



Irtiqa'a School Inspection

AY 2023/24

Global English School

Rating: Acceptable

Contents

- **School information**
- **Changes since the previous inspection**
- **The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS**
- **Performance in standardized and international assessments**
- **Reading**
- **Strengths of the school**
- **Key recommendations**
- **Summary of inspection findings 2023/24**
- **Inspection findings**

School Information

General Information		
	Name	Global English School
	Esis Number	9158
	Location	21, Shi'bat Um Douk St, Al Muwajji'i, Al Ain, 30059
	Website	http://www.geschooluae.com
	Telephone	037678844
	Principal	VISWANATHAN NANOO
	Inspection Dates	29 to 01 Feb 2024
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1087
Number of Emirati students	129
Number of students of determination	6
Largest nationality group of students	Sudan - Pakistan - Egypt

Information On Teachers

Number of teachers	77
Nationalities	Philippines - India - Egypt
Number of teaching assistants	4

Changes since the previous inspection

Since the previous inspection, the school's overall performance has remained acceptable. The number of students has increased to a total of 1092.

In Islamic education and Arabic as a first language, children's achievement in Phase 1 has remained Good and achievement across phases 2, 3 and 4 have remained acceptable. In Arabic as a second language, achievement has remained acceptable across Phases 2, 3 and 4. In UAE social studies, achievement has remained acceptable across phases 2 and 4. In Phase 3, attainment has remained acceptable, but progress has improved to good.

In English, achievement has remained the same in Phase 1, where attainment is acceptable and progress is good. Achievement in Phase 2 has remained acceptable but improved in Phase 3 to good.

In mathematics, achievement has remained the same in Phase 1, where attainment is acceptable and progress is good. In Phase 2, attainment has remained acceptable, but progress has regressed to acceptable. In Phase 3, achievement has remained acceptable and in Phase 4 achievement has remained good.

In science, achievement in Phase 1 has improved from acceptable to good. In phases 2, 3 and 4 achievement has remained acceptable.

Learning skills have remained good in Phase 1 and remained acceptable across all other phases.

Students' personal development; understanding of Islamic values and awareness of Emirati and world cultures,

and social responsibility and innovation skills have been judged as acceptable across all phases.

Teaching and assessment have remained the same as the previous inspection where it is good in Phase 1 and acceptable across the other phases.

Curriculum design and implementation and curriculum adaptation remain acceptable across all phases.

The health and safety of students, including child protection, continues to be strong features of the school and remains good. However, the care, guidance, and support have regressed to an acceptable level overall. Procedures for promoting higher levels of attendance and punctuality in the morning require improvement. Since the previous inspection, the school has appointed a new special educational needs (SEN) coordinator. However, the support for students with additional needs, including students of determination is inconsistent inside lessons. The school lacks thorough procedures for identifying and providing appropriate support for gifted and talented students.

Similar to the previous inspection, the effectiveness of leadership remains good. New leaders, including a principal and vice principal, have been appointed since the previous inspection. They offer extensive training to staff and middle leaders, encouraging a positive learning culture. The impact of their work is evident in areas such as students' achievement in phase 1 science and achievement in phase 3 English but is yet to have an impact on students' overall achievement across the other core curriculum subjects and phases. Self-evaluation and school improvement planning processes have remained good. Partnerships with parents and the community have remained good. Governance has regressed to acceptable since the previous inspection. Whilst governance ensures operation functions are in place, their work to monitor the school with a focus on students' achievement needs to improve. Management, facilities and resources remain acceptable. There have been recent investments in technology; however, there is a need for subject-specific resources to help support and enrich students' learning.

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

The school was aware of its targets in PISA and TIMSS and had been actively working towards achieving them.

There is an awareness of international benchmarking, and the school promotes the importance of achieving well for students. Parents were made aware of the importance of international assessments. The school has developed an action plan to improve students' results in TIMSS. The school's plan includes raising awareness, adapting the curriculum in mathematics and science, and providing students with access to online material to support revision. They also send practice questions home with students as well as integrate sample questions from previous TIMSS exams into teachers' lesson planning.

