend phonemes when reading unfamiliar words.
- building students' problem-solving skills so they are consistent in all subjects.
- increasing the opportunities for students to carry out scientific investigations to build their practical skills and their understanding of the scientific method that are linked to the real world.

2. Improve



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PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
	1.1.1 Against curriculum standards	The school's internal assessment information aligned to curriculum standards in 2020/21 indicates that almost all children in the KG phase, and students in the primary, middle, and high phases attained knowledge, subject skills, and understanding above the curriculum standards. This is Outstanding. External assessment information from Ministry of Education (MoE) examinations indicates that all Grade 12 students attained above curriculum standards, which is also Outstanding. In lessons and in their recent work, the majority of students attain above the curriculum standards, which is Good. Children in the KG phase memorize the assigned holy verses, Hadeeth, and supplications. Children in KG2 show awareness of Islamic etiquette for visiting others, hosting, and reciting the Holy Qur'an. A few children find some difficulty in memorizing all the assigned verses. Students in the primary phase show Good knowledge of the Prophetic guidance. The majority of students in Grade 2 attain above curriculum standards and demonstrate understanding of the courteous relationships between the individuals in the Muslim society in light of their knowledge about the Noble Hadeeth. The majority of students in the middle phase show an understanding of Islamic law and values that is above curriculum expectations. Students in Grade 8 understand the grade-appropriate rulings of Islamic acts of worship. They give examples from Seerah to show their understanding of a range of Islamic values including tolerance, and fraternity. A few students are less knowledgeable about the life of the Prophet (PBUH). Students in the high phase demonstrate Good recitation skills. The majority of students in Grade 11
	1.1.2 Against national and international standards	
	1.1.3 Knowledge, skills & understanding	
	1.1.4 Trends in attainment over time	
	1.2.1 Progress against starting points and over time	
	1.2.2 Progress in lessons	
	1.2.3 Progress of different groups	



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memorize and recite the holy verses from Surat al- Ahzab while observing the majority of the recitation rules with skills that are above curriculum standards. A few students have less extensive knowledge of the biographies of prominent Islamic figures. Over the past three years, almost all children and students across the school attained above the curriculum standards in internal and external assessments. The school's curriculum-aligned internal assessment information indicates that almost all children and students across the school have been consistently making above the progress expectations over time. In lessons and in their recent work, the majority of children and students make above the expected progress in relation to lesson outcomes. The majority of children in KG2 show progress in developing their knowledge of Islamic acts of worship. They show how to perform the five prayers, how to do 'wudu', and what a Muslim should do before doing prayers. A few children have not gained above the expected progress in their understanding of the assigned holy verses, from Surat Al-feel for example. The majority of students in the primary phase have gained more knowledge and a deeper understanding of Islamic etiquette indicating they are making Good progress from their individual starting points. In Grade 2, the majority of students demonstrate an improving ability to explain the advantages of adherence to Islamic morals when meeting new people. Students in the middle phase are making progress in their understanding of the Noble Hadeeth. The majority of students in Grade 8 demonstrate Good progress in their understanding of specific Hadeeths and can explain the meaning of "None of you should point out towards his Muslim brother with a weapon, for he does not know, Satan may tempt him to hit" and can draw out the prophetic guidance from verses. A few students have gained a less deep understanding of the meaning of some words in the assigned Hadeeth. Students in the high phase are making Good progress in

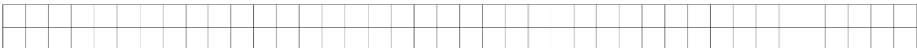


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applying the recitation rules. The majority of students in Grade 11 show above expected progress in their recitation skills when reading verses from Surat Al-Ahzab and show they have improved skills in extracting the rules of Noon and Tanween. However, a few students still have not gained above the expected levels of recitation skills. The school's own curriculum-aligned internal assessments and external assessment data show all groups of students make above-expected progress over time in all phases. In lessons, there are no differences in progress according to nationality or gender. The high-attaining students make similar progress to other students but are not challenged sufficiently to make noticeably more progress in lessons. The students of determination are making above the expected progress in relation to their identified abilities and personal learning goals. There are no identified gifted and talented students in this subject.

Islamic Education - Next steps for students:

1. Memorize and broaden an understanding of a wider range of holy verses and Hadeeth in the KG and primary phases, by daily practice. 2. Extend knowledge about the Prophetic guidance, in the middle phase, by reading books of Seerah. 3. Improve the recitation skills of all students in the high phase, by daily practice.





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PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
	1.1.1 Against curriculum standards	The school's internal assessment information based on curriculum standards indicates that in 2020/21, almost all children in the KG phase and students in the primary, middle, and high phases attained knowledge, subject skills, and understanding above the curriculum standards. This is Outstanding. External assessment information from MoE examinations indicates that all Grade 12 students attained above curriculum standards, which is also Outstanding. In lessons and in their recent work, the majority of students attain above the curriculum standards, which is Good. Children in the KG phase can recognize letters in different word positions and can read sight words. They can match letters to words. The majority of children in KG1 can give examples of words that begin with the previously learned letters attaining above the expected standards. They can answer oral questions to familiar topics, like classroom objects, the weather, and colors. A few of them show less well-developed handwriting skills. The majority of students in the primary phase show Good speaking skills often well above expected standards. The majority of students in Grade 4 can talk about the legacy of the UAE, and the Late Sheikh Zayed as Man of the Environment. They use appropriate conjunctions, sequencers, and correct sentence patterns. A few of them are less able to form well-connected groups of sentences. Students in the middle phase show Good listening skills. The majority of students in Grade 7 after listening to an audio clip about social media can discuss the main ideas using correct connectives to show relations between sentences. A few students demonstrate less secure note-taking or summarizing skills. Students in the high phase demonstrate Good comprehension skills. In Grade 11, the majority of students attain above curriculum
	1.1.2 Against national and international standards	
	1.1.3 Knowledge, skills & understanding	
	1.1.4 Trends in attainment over time	
	1.2.1 Progress against starting points and over time	
	1.2.2 Progress in lessons	
	1.2.3 Progress of different groups	



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standards and show understanding of the characteristics of different writing genres including information and narrative texts. They can make comparisons and extract the differences between biographies and autotrophic as literary arts. A few more-able students write Good paragraphs of autotrophic. A few less able students make a few mistakes in grammar. Over the past three years, almost all children and students in all grades across the school attained above the curriculum standards in internal and external MoE assessments. The school's internal assessment information from curriculum-aligned tests indicates that almost all children and students across the school have been consistently making above the progress expectations. In lessons and in their recent work, the majority of children and students across all phases make above the expected progress in relation to lesson outcomes. The children in the KG phase have made Good progress in their literacy skills. The majority of children in both KG1 and KG2 make better than expected progress in their development of phonics and can recognize short and long vowel sounds. The majority can blend words with different vocalization markers. However, a few children still have some difficulty writing the letter in the correct direction in different word positions. Students in the primary phase are making better than the expected progress in their reading and writing skills. In addition, the majority of students in Grade 3 show Good progress in their developing speaking skills and can talk at length on a topic. Only a few students stumble over their words and require prompts to complete their sentences. Students in the middle phase show Good progress in paragraph writing. In Grade 7, the majority of students show above expected progress in writing explanatory texts that compare and contrast old and modern means of communicating over long distances. The majority of students in Grade 11 in the high phase show above expected levels of progress in improving their understanding of biographical and autobiographical

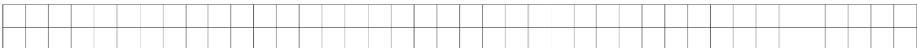


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texts and how bias may influence a reader. In the school's own internal curriculum aligned data, all groups of students make above the expected progress but the data highlights small inconsistencies in the progress made by boys and girls or by Emirati or non-Emirati students with girls and non-Emirati students performing a little better in different grades. Students of determination are effectively supported by teaching assistants and in support activities outside of the class. Consequently, they make Good progress in relation to their own individual starting points and learning goals. The more-able students make similar progress to other students in the classes, but this is not accelerated due to low challenge in the activities that does not push their learning on quickly enough. There are no identified gifted and talented students in this subject.

Arabic First Language - Next steps for students:

1. Improve paragraph writing skills in the middle phase, by reading and summarizing stories. 2. Improve handwriting skills in the KG phase, through regular practice. 3. Improve fluency and accuracy in reading in the primary phase, by practicing and applying teacher feedback.





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PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
	1.1.1 Against curriculum standards	The school's internal assessment information from curriculum-aligned tests indicates that almost all students in the primary, middle and high phases attained knowledge, subject skills, and understanding above the curriculum standards. This is Outstanding. Arabic Second Language is not taught in the KG phase. The external assessment information from the MoE examinations confirms that all Grade 12 students attained above the curriculum standards, which is also Outstanding. In lessons and in their recent work, the majority of students in the primary and middle phases attain above the curriculum standards, which is Good, and the large majority of students in the high phase attain above the curriculum standards, which is Very Good. Students in the primary phase show Good literacy skills. The majority of students in Grade 2 read fluently. Only a few students make minor mistakes and few pause to rethink and self-correct mistakes. The skills they demonstrate are above curriculum standards. A few more-able students can form short questions, but a few less-able students find some difficulty in writing complete, grammatically correct sentences. The majority of students in the middle phase, in Grade 6, can read extended texts, find out key information, and write short answers to comprehension questions. A few less able students find it challenging to continue the conversation using complete sentences. The large majority of students in the high phase, in Grade 12 can talk with confidence about familiar topics. They can use complete, structurally correct sentences to talk about traffic rules and how to cross the street. They use appropriate verb tenses, demonstratives, and pronouns and demonstrate skills and understanding above curriculum expectations. They sometimes have some difficulty in pronouncing some
	1.1.2 Against national and international standards	
	1.1.3 Knowledge, skills & understanding	
	1.1.4 Trends in attainment over time	
	1.2.1 Progress against starting points and over time	
	1.2.2 Progress in lessons	
	1.2.3 Progress of different groups	



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Arabic words. Over the past three years, almost all students across the school attained above the curriculum standards in internal and external assessments. The school's internal assessment information indicates that almost all students across the school have been consistently making above the progress expectations, which is Outstanding. In lessons and in their recent work, the majority of students in the primary and middle phases make above the expected progress, which is Good, whereas the large majority of students in the high phase make above the expected progress, which is Very Good. The majority of students in Grade 2 in the primary phase make above the expected progress in letter-sound recognition, and in reading words and short sentences. They distinguish between short and long vowel sounds. They move forward to apply their understanding of vocalization markers when they read sentences. A few students need more support to make better progress in speaking fluently. The majority of students in Grade 6 exceed progress expectations in comprehension skills. The majority of students are building a wider vocabulary and can make sense of new words and use them in meaningful sentences. They read and analyze grade-appropriate texts of different types. The large majority of students in the high phase make above the expected progress in their reading and writing skills. Students in Grade 12 read the narrative text of Najeeb Mahfouth and discuss the main and the detailed ideas using correct transitional markers and verb tenses. Their skills in using standard Arabic with connected sentences are improving. A few students find some difficulty writing well-structured paragraphs. In internal and external assessments and in lessons observed, all groups of students make above the expected progress with no differences between boys and girls, or Emirati and non-Emirati students. There are no students of determination among the students who study Arabic second language. Students of all abilities make similar progress

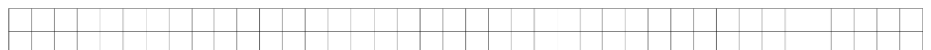


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from their individual starting points.
There are no identified gifted and
talented students in this subject.

Arabic Second Language - Next steps for students:

1. Improve sentence writing by learning more complex and interesting vocabulary and checking words are spelled correctly by using dictionaries. 2. Improve extended writing skills, in the high phase, by adding even more detail and greater variety of transitional markers. 3. Improve pronunciation and discussion skills, in all phases, by talking with native speakers.





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PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
	1.1.1 Against curriculum standards	The school's internal assessment information aligned with curriculum expectations indicates that almost all students in the primary, middle and high phases attained knowledge, subject skills, and understanding above the curriculum standards. This is Outstanding. Social studies is not taught in the KG phase. External assessment information from the MoE examinations indicates that all Grade 12 students attained above the curriculum standards, which is also Outstanding. In lessons and in their recent work, the majority of students in the primary phase attain above the curriculum standards. Students in Grade 5 show broad knowledge of the history and geography of the region of the Arab Gulf countries. They can identify the ties between people of the Gulf Cooperation Council (GCC). Students in the middle phase gain a wide knowledge of the history of the UAE. A majority of students in Grade 8 attain above curriculum standards and can compare a range of comprehensive developments including communication and transportation in the era of Sheikh Zayed with historical times. A majority of students in Grade 9 in the high phase show an above expected understanding of the role of women in the past and can explain how the late Sheikh Zayed supported Emirati women, particularly in education. A few students gain a less deep understanding of the role of the government in supporting the economy and protecting the rights of all individuals. Over the past three years, almost all students across the school attained above the curriculum standards in internal curriculum-based assessments and MoE assessments. The school's internal assessment information indicates that almost all students across the school have been consistently making above the progress expectations. In lessons
	1.1.2 Against national and international standards	
	1.1.3 Knowledge, skills & understanding	
	1.1.4 Trends in attainment over time	
	1.2.1 Progress against starting points and over time	
	1.2.2 Progress in lessons	
	1.2.3 Progress of different groups	

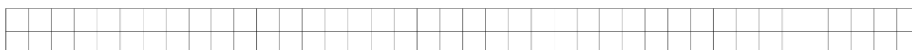


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and in their recent work, the majority of students make above the expected progress in relation to lesson outcomes. Students in the primary phase, make above the expected progress in their understanding of subject-related concepts. Students in Grade 5 explain ideas linked to natural history, extinction and conservation. They can identify the factors that affect the growth of natural plants in the Arab Gulf countries and identify the types of plants growing in the region. Students in the middle phase are progressing in their understanding of how the country invests its different resources in the best way. In Grade 8, the majority of students show an above-expected understanding of the UAE's future vision and national agenda for more investments in technology and space exploration enterprises. The majority of students in the high phase show accelerated progress in gaining a growing awareness of subject-related concepts, such as Good citizenship and gender equality. Students in Grade 9 compare the historical role of Emirati women with the opportunities available in a modern UAE. A few less able students have not exceeded expectations in their ability to explain the major factors that have made changes in the structure of UAE society since the union. All groups of students make above the expected progress in internal curriculum-based assessments and in lessons with no differences between boys and girls, or between Emirati and non-Emirati students. The students of determination make above the expected progress in relation to their individual learning goals. The high-attaining students make similar progress to their peers in their understanding of the socio-political changes within the UAE. There are no identified gifted and talented students in this subject.