Performance in standardized and international assessments

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

Standardized Assessments

- Students participated in the GL standardized assessments in grades 3 to 9 in mathematics and English and grades 3 to 5 and 7 to 9 in science. Results indicate weak attainment across phases 2 and 3 in all three subjects, except in phase 3 (grades 7-9) science where students attained overall acceptable levels.

International Assessments: TIMSS, PISA, PIRLS

- The school participated in the PISA 2022 international assessments. The school met two of its targets set for PISA. In mathematical literacy, the target of 509 was not met with actual results of 492; however, the results are above the international average. Scientific literacy has the highest result of 505, which is above the international average, and above the 498 target set for the school. In reading literacy, the target of 475 was exceeded with the actual results of 497 which is also above the international average.
- In 2019 the school participated in the TIMSS (Trends in International Mathematics and Science Study) international assessment. The school has not achieved its targets in TIMSS 2019. The results of Grade 4 and Grade 8 students in mathematics in TIMSS 2019 were in the intermediate benchmark range. In science, they were in the low range in Grade 4 but in the intermediate benchmark range in Grade 8.
- Students participated in PIRLS 2021 assessment and results were within the intermediate international benchmark range at 535.

Reading

The school library provides a spacious space for leisure reading and independent study. It is well-organized with a diverse collection of books in both Arabic and English, covering various genres and reading levels. Staffed by a qualified librarian and assistant, the library offers resources such as reference materials, dictionaries, fiction, and phonics resources.

Schemes like 'Big Cat' and 'Oxford Owl' support early readers, while collaborative efforts with English teachers result in designated library periods for grades 6-8 to promote reading. The library also hosts initiatives like the Guided Reading Program for grades 1-5 and special events during World Book Day/Reading Month to foster a reading culture among students.

The librarian provides personalized one-on-one intervention for students needing extra assistance. Interactive display boards and engaging library activities capture readers' attention and make discovering new books enjoyable.

A "Book of the Week" promotion encourages exploration of various genres and authors, while mini-reviews created by librarians help reluctant readers find books of interest. Weekly assignments of e-books provide access to digital reading materials at home. External activities like participating in Emirates Literature Foundation Cups, book fair trips, and museum visits are encouraged. Weekly "Drop Everything and Read" sessions promote dedicated reading time for all students.

Additionally, students can borrow library books to access a wide range of resources and promote reading at home. Overall, the school is making a strong effort to improve reading from students' low starting points. Teacher received training in phonics and oracy skills to further enhance their pedagogical understanding of teaching English, particularly for phases 1 and 2.

Strengths of the school

- Students achieve good levels in science and in Islamic education and Arabic as a first language in Phase 1.
- Students achieve good levels in English and make good progress in social studies in Phase 3.
- The school's arrangements for health and safety, including the arrangements for safeguarding, are effective.
- The school leadership demonstrates a strong commitment to the UAE national agenda, particularly emphasizing performance on international assessments.
- The school has met two of its targets in PISA in reading and scientific literacy and has exceeded the international benchmark average across all three areas.

Key Recommendations

1. Raise students' attainment and increase progress to ensure achievement is consistently good or better across all phases by:

- ensuring children and students develop their knowledge and understanding of Islamic values and etiquettes.
- enhancing students' speaking and communication skills and their reading and writing skills in English and Arabic across the phases.
- ensuring all students gain a deeper understanding of the UAE history and heritage.
- improving students' mental mathematics, problem-solving skills and their application of mathematical concepts to real-life situations.
- providing students with regular opportunities to enhance their scientific inquiry skills, conduct investigations and document their observations and conclusion in phases 3 and 4.
- ensuring children and students are more engaged in active learning from the start of the lesson in all subjects and grades.

2. Ensure greater consistency in the quality of teaching so that is always at least good by:

- raising expectations of what students can do, and providing tasks that will support the lower-attaining students and appropriately challenge higher-attainers.
- planning learning activities matched to the identified needs of individuals and different groups of students.
- providing more opportunities and a wider range of activities for students to develop critical thinking, problem-solving and independent inquiry skills across all subjects and phases.