Social Studies - Next steps for students:

1. Deepen understanding of the role of the government in supporting the economy and protecting the rights of all citizens, in the high phase by reading newspapers and watching television news programs. 2. Increase awareness of the roles of the UAE in world innovative projects, like space research, in the middle phase, by reading up on the subject on scientific websites. 3. Extend knowledge of history, in all phases, by building timelines to sequence important events and changes in people's lives.



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PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

Internal Evaluations	Elements	External Evaluations
	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	

Instructional Language - Next steps for students:



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PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
	1.1.1 Against curriculum standards	Most students, across all grades, attain standards that are above curriculum standards according to the school's internal curriculum-based assessment data for 2021. This is Outstanding. In external examinations, the EmSAT assessment shows that most students attained above-expected levels, which is also Outstanding. In the most recent MAP assessment for 2021, attainment for grades 3 to 9 was Weak. Students in the school have not taken preScholastic Aptitude Tests (pSATs) for Grade 10 or SATs for Grade 12, therefore no results are available to report. In the KG, middle and high phases lessons and in students' work, the majority of students attain above the curriculum standards, which is Good. Most students in the primary phase attain expected levels of the curriculum standards. In KG2, the majority of children attain above curriculum expectations in speaking and their phonics understanding. The majority are starting to blend these sounds to read simple consonant-vowel-consonant (CVC), words such as 'rug', 'red' and 'rip' with the more able challenged to move to two-syllable words such as rainbow. In KG1, the majority of children are attempting to write letters, with the more able beginning to form one-syllable words. In the primary phase, most Grade 1 students attain in line with curriculum expectations and build adequately on their emerging phonic skills as they recognize words and attain new skills in sounding out short and long vowels. Students can sound out the letter 'e' and link it to one-syllable words such as ear and eat. Most attain expected skills in blending 'ee' and sounding out the long vowel. More-able students can construct paragraphs that contain conjunctions and connectives. For most students, writing skills remain limited with most students unable to write beyond the level expected for
	1.1.2 Against national and international standards	
	1.1.3 Knowledge, skills & understanding	
	1.1.4 Trends in attainment over time	
	1.2.1 Progress against starting points and over time	
	1.2.2 Progress in lessons	
	1.2.3 Progress of different groups	



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their age. As they reach the end of the primary phase, the punctuation, grammar, and spelling skills of most students in Grade 5 are inconsistent. In the middle phase, the majority of students in Grade 6 can find the context clue in a sentence as they read a comprehension text and add ideas to build and expand their written answers demonstrating skills above curriculum standards. In the high phase, the majority of Grade 10 students attain above curriculum standards in their use of high-quality vocabulary to discuss and present their ideas as to how to present a written argument in the form of a letter between two political opponents. Analysis of the school's own internal curriculum-linked assessment data for the last three years indicates students' attainment is Outstanding across all grades. Analysis for EmSAT results for Grade 12 students indicates most students have over time attained above the curriculum expectations. Students' attainment is Weak in Measuring Academic Progress (MAP) assessments in grades 3 to 9. The school's internal assessment data for all grades and external MoE examination results indicate that most students make above-expected progress in relation to their starting points and over time. In the KG phase, the majority of children in KG1 make Good progress from their individual starting points in their ability to link letters with the sounds they represent and demonstrate phonics understanding and skills above the expected levels. In the primary phase, students in Grade 2 make expected progress against the lessons' learning objectives and can write basic paragraphs about saving water but their work shows students do not spot simple grammatical errors in their writing. In the middle phase, the majority of students in Grade 7 make better than expected progress in linking memoirs to moments in history as they talked about memoirs from World War 2 soldiers sharing their experiences. The majority of students make Good progress in presenting ideas and information from the memoirs with others in the class. In the high

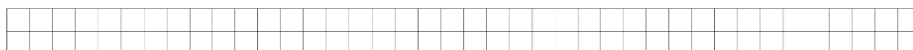


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phase, the majority of Grade 10 students show better than expected progress in their skills needed to write for a specific purpose when reporting how underdeveloped countries struggled with developing water filtration units as they could not afford them. The school's curriculum-linked assessment data shows little difference in the progress made by boys and girls or by Emirati students and non-Emiratis. Progress all groups for all groups is Outstanding. This is not reflected in lessons and there is little difference in the students' most recent work where most groups make similar progress within their grades. The progress made by students of determination is in line with their peers in each phase due to additional support from the special education team. Consequently, students of determination make Good progress in most phases but Acceptable progress in the primary phase. There are no identified gifted and talented students in this subject.

English - Next steps for students:

1. Improve students writing skills by self-checking work to make sure the grammar and punctuation are correct and written work contains fewer spelling mistakes in all phases. 2. Read more widely to develop a greater vocabulary and to experience different genres within literacy in the primary phase. 3. Plan out tasks to ensure there are logical connections in written pieces in the high phase.





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PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
	1.1.1 Against curriculum standards	The school's own internal assessments based on curriculum standards for the academic year 2020/21 show students' attainment by the end of the KG phase was Outstanding and the primary phase was Acceptable. By the end of the middle and high phases, attainment was Outstanding. The school's own curriculum-aligned internal data indicates that although most students attain above-expected standards, girls' attainment is better than boys in some grades, but there is no clear trend to indicate an underlying pattern in the results. Similarly, the attainment of non-Emirati students is better than that of Emirati students in different grades with no pattern to the results. The school's external data from MAP assessments show students' attainment in mathematics was Weak in all grades from 3 to 9 in the autumn term 2021/22. The school's EmsAT data for 2019/20 and 2020/21 indicates attainment in mathematics was Outstanding with most students attaining above the curriculum standards. Students' attainment in the most recent TIMSS assessments from 2019 indicates Grade 4 and Grade 8 students were in the intermediate range but slightly above the international benchmark mean of 500. In these assessments, the girls in each grade performed better than the boys and non-Emiratis achieved high scores than Emirati students. This profile is not reflected in lessons and in samples of students' recent work. In KG1, the majority of children attain above curriculum expectations in demonstrating their understanding of how to use money to buy goods in role-play shop. A minority could go further in being able to give change for an item bought. In KG2, a majority of children attain above curriculum standards and can count on from numbers between 25 and 50 and recognize one and two
	1.1.2 Against national and international standards	
	1.1.3 Knowledge, skills & understanding	
	1.1.4 Trends in attainment over time	
	1.2.1 Progress against starting points and over time	
	1.2.2 Progress in lessons	
	1.2.3 Progress of different groups	



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more or less than a number in the thirties. In the primary phase, the majority of students attain above curriculum standards in Grade 4 demonstrating they can add and subtract fractions but are unable to simplify the resulting answer. In the middle phase, in a Grade 6 lesson most students attain above the curriculum standards and can calculate outcomes of distance, time and speed problems. Not all are accurate with their mental calculations and rely on calculators for basic multiplication and division calculations. A majority of boys in a Grade 11 class show they can follow a systematic process to solve logarithmic equations and attain above curriculum expectations. In a parallel class, a large majority of girls also demonstrate a Good understanding of the concept but again rely on calculators to solve simple calculations. Outcomes for students in almost all grades over time from 2019 onwards in the school's own internal curriculum-based assessments are Very Good. Students' achievement in EmSAT assessments for Grade 12 over time is Outstanding. Internal assessments aligned to curriculum standards results indicate that most students in most grades make better than expected progress in all the phases. Progress for tracked cohorts over time is Outstanding in most grades with dips seen in Grade 3 to Grade 5 and Grade 7 to Grade 9. The school ascribes this as being due to the increased rigor and difficulty in the subject content as students move through the primary phase and into the middle and high phase respectively. The school does not have any recent external data to use as a measure of student progress. This profile is not reflected in the findings from lessons and in samples of students' recent work where progress in the KG phase, the middle, and the high phase is Good and is Acceptable in the primary phase. In KG 2, children make Good progress in their understanding of counting in 10s rather than in units. In Grade 5, most students make expected progress in linking two variables to plot a line graph and understand how the change in one variable influences the second. Only

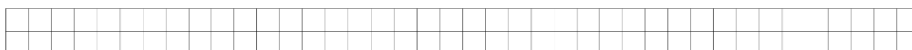


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a minority can represent this correctly in a graph and few plot the points accurately. The majority of students in Grade 8 show above expected progress in their understanding of the important real-life equation $y = mx + c$. By the end of one lesson, the majority of students could calculate the gradient, m , and understood it represented the rate of change (for a cost per cinema ticket) and the y intercept, c , that represented a starting value (which could be an administration fee). In the high phase, the majority of students in a Grade 9 class show above expected progress in their understanding of solving expressions involving radicals and rational exponents, using the properties of exponents by following a systematic method. In lessons, there is no obvious difference in progress between groups of students in any of the phases. The school's own internal data from curriculum-aligned assessments indicate that assuming similar starting points progress of girls is better than boys and non-Emirati students better than Emirati students. The school is currently in the process of identifying those students who are gifted and talented and those who are more able. Consequently, most teachers do not provide specific activities aimed at the potentially highest achievers. Students in the high phase can choose activities with different levels of challenge but within them, there are limited numbers of examples at each level to tackle and test their understanding. Students of determination make similar progress to their peers against their own individual learning goals due to effective support in class from teaching assistants and in withdrawal sessions with trained special educational needs teachers.

Mathematics - Next steps for students:

1. Link mathematical thinking to the real world, by using and applying what is learned in mathematics lessons to activities such as buying items in shops and or measuring things at home. 2. Improve basic skills by diligently learning multiplication tables in the primary phase. 3. Use mental maths strategies rather than relying on a calculator whenever possible in the middle and high phases.





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PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
	1.1.1 Against curriculum standards	The internal data from curriculum-aligned assessments indicate that the attainment of most students at the end of the last academic year 2020/21 is above curriculum standards and is Outstanding in the KG phase, the primary phase and the middle phase in science. Students' attainment in the high phase is also Outstanding in biology, chemistry and physics where most students attain above curriculum standards in aligned internal assessments in most high phase grades in these subjects. Students have not taken part in external examinations over the last two years in the high phase. Students in 2020/21 in grades 3 to 9 demonstrated below basic competency in MAP and their attainment in each grade was Weak. In international benchmarks, students in Grade 4 attained above the intermediate benchmark and were a little below the benchmark mean, whilst students in Grade 8 attained above the international mean and also were above the intermediate benchmark. The results also showed that in both grades, girls attained higher than boys and that non-Emiratis attained above Emirati students. The school has recognized the variation in the performance of different groups and has an action plan in place to narrow the gap. These high levels of attainment in curriculum-aligned internal assessments reported by the school are not seen in lessons and in students' recent work. In lessons and in their recent work, most children in the KG phase demonstrate knowledge, skills and understanding that are in line with curriculum standards. In KG2, most children in a role play pretending to be scientists can use tools to measure the weather and verbally report their weather findings, such as using a wind vane to identify if it is windy. In the primary phase, the majority of students in Grade 5 demonstrate levels of knowledge
	1.1.2 Against national and international standards	
	1.1.3 Knowledge, skills & understanding	
	1.1.4 Trends in attainment over time	
	1.2.1 Progress against starting points and over time	
	1.2.2 Progress in lessons	
	1.2.3 Progress of different groups	



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and understanding that are above curriculum standards when investigating conductivity as a property of matter. Students can state it is a useful property for identifying substances because it is a property that does not depend on how much or how little of a substance is available. Students then went on to demonstrate innovative and creative skills in building a model that demonstrated the materials that conduct and insulate the electric car. In the middle phase, the majority of students in Grade 8 can identify steps to calculate the acceleration of the cart rolling down a ramp and attain above curriculum standards. The majority of students can discuss potential points of friction on the cart and whether the mass on the cart or the force applied to it had a greater impact on its resulting speed. The majority of students can correctly identify the counterintuitive ideas linked to the effects of balanced and unbalanced forces on the motion of an object. In the high phase, the majority of students in Grade 12 attain above curriculum standards and are able to answer questions about the difference between the penetration power of alpha, beta and gamma, radiation. Students are confident to use notes from previous lessons as a resource to give informed answers. Analysis of the school's own curriculum-based internal assessments indicates that the trend in attainment over the last three years is Outstanding across most grades, from the KG phase through the primary and middle phases for science and through the high phase for the three separate sciences of biology, chemistry and physics. The school does not have over time data for external examinations in science. The school's own assessment data for tracked cohorts over time shows the majority of students in the primary, middle and high phases, make better than expected progress in relation to their individual starting points and the curriculum standards. Most children in the KG phase make expected progress. In a KG1 class, most students make progress at least in line with



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curriculum expectations in their understanding of the conditions that plants need to grow and what care a plant would need if it was grown indoors. In the primary phase, the majority of students in Grade 2 demonstrate better than expected progress identifying the strengths and weaknesses of a bridge structure and then going on to design their own models, such as a pyramid out of marshmallows and raw spaghetti. The majority of students then can talk about the strengths and weaknesses of their own design. In the middle phase, the majority of students in Grade 7 show above expected progress in securing their skills in making hypotheses from given information. The students are able to analyze and interpret data on the properties of substances before and after a reaction takes place to determine if a chemical reaction or a physical change has occurred. Students can explain that mixing vinegar and baking soda is a chemical change due to the changes in the properties of the products and the temperature changes that occur. In the high phase, the majority of students in Grade 11 demonstrate above expected rates of progress in their ability to predict the properties of unknown elements on the Periodic Table based on the patterns of electron configuration in the outermost energy shell of an atom. The school's own internal data indicates boys and girls make similar progress to each other in most grades. Similarly, the progress made by Emirati and non-Emirati students show little variation. This is confirmed in lessons. Low achieving students receive support in lessons through differentiation, and make at least expected progress, although there may be some unevenness in students' progress in internal assessments. The school does not have a complete list of students who are gifted and talented. The more able students, including those gifted and talented, do not consistently make more progress than their peers due to lack of challenging activities in lessons. Students of determination in all phases make Good progress from their respective starting points and

		against their own learning goals due to the additional support they receive in class from teaching assistants and from special needs teachers in withdrawal sessions.
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1. Formulate theories and plans to carry out investigations to develop practical skills in real-life experiences, such as data analysis, recording results and evaluating work, by measuring volumes, mass and weight. 2. Consolidate scientific learning through play and environmental exploration by carrying out simple investigations in the KG phase and in the early primary grades. 3. When able, link mathematics and science together, so the skills from both subjects, such as recording data in tables and drawing graphs are used to help produce scientific conclusions in the middle and high school phases