3. Improve the accuracy, reliability and effective use of assessment by:

- ensuring that internal assessment procedures are robust enough to give an accurate measure of students' achievements.
- ensure the processes for analysis of internal and external data are more rigorous.
- ensuring teachers understand and can effectively use the full range of assessment data to modify lesson plans and ensure planned learning objectives meet all students' needs.
- providing regular and constructive written feedback to students, and engaging them in self and peer assessment, using success criteria and rubrics.

4. Improve and modify the taught curriculum, particularly the provision of different groups of students by:

- providing effective support for students with additional learning needs, including students of determination, both during lessons and intervention sessions by the special educational needs (SEN) teacher based on their Individualized Education Plans (IEPs).
- planning regular opportunities for gifted and talented (G&T) students to enhance their skills and maximize their talents, both in lessons and through appropriate extracurricular activities.
- ensuring the taught curriculum is effectively planned to develop students' innovation, enterprise and entrepreneurship skills.
- further improving the implementation of the KG curriculum to engage children in more play-based learning.

5. Improve the effectiveness of governance and leadership, particularly the role and impact of middle leaders by:

- increasing the capacity of middle leaders and subject coordinators and providing training to develop their skills in monitoring teaching and the impact on learning and students' achievements.
- ensuring the self-evaluation process recognizes strengths and areas for improvement through secure and robust evidence to inform school improvement planning.
- regularly reviewing the school improvement plan to incorporate success criteria centered on students' achievement.
- monitoring teaching effectiveness and impact on students' learning, and regularly reviewing progress towards improving students' achievements.

- providing a wider range of resources in Phase 1 to support play-based learning, and for mathematics and science across all phases to enable practical work and hands- on activities.

Overall School Performance: **Acceptable**

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an
and Hadeeth



Islamic values
and principles



Seerah (Life
of the Prophet
PBUH)



Faith



Identity



Humanity and
the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 against the Ministry of Education (MoE) curriculum standards indicates that most children and students across all phases attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments across phases 1, 2 and 4.
- The results of the MoE national exam for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment.
- In lessons and their recent work, the majority of children in phase 1 demonstrate knowledge, skills and understanding that is above curriculum standards. Most children and students across phases 2,3 and 4 demonstrate knowledge of Islamic values and principles, law and etiquette, Quran and Hadeeth that is in line with the curriculum standards. In phases 1 and 2, children and students only occasionally demonstrate a clear understanding of the Islamic law and etiquette. In phases 3 and 4, students are inconsistent in demonstrating a strong understanding of the meanings of prescribed Surah and Hadeeth.
- Over the last three years, the school's internal assessment data indicates consistently outstanding attainment in phases 1 and 2 and 3, and an improving trend from good to outstanding attainment in phases 3 and 4.
- The school's analysis of internal assessment data indicates that most students across all phases make better than expected progress over time and from their starting points at the beginning of the academic

year.