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PS1: Students' Achievements

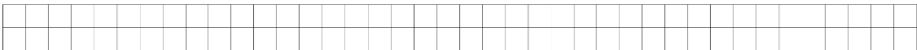
1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
	1.3.1 Engagement and responsibility 1.3.2 Interactions, collaboration, communication 1.3.3 Application and connections 1.3.4 Innovation, enterprise, enquiry, research, critical thinking, use of I.T.	Students enjoy learning and take increasing responsibility for their own learning. They know their strengths and challenges and take steps to improve them. In the KG phase mathematics class, children enjoy active learning tasks, where they can take on physical activities, such as bursting balloons to match numbers or undertaking number hunts. They were able to sustain interest for extended periods of time, without the redirection or intervention of their teacher. In a Grade 7 science class, students worked collaboratively together to mix substances to produce new ones. They were able to organize their work and take responsibility for their own learning, as they answered questions to the teacher to clarify their experiments. When the students mixed vinegar and baking soda, they were able to eloquently describe the chemical reaction with enthusiasm. In Grade 8 Islamic education class, students search through learning platforms, the meaning of Hadeeth: None of you should point out towards his Muslim brother with a weapon, for he does not know..." Students worked in pairs, collaboratively, and exchanged their ideas with discovery and enjoyment. However, students do not always take responsibility for identifying their success criteria and identifying personal targets in lessons. Students interact and collaborate well in a range of learning situations. They communicate their learning clearly. In Grade 3 Arabic as a Second Language, students spoke in Arabic to identify who can make a snowman. The majority of students spoke fluently in front of the classroom about their experiences with snow in Lebanon and Turkey. They made clear real-life connections when they spoke with pride on behalf of their homeland. However, more challenging tasks and activities are required for higher achievers. In Grade 6, students are



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able to use their predictive skills to determine the temperature of the water, based on a photo because there were bubbles in the water and placed on top of a flame. Students spoke at length, when prompted by the teacher, and explained how the initial temperature changed. Students built upon their schema to discuss, using new terminology, such as conduction, convection and radiation, with confidence. In Grade 11 mathematics, boys and girls were able to discuss how to solve logarithmic equations, whereby the boys were able to come up with a range of methods they could use to solve a calculation problem. Students share their ideas with the class happily and answer questions in all lessons. Students are confident to present from the front of the class as both girls and boys in Grade 11 did in modeling answers to solve equations. Students apply and link their learning to real-life practices and other subject areas, ensuring learning is relevant and familiar to students from their daily life experiences. Students make clear connections between areas of learning and relate these to their understanding of the world. In Grade 5 mathematics, most tasks in lessons have a link to the real world or with concepts that students can visualize and understand, where they could measure an object accurately using non-standard units. In a Grade 9 social studies class, students were able to identify and connect with real-life experiences on what Sheikh Zayed does for Emirati women. Students can answer questions regarding how the government of the UAE provides assistance and support for women who are widowed or divorced. In Grade 10 English class, students make connections in their learning to the wider world, where they read a letter from Viceroy Lord Irwin to Mohandas Gandhi and analyzed the key features of the text to identify key ideas in an argument. However, students do not always make meaningful connections between areas of learning in lessons, across all subjects. Students are enterprising. They can find things out for themselves and use technologies to





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support their learning. Critical thinking and problem-solving skills are common features of learning. In a KG2 mathematics class, children enjoyed innovative physical activities such as balloon bursting, counting by stamping and number hunts to secure their understanding of numbers between 25 and 50 and numbers on a number line. Across the school, the majority of students are actively involved and sustain concentration in lessons. They take increasing responsibility for their own learning and assessment of it, although they do not always take responsibility for identifying success criteria and personal targets in lessons. They can work productively on their own, particularly students in the middle and high school phases. They do not need much guidance from teachers and use resources, including technology, sensibly to support their work. Students are comfortable working together and have learned not only to listen to other students' views but also to analyze them and respond to them thoughtfully. Their own contributions are pertinent and helpful to others and collaborative work is supported by a range of learning resources, including digital devices. However, students especially the more able, do not always apply high-level problem-solving skills Opportunities for students to think before answering, commenting or evaluating the answers of others are limited. When students do get the chance to think they come up with really good ideas and can justify them as the Grade 8 girls did when solving linear equations in mathematics. In Grade 12 chemistry, students learn together to find out things for themselves and use technology to define appropriate quantities for the purpose of descriptive modeling. They expand on their knowledge, discussing units as a way to understand problems and interpret units in formulas, using evidence to support their answers. All students in the primary, middle and high phases showed Good skills in using learning technology. They could use different learning platforms to access and upload work and to choose the level of difficulty in the

tasks they chose to do.

Next steps for students:

1. Apply high-level problem-solving and learning in innovative ways, particularly for the and high achievers. 2. Take more responsibility for setting personal targets and identifying success criteria in lessons. 3. Make meaningful connections between areas of learning more consistently in lessons across all subjects.



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PS2: Students' personal and social development

2.1 Personal development

Internal Evaluations	Elements	External Evaluations
	2.1.1 Attitudes	
	2.1.2 Behaviour	
	2.1.3 Relationships	
	2.1.4 Adoption of safe and healthy lifestyles	
	2.1.5 Attendance and punctuality	

Next steps for students:





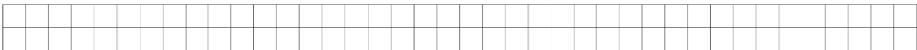
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PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

Internal Evaluations	Elements	External Evaluations
	2.2.1 Appreciation of the values of Islam 2.2.2 Respect for the heritage and culture of the UAE 2.2.3 Understanding of their own and other world cultures	

Next steps for students:





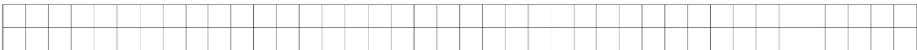
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PS2: Students' personal and social development

2.3 Social responsibility & innovation

Internal Evaluations	Elements	External Evaluations
	2.3.1 Community involvement, volunteering and social contribution	
	2.3.2 Work ethic, innovation, enterprise, entrepreneurship	
	2.3.3 Environmental awareness and action	

Next steps for students:





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PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
	3.1.1 Subject knowledge and how students learn them 3.1.2 Lesson planning, the learning environment, time and resources 3.1.3 Interactions, questioning and dialogue 3.1.4 Strategies to meet the needs of all students 3.1.5 Developing critical thinking, problem-solving, innovation and independent learning skills	Most teachers have a secure knowledge of their subjects and use this knowledge to provide thought-provoking lessons for students. In a KG phase science lesson, children had to tend to a teacher who was pretending to be ill. Teaching skills are refined and reinforced through a range of internal professional development of teaching skills. These skills are evident in lessons as the majority of teachers motivate students to learn new things and expand their skills and understanding. Teachers are equipped with technical skills to facilitate blended lessons; online lessons are consistently effective because teachers' pedagogy of how to do online teaching is secure. Teachers in the primary phase do not always build on the good work that takes place in the KG phase as planning becomes too focused on directed learning and students spend too much time completing online tasks. Consequently, in English, they start to lose the phonetic skills they were gaining to aid with writing and reading. Teachers' ability to help students apply critical thinking is stifled during this phase in the school as opportunities for students to build their evaluative skills are limited. Teachers plan lessons, using a common format that identifies differentiated activities. However, these are not consistently used by all teachers, and on occasion in a few lessons, these learning experiences do not routinely meet the needs of all the students. This is because teachers are not yet secure in identifying gifted and talented students, or students of determination. While most lessons provide the right level of challenge for the higher and lower achievers, this is not consistent practice across the school. However, there is a wide range of teaching strategies in place to support Emirati and non-Emirati students and boys and girls who generally make the same levels



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of progress. Most lesson plans consider how activities are adapted and adjusted to ensure all students benefit and learn new skills. In the best lessons, teachers carefully consider the balance of group working and independent learning. In an English lesson, Grade 10 students work together to design an online presence to give information to their peers on how global pollution is affecting the scarcity of water. Planning in the primary phase focuses on recap and recall but moves toward students taking more responsibility for their learning. In a Grade 7 science lesson, students completed visual graphs in groups to identify substance combinations and their observations when mixing. In the middle phase, lesson plans move toward students being given the opportunity to lead their own learning using online platforms, or by presenting from the front of the class. For example, Grade 9 students in an English lesson delivered a presentation to their peers on how the illegal trade in endangered animals is reducing the number of rare animals. In the high phase, lesson plans move toward teachers helping students to extend their higher-order thinking skills. Work is underway to help students complete assignments and help them prepare for tests. In all grades, teachers know their students' skills and mostly adapt lessons to ensure activities become more challenging as the lessons progress. Most learning environments are enhanced by attractive displays of the students' artwork. The majority of teachers, in all grades, share learning objectives with students so that they are clear about what they are learning and how they will achieve the objective. However, the quality of lesson plans that include objectives is not consistent across the school. In the KG phase, teachers plan lessons that focus on observing, listening, exploring, experimenting and asking questions. Most teachers have high expectations of their students. The majority of teachers have positive and supportive interactions with students who in most lessons are motivated to learn. The majority of teachers use both closed and open-



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ended questions to provoke thinking. In the best lessons, effective questioning techniques show that students listen and respond. In a Grade 6 mathematics class, students responded to the teacher asking them how they would apply a Richter magnitude scale to measure the intensity of earthquakes. In mathematics, challenge in the tasks is often set by the students' choices linked through a learning portal that gives them a variety of options in the types of challenge. These options were seen when Grade 8 and Grade 11 completed logarithmic equations and linear equations respectively. Interactions between students and teachers are positive and promote effective learning. Students are interested and engage with what their teachers are presenting. Teachers use simple questioning effectively to check students' prior knowledge and understanding. Too often questioning requires very short answers. Most teachers do not give students time to think deeply about their answers or an opportunity to discuss with a partner to formulate longer answers. In all but a few cases, teachers ratify students' answers and do not use them as a stepping-off point for further discussion or as opportunities for students to think more critically and evaluate the ideas of others and suggest alternatives or additions. Teachers use a range of strategies to engage students and present learning ideas. Teachers choose appropriate informative video clips from online sites. Teachers in technical subjects such as mathematics use manipulatives in lessons exemplified by KG2 children buying pretend fruit using toy money and in science practical activities such as with Grade 10, students using online practical activities to develop learners' knowledge and understanding of the properties of waves. Students of determination are effectively supported by teaching assistants and withdrawal sessions with special education teachers. Student Innovation and enterprise skills are very evident in the school environment. In high and middle phases, students are

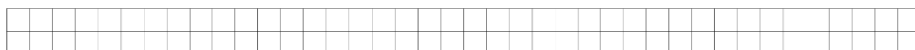


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developing Good enterprise skills. For example, students spoke about how they recognized the air condition units on the roof were producing excess water. As a result, they made a model of the school and worked out where the units were based. They researched plants that could grow from the excess water. They are considering seeking funding to develop their project. Students in middle and high have developed a wide range of innovation projects to look at ways water regeneration can be used in the UAE. They link their research to real-life situations after they visit Al Ain Aquaponic farm. Students design models that add nutrients to water and propagation units. While critical thinking is evident in the KG phase, middle and high, students in primary are not always encouraged or coached to ask questions and investigate their own ideas to help improve their critical thinking.

Next steps for teachers:

1. Plan specific activities that use a greater variety of teaching methods so there is less directed teaching in the primary phase. 2. Give students opportunities to think about their ideas in question-and-answer sessions and the chance to comment on the answers of others to evaluate and improve their ideas. 3. Plan activities that are specifically matched to the needs of the students especially those who are more able and those who may need additional support.





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PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
	3.2.1 Internal assessment processes 3.2.2 External, national and international benchmarking 3.2.3 Analysis of assessment data to monitor students' progress 3.2.4 Use of assessment information to influence teaching and the curriculum 3.2.5 Teachers' knowledge of and support for students' learning	Internal assessments are completed under a new assessment policy which is linked to ongoing teacher assessment rather than end of term. Modification of weight is given to 75% in lesson assessment and 30% summative. All of which measure performance against the core Internal assessment aligned with curriculum standards. The KG phase teachers assess students using informal ongoing assessments and formal observations that contribute to tracking sheets. Summative assessments take place at the end of the KG phase and form the basis for learning plans as students move into Grade 1. External assessments have provided the school with data for EmSATs for Grade 12 and been planned for pSATs in April for the American curriculum. The school has been undertaking MAP assessments for students in grades 3 through 9. There are no recent SAT assessments for the American curriculum. The school has benchmarked Grade 4 and 8 against international assessments in TIMSS in 2019. Students in the school have recently sat Progress in International Reading Study (PIRLS) assessments but the results have yet to be released to the school. Regular assessments by the teachers are recorded and form the basis for a student progress profile in each subject area. The information is reviewed by each teacher and analyzed at a strategic level by the senior leadership team. These give school leaders a clear picture of the progress of different groups of students and particular individuals including students of determination. Teachers use the student progress information only in a limited way to plan activities that support students of different abilities. Teachers do not always use the information they have to precisely match activities to the needs of individuals. Consequently, the challenge and support provided

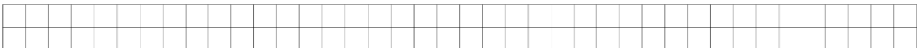


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to the most and least able students are too generic. Teachers have Good knowledge of the strengths and weaknesses of individual students. They provide well-focused challenges, support, feedback, and follow-up. Students are usually involved in assessing their own learning through online quizzes and self-assessment activities in the primary, middle and high phases. Teachers use marking rubrics to assess students' work and students themselves use the guides to help them check their own progress on a task. Students submit work onto an education platform where work can be assessed by teachers. During lessons, teachers provide clear verbal feedback to students to help them overcome any misconceptions or doubts about the tasks they are tackling. Grade reports are generic and give only scores in each subject area. There is not any detailed reporting on students' performance in terms of relevant skills in each subject area or next steps.

Next steps for assessing learning:

1. Provide feedback to students who load up their work to online platforms using novel strategies such as recorded verbal feedback. 2. Identify to students what they must improve upon so they can use that information to monitor their own progress against a specific target to achieve. 3. Support teachers in improving their use of data to plan specific activities matched to the abilities of different students in their classes.