- In lessons and in their recent work, the majority of children in phase 1 make better than expected progress and students across phases 2, 3 and 4 make the expected progress against learning objectives aligned with curriculum standards.. In phases 1 and 2, a few children and students make limited progress in linking and applying Islamic etiquette to real-life experience. In phases 3 and 4, students make inconsistent progress in recalling prescribed Surah and Hadeeth.
- The school has not included an analysis of the progress of the different groups of students as part of their submitted academic results. In lessons, boys and girls make similar progress. Students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Lower- and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve children's and students' attainment, ensuring there is a deeper understanding of Islamic law and etiquette, particularly in phase 2.
2. Improve all students' knowledge and understanding of the prescribed Surah and Hadeeth.
3. Improve all students' understanding and application of Islamic values and principles in phases 3 and 4.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 against the Ministry of Education (MoE) curriculum standards indicates that most children in Phase 1 and students across all phases attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for children in Phase 1. The school has administered the International Benchmark test (IBT) during 2022/23 to benchmark students' attainment in Arabic First Language in grades 5 - 9. IBT results indicate weak attainment in grade 5 (Phase 2) and overall acceptable attainment in phase 3.
- The results of the MoE national exam for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment.
- In lessons and their recent work, the majority of children in phase 1 demonstrate knowledge, skills and understanding that is above curriculum standards. Most children and students across phases 2,3 and 4 demonstrate listening, understanding and comprehension skills that are in line with curriculum standards. Most students in phases 2 and 3 can communicate their learning but are inconsistent in speaking standard Arabic or using correct spelling in their writing. In Phase 4, students can successfully write a short text but are inconsistent in writing at length with adherence to proper grammar and punctuation rules. In phases 2 and 3, students occasionally use correct spelling in their written work. Most students across all phases demonstrate reading fluency skills that are emerging.
- Over the last three years, the school's internal assessment data consistently indicates that most children and students attain above curriculum standards across all phases.
- The school's analysis of internal assessment data indicates that most children and students make better than expected progress over time and from their starting point at the beginning of the academic year in all phases.

- In lessons and in their recent work, the majority of children in phase 1 make above the expected progress against learning objectives aligned with curriculum standards. Most students in phases 2, 3 and 4 make the expected progress in developing their listening, and comprehension skills. They make variable progress in developing their reading, speaking skills in standard Arabic, and writing a variety of texts with adherence to correct punctuation and grammar rules.
- The school has not included an analysis of the progress of the different groups of students as part of their submitted academic results. In lessons, boys and girls make similar progress. Students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Lower- and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve children's and students' reading comprehension skills and reading fluency.
2. Improve students' speaking skills in standard Arabic across phases 2, 3 and 4.
3. Enhance students' writing with correct spelling in phases 2 and 3 and improve phase 4 students' extended writing skills.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 indicates that the majority of students in all phases who are learning Arabic as a second language (ASL) attain levels above expectations taking into account the number of years students have been learning Arabic. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has administered the International Benchmark test (IBT) during 2022/23 to benchmark students' attainment in Arabic as Second Language in grades 5 -10. Students' IBT results indicate acceptable level of attainment in grade 5 (Phase 2) and overall good attainment in phase 3.
- In lessons and their recent work, most students learning Arabic for more than two years in phases 2, 3 and 4, demonstrate listening, speaking, and reading skills in line with expectations. Most students who have been learning Arabic for more than two years can copy words and text in neat handwriting but rarely write using memorized words and phrases. They can read familiar words but only a few students understand their meaning. Students learning Arabic for more than four years in phases 3 and 4 can occasionally understand simple short text with key information and can write using memorized familiar words.
- Over the last three years, the school's internal assessment data consistently shows that most students attain above expected standards.
- The school's analysis of internal assessment data indicates that the majority of students in phases 2, 3 and 4 make better than expected progress from their starting points.
- In lessons and in their recent work, most students in phases 2, 3 and 4 make the expected progress in lessons against learning objectives aligned with curriculum standards. They make the expected progress in developing their listening , speaking, and reading-aloud skills. They make less progress in developing their writing and reading comprehension skills across the grades.
- The school has not included an analysis of the progress of the different groups of students as part of their submitted academic results. In lessons, students with additional learning needs, including students of determination, make the expected progress toward their targets. Lower-attaining students do not always receive sufficient support to make the expected progress. Higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve students' attainment across the four language skills through regular practice using audio and visual methods, particularly in Phase 2.
2. Develop students' writing skills, including independent writing through consistent practice.
3. Improve students' confidence in speaking through discussions and presentations particularly in phases 3 and 4.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 2 and 3 attain levels above curriculum standards. This high level of attainment does not match the levels of knowledge and skills observed in lessons.
- There are no external assessment data for social studies.
- In lessons and in their recent work, most students in phases 2 and 3 demonstrate knowledge, skills and understanding of the UAE history, geography and economy that are in line with the MoE curriculum standards. In phases 2 and 3, students demonstrate appropriate knowledge of the factors that led to the establishment of the Union and the role of the founding fathers. Students are less confident in their knowledge of the responsibilities that come with being active citizens in the UAE. Students are able to recognize initiatives adopted in the UAE to empower its citizens, particularly Emirati women.
- Over the past three years, attainment in internal assessments has been consistently above curriculum standards across both phases.
- The school's internal assessment information indicates that in both phases, most students have been consistently making better than expected progress over time in relation to their individual starting points. This does not align with the findings observed in lessons and in students' work.
- In lessons and in their recent work, most students in Phase 2 make the expected progress against learning objectives aligned with curriculum standards. In Phase 3, the majority of students make better than expected progress in learning related to both past and present, visions in empowering the youth in the UAE.
- The school has not included an analysis of the progress of the different groups of students as part of their submitted academic results. In lessons, students with additional learning needs, including students of determination, make the expected progress toward their targets. Higher-attaining students are not frequently provided with more challenging tasks to extend their learning. Therefore, they do not always make the progress they are capable of.