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PS4: Curriculum

4.1 Curriculum		
Internal Evaluations	Elements	External Evaluations
	4.1.1 Rationale, balance and compliance	
	4.1.2 Continuity and progression	
	4.1.3 Curricular choices	
	4.1.4 Cross curricular links	
	4.1.5 Review and development	





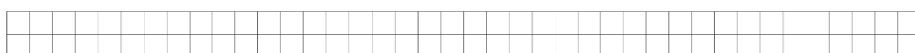
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PS4: Curriculum

4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
	4.2.1 Modification of curricula to meet the needs of all groups of students 4.2.2 Enhancement, enterprise and innovation 4.2.3 Links with Emirati culture and UAE society	

Next steps for curriculum leaders:





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PS5: Protection, care, guidance and support of students

5.1 Health & safety

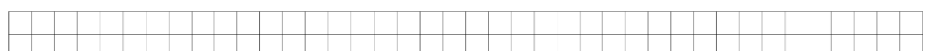
Internal Evaluations	Elements	External Evaluations
	5.1.1 Care, welfare and safeguarding 5.1.2 Arrangements to ensure health, safety, security 5.1.3 Quality of maintenance and record keeping 5.1.4 Suitability of premises for all students 5.1.5 Provision for and promotion of safe and healthy lifestyles	The school has rigorous procedures for the safeguarding of students including child protection. All staff know how to safeguard students and the procedures to follow if an issue of child protection arises. Students feel safe and are confident to report any concerns to an adult in school. The school clearly communicates its policies and procedures to staff, parents and students, including those for protecting students from bullying and potential dangers of the internet and social media. Policies are reviewed regularly, and all staff receive frequent training about updates or changes. Students are permitted to bring their own devices and the school has a secure process in ensuring students' safety. The school also has an accurate central register of all adults who work in or are involved in the school. All buses are checked for safety and the supervisory staff on the buses undergo thorough safeguarding training. The school provides a very safe, hygienic and secure environment for students and staff. Safety checks are frequent and thorough. Supervision of students is always highly effective. Thorough measures are in place to maximize the protection for students, for example, very efficient arrangements for school transport, which includes the involvement of all staff including the principal and senior leaders. Students state that they feel very safe in the school and trust their supervisors, teachers and school leaders. Teacher duty schedules demonstrate that students are well cared for during morning and after-school hours. The school clinic has records of students with medical conditions. The school nurse has yet to begin screening students' health and weight. The school meets all legal and regulatory requirements, including both science labs. There is a camera map of the school which is in full compliance. All incidents



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affecting students' health, safety or wellbeing which may arise are systematically logged and stored securely along with detail of any resultant action taken.

Comprehensive records are kept regularly, inclusive of routine fire drills, evacuation procedures and other incidents. An annual preventative maintenance schedule is done throughout the year. In addition, monthly checks ensure fire and water safety is maintained. The school maintains a detailed log of minor repairs and maintenance activities. Medication is kept in a secure place although the medical records of a small number of students require updating. The nurse's license and clinic license are up to date. The school contracts with a third-party company and there are separate bins, including for needles, as there are students with diabetes who require insulin. There are arrangements to get rid of medical waste each month. The premises and facilities provide a safe and inclusive physical environment that meets the needs of learners, except those with physical challenges. The learning environment supports students' learning well. However, the campus does not have any ramps at the main entrances or elevators in the buildings. There is an access point from one entrance that allows students with physical accessibility challenges to enter and attend classes on the ground floor, near the clinic. The school's promotion of safe and healthy living is systematically built into most aspects of school life. The school regards the promotion of healthy living as an important part of its provision. The curriculum content of some programs includes references to healthy lifestyles, such as the physical education (PE) curriculum. Students are informed of the bad effects of eating unhealthy food. However, it was observed during snack time, that a few students bring in chocolate and unhealthy foods. Appropriate measures are taken to provide reasonable protection from the sun, including shading and ready access to fresh drinking water.





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PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
	5.2.1 Staff and student relationships and behaviour management 5.2.2 Promotion and management of attendance and punctuality 5.2.3 Identification of students with special needs, gifted, talented 5.2.4 Support for students with SEN and the gifted and talented 5.2.5 Guidance and support for all students	Staff are very aware of the needs of the students in their care. Led by the senior leadership team, the school implements a code of behavior, which is understood clearly by the whole school community, including parents and staff. There is a newly appointed school counsellor that works with students from The KG phase to Grade 12. The school has an effective approach to managing the behavior of its students. Parents receive information about how staff members will deal with any misbehavior. Anti-bullying sessions have been held and there is a schedule for training and awareness campaigns. Training is provided to students on who to report their concerns to and the steps to take to protect themselves. There is a behavioral specialist in the school, and the school delivers workshops and sessions on safety and cyber-safety. The school's approach is successful in promoting Very Good attendance which in Term 1 2021/22 was 96%. The systems for managing attendance and punctuality, including follow up of unauthorized absences and lateness, are very efficient and effective. Parents are notified promptly of any concerns about individual students. The school keeps accurate records of attendance and punctuality which is also Good. The school nurse also follows up with particular cases that may be related to health alongside the social worker, and communicates with parents to motivate students to attend regularly. The school has appropriate procedures for identifying students of determination and is reviewing the procedures to identify those students who are gifted and talented. There are six students of determination identified with a specific additional special learning need. The needs of these students are identified and all relevant information is shared with staff. The



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school has a process for identifying students who are gifted and/or talented but does not meet their needs. The school has staff with sufficient expertise to lead the identification process and train other staff members. There is a school psychologist, social worker, counselor, Special Educational Needs Coordinator (SENCO) and special education teacher. The SENCO is also an Applied Behavior Analyst (ABA). There is also an art coordinator that works collaboratively with the team in supporting students with gifts and/or talents. The SENCO works with teachers to create Individualized Education Plans (IEPs). Students are referred to the SENCO based on a medical report or diagnosis, and this is used to create an IEP. There are students with significant needs. A combination of formal and informal assessments is used to identify students' present levels of performance. The SENCO also gathers background information from parents. The school has delivered workshops, based on a checklist for differentiation. The policy has recently been updated and information has been broken down and shared with staff. However, it is yet to be fully embedded in the school. The school is currently revising its list of students who are gifted and talented and is updating the criteria it uses for their identification. Currently, there are only a very small number of students on the list and does not reflect all curriculum areas. The school's support for students of determination is appropriately managed. Support is given individually and through in-class guidance, as required. Students' progress is monitored routinely. Modifications have been made to accommodate a few identified students of determination and are mostly appropriately matched to enable students to make the progress they need to succeed in life, independently. As a result, students of determination make Good progress from their individual starting points and against their personal learning goals. Students with significant needs would benefit



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from a small step curriculum that is matched to their developmental level in and outside of the classroom. The school also works towards medium and long-term targets based on the needs of students of determination after they have left school. A few students identified with gifts and/or talents are supported throughout the school and teachers provide differentiated activities to further challenge them inside of the classroom. As the school has yet to identify all gifted and talented students, they are not all provided with opportunities that optimize their fullest potential. The school's personal support system ensures that all students have an assigned member of staff with whom they can discuss any concerns. Students have reported they go to their teacher or supervisor to discuss their concerns, which are then immediately resolved. The school has reliable systems for monitoring the wellbeing and personal development of all students. Although the school guidance counselor has been recently appointed, each student has access to individual advice and guidance in Grade 12. The counselor delivers workshops and ensures they have their next steps. The counselor uses a series of assessments to help students identify careers that match their interests and personality. For example, students complete a psychometric quiz and attend workshops on different careers. The counselor helps students outline where they are and where they would like to go. Staff work with the students to provide clear careers information to help students make the correct option choice for their learning pathways in the high phase. Support continues throughout the high phase to help students identify potential higher education pathways to ensure they make the best choices for university courses. The counselor meets with Grade 12 students regularly and reaches out to their teachers. Students in grades 11 and 12 have gone on trips to explore post-18 university programs, at Abu Dhabi and Khalifa University.