Next Steps:

1. Expand students' knowledge of the UAE's historical progression, spanning from its formation to the present day.
2. Improve students' skills in the use of geographical maps to locate different areas in the UAE and beyond.
3. Enable students to independently explore and compare energy sources in the UAE with those in other countries.

English

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 aligned with the Cambridge International curriculum, indicates that the majority of children in Phase 1, the large majority of students in phase 2 and most students in phase 3 attain levels that are above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for children in Phase 1. The school has administered the GL standardized assessments to benchmark students' attainment in English in grades 3-9. The 2023 GL standardized assessments results for students in phases 2 and 3 indicate weak attainment. Students also participated in PIRLS 2021 assessment and were benchmarked within the intermediate international benchmark range with a score of 535. Students participated in PISA 2022 and in reading literacy, the target of 475 was exceeded with the actual results of 497 which is also above the international average. The large majority of students in Grade 10 attained above curriculum standards in the external curriculum-linked English (I)GCSE examination in 2022/23. There are no Advanced Level assessment results in English for students in Grade 11 or 12.
- In lessons, most children and students in phases 1 and 2 demonstrate speaking, listening, reading and comprehension skills that are in line with the standards of the curriculum. The majority of students in phase 3 demonstrate knowledge, skills and understanding that is above curriculum standards. In KG, most children recognize letters and can communicate some ideas in English. In phases 2 and 3 most students demonstrate listening and basic speaking skills that are in line with standards; however, presentation and public speaking skills are variable. Students do not always use the new vocabulary they learn to improve their writing skills. Reading comprehension and extended reading are inconsistent across phases 1 and 2 but are stronger in phase 3. Extended writing is underdeveloped especially in phase 2.
- Over the last 3 years, the school's internal data suggests that most students have consistently attained levels above the curriculum standards in all phases.
- The school's analysis of internal assessment data indicates that most children in phase 1, the majority of children and students in phase 2 and the large majority of students in phase 3 make better than expected progress over time and from their starting points at the beginning of the academic year.

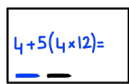
- In lessons and in their recent work, the majority of children in phase 1 and the majority of students in phase 3 make better than expected progress in relation to learning objectives aligned with curriculum standards. Most children and students in phase 2 make the expected progress in relation to appropriate learning objectives aligned with the curriculum standards, and a few make better progress.
- The school has not included an analysis of the progress of the different groups of students as part of their submitted academic results. In lessons, girls make slightly better progress than boys in Phase 3. Students with additional learning needs, including students of determination and lower attaining students make the expected progress. Higher-attaining students are not sufficiently challenged and do not always make the progress they are capable of.

Next Steps:

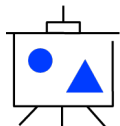
1. Develop students' speaking skills, especially public speaking across all phases.
2. Improve students' reading fluency and reading comprehension skills in phases 1 and 2.
3. Develop students' extended writing skills in phases 2 and 3.