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PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
	6.1.1 Vision and Direction 6.1.2 Educational Leadership 6.1.3 Relationships and Communication 6.1.4 Capacity to Innovate and Improve 6.1.5 Impact on and accountability for school performance	The school appointed a principal in August 2021 and a new senior leadership team the following month. Only one senior leader remains from the old team. The newly appointed principal carried out a root and branch review of the school and identified key areas that required significant improvement. The new team has set a clear vision for the school moving forwards and recommit the school to the UAE national priorities. These goals are supported and understood by most middle leaders. In lessons, activities are often linked to the culture of the UAE with tasks appropriately integrated into the students' learning. The school is inclusive with the improvements in the provision for lower ability students and students of determination with the appointment of a new SENCO who joined the school in January. Currently, the school is reviewing its arrangements for the identification of students who are gifted and talented. Most leaders understand key features of effective teaching, although in some areas notably in Arabic medium subjects is less secure in their knowledge. The senior leaders have provided a lot of professional development sessions in the first term of 2021/22 to raise the skills of teachers. The impact of the training and the dissemination of best practices remains inconsistent across subjects and between phases across the school. Lessons are differentiated to ensure students of different abilities can make Good progress in lessons. The effectiveness of teaching is monitored by subject leaders but there is an increasing emphasis on what students are learning and how they are progressing, but this again is not fully embedded. Morale across the school is generally Good as staff feel part of a team although a small minority of staff is unsettled by the changes that have been instigated. There is an acknowledgment by leaders at all levels that



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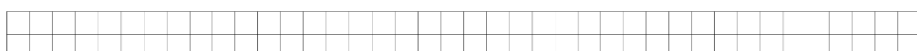
PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
	6.2.1 Processes for self evaluation 6.2.2 Monitoring and evaluation of teaching and learning 6.2.3 Processes and impact of improvement planning 6.2.4 Improvement over time	When the principal joined the school, she carried out a deep dive into all aspects of the school's work. The school development plan that was produced is detailed and gives a clear picture of the school at the beginning of the year and the planned steps to address the issues. The School Internal Evaluation Report (SIER) is not aligned with The UAE School Inspection Framework and the judgments made are overgenerous. The school uses data from internal curriculum-aligned assessments and external MoE assessments. The school uses external benchmarking results from MAT tests and TIMSS assessments. The school is moving to pre-SATs, SATs and Advanced Placement assessments over the next two years. The results from the assessments are used by the school to check its own effectiveness; however, inaccuracies in the analysis of the data by middle leaders remain. Consequently, departmental leads are not fully involved in the process of self-evaluation. Senior and middle leaders are involved in the monitoring of teaching. Not all leaders focus is on quantifying the progress students make in line with the Inspection Framework during the lesson. Development points are discussed to highlight to teachers the strengths seen in the lesson and the aspects to develop further. Teachers are encouraged to watch others teach to see and share best practices. The senior leaders have provided extensive training activities to develop the skills of the teachers. The school has made progress on most of the development points identified in the previous inspection report.

Next steps for leaders:

1. Improve the skills of middle leaders in individual departments in data analysis and in the evaluation of the learning taking place in lessons so they are accountable for their subject areas. 2. Improve the understanding of the UAE School Inspection Framework so leaders at all levels including governors are able to use the document in self-evaluation activities. 3. Develop the skills of middle leaders to take a more active role in the self-evaluation of their own departments so they can make a greater contribution to the overall evaluation of the whole school.





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PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
	6.3.1 Parental involvement 6.3.2 Communication 6.3.3 Reporting to parents 6.3.4 Community partnerships	Parents have a positive view of the school and describe that there have been positive changes in the school since the new senior team joined at the start of Term 1 2021/22. Although the school has a Parents' Group this is remote from the parent body as a whole and consequently, the parents do not have an effective avenue through which they can influence the direction and development of the school. Parents feel they have access to the teachers and senior team if they have issues or concerns and these are dealt with effectively and promptly by the school. Parents are very appreciative of the work the school, especially over the period of the global pandemic during which the school successfully supported the academic and pastoral development of their children. Parents are aware of policies and procedures to keep their children safe including safeguarding and antibullying and these are shared on the school website. Regular feedback on a formal and informal basis between teachers and the parents is valued and seen as a strength of the school. Parents receive termly reports about their children's performance, but the reports do not give any information about the strengths of a student in a subject or the aspects they need to improve upon. Parents of students of determination receive more detailed reports on their child's progress from the special education team. Links with the local community and business have yet to be fully re-established. The school continues to celebrate national and international festival days and promotes health awareness with a monthly focus on a particular condition. The school has not re-introduced extracurricular activities as it strictly follows COVID-19 guidelines.

Next steps with parents and partners:







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PS6: Leadership and management

6.4 Governance

Internal Evaluations	Elements	External Evaluations
	6.4.1 Involvement of stakeholders 6.4.2 Ensuring accountability 6.4.3 Influence on the school	The governing board has undergone major changes with new governors joining replacing those who were less effective. The board has been strengthened with the addition of members from an educational background including senior staff from another school. Members of the teaching staff now sit on the board. The board does not have an elected or representative member of the parent body although a parent is a board member. The current links with the parents as a whole are limited. The board is now given better information about the progress of students in different grades and any variations in the achievement of different groups of students. There is a recognition within the board that they still require time to build their skills in reviewing student performance data and self-evaluation documentation. The governing board is now in a better position to hold the senior leaders to account for their drive for school improvement. The governing board ensures all statutory requirements are met.

Next steps for governors:

1. Increase the governors' understanding of how to hold school leaders to account for students' achievement by improving their knowledge of the UAE inspection framework. and the process of self-evaluation so they can hold the school leaders to account. 2. Monitor the quality of the school's performance, including the academic achievement of students through a better understanding of student attainment and progress data. 3. Extend the links with the parents through improved liaison with the Parents' Group and through focus group meetings to gather parents' ideas and opinions





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PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
	6.5.1 Management	The day-to-day organization of the school is effective in delivering a blend of hybrid and face-to-face teaching, with teachers confident in delivering meaningful learning activities. The school follows the current global pandemic guidance and restrictions carefully. All health and safety regulations are followed but not all staff on off-site school visits carry the risk assessment for the excursion. The school has replaced key staff in the senior leadership team and has appointed new staff in key roles including a special needs coordinator. Regular internal training programs are delivered but the impact on the effectiveness of teaching has yet to be seen in all departments. The school buildings are clean and hygienic. Despite the building showing its age, students learn in bright classrooms with their work celebrated in displays in the corridors. All classrooms are adequately resourced with the necessary equipment to teach hybrid and online lessons. As the school site is small, the outdoor sports facilities are basic but have two large indoor halls where students can enjoy PE activities. The centrally located library is accessible to students, although it is currently closed. Teachers use a wide range of resources to promote learning and often use material from a variety of online sites to engage the students.
	6.5.2 Staffing	
	6.5.3 Facilities	
	6.5.4 Resources	

Next steps for managers:

1. Re-open the library as soon as possible. 2. Increase the range of extra-curricular activities available to the students. 3. Ensure all staff supervising off-site visits have copies of the risk assessment for the activity.

Next steps with ADEK:

The school has been asked to prepare and submit an action plan to ADEK within two months of receiving this inspection report. The action plan should address:

recommendations from the ADEK inspection team;

areas identified by school leaders as requiring improvement;

other external reports that evaluate the outcomes of the school;

priorities arising from the school's unique characteristics.