Mathematics

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



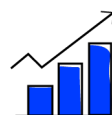
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good

Findings:

- The school's internal assessments at the end of the academic year 2022/2023 show that the majority of children in Phase 1 and the large majority of children and students in Phase 2 attain levels that are above Cambridge International curriculum standards. In Phase 3, most students attain levels that are in line with the Cambridge International curriculum standards. There is no internal assessment data for grades 10, 11 and 12. These results are not aligned with attainment levels observed in lessons and in students' work.
- The school has no external national or international assessments for children in Phase 1. The school has administered the GL standardized assessments to benchmark students' attainment in mathematics in grades 3-9. Students' GL results indicate weak attainment in phase 2 and overall weak attainment in phase 3. The results of the Trends in Mathematics and Science Studies (TIMSS) international examination administered in 2019 are within the intermediate international benchmark range in grades 4 and 8. Students participated in PISA 2022 and in mathematical literacy, the target of 509 was not met with actual results of 492; however, the results are above the international average. Students participated in external curriculum-linked Cambridge international examinations for grades 10,11 and 12 and results indicate weak levels of attainment for (I)GCSE in grade 10, weak levels of attainment for grade 11 in Advanced level mathematics and only one student sat for Advanced level mathematics in grade 12, attaining higher results.
- In lessons and in their recent work, most children and students in phases 1, 2 and 3 demonstrate adequate mathematical knowledge, skills and understanding in line with curriculum standards, while the majority of students in phase 4 demonstrate levels of mathematical knowledge that are above curriculum standards. In Phase 1, children understand the basic concepts of pattern and money. Their ability to differentiate between money and currency is less developed. In Phase 2, students' ability to apply mathematical reasoning in solving word problems is less developed. In phases 2 and 3, most students demonstrate an adequate knowledge of 3-D shapes. However, their ability to apply this knowledge in solving word problems is limited.
- Over the last 3 years, the school's internal data indicates an upward trend in phase 1, with a recent decline last year to good attainment. Phase 2 shows a consistent trend of very good attainment overall. Phase 3 showed a consistent trend of good attainment, with a recent decline last year to acceptable attainment levels overall.
- The school's analysis of internal assessment data indicates that most children in phase 1 make better than

expected progress over time and from their starting points. In phase 2, most students make the expected progress and in phase 3 only a majority of students make the expected progress.

- In lessons and in their recent work, most children and students in phases 2, and 3 make the expected progress in relation to learning objectives aligned to curriculum standards. The majority of children and students in phases 1 and 4 make more than expected progress in a range of concepts appropriate for their grade.
- The school has not included an analysis of the progress of the different groups of students as part of their submitted academic results. In lessons, girls and boys make similar progress. Students with additional learning needs, including students of determination, make expected progress toward their target and lower-attaining students make the expected progress. Higher-attaining students are insufficiently challenged and do not make the progress they are capable of.

Next Steps:

1. Develop children's understanding of financial literacy and currency through hands-on experiences with money and manipulatives to deepen comprehension.
2. Develop students' mathematical reasoning skills in Phase 2, with a particular emphasis on problem-solving strategies for word problems.
3. Improve students' skills in applying their knowledge of 3-Dimensional geometry concepts into problem-solving activities across Phases 2 and 3.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 against the Cambridge International curriculum indicates that the majority of children in phase 1 and the large majority of children and students in phase 2 attain levels that are above curriculum standards. In phase 3, general science, less than three-quarters of students attain levels that are in line with curriculum standards. In grade 9 physics, most students attain levels that are in line with curriculum standards. In chemistry and biology, a few grade 9 students attain levels that are in line with curriculum standards. In Phase 4, internal assessment data indicates good attainment in year 12 physics, but very weak attainment in year 13. In chemistry, internal data indicates acceptable attainment in year 12, but weak attainment in year 13. In biology, internal data indicates good attainment in year 12 but very weak attainment in year 13.
- The school has no external national or international assessments for children in Phase 1. The school has administered the GL standardized assessments to benchmark students' attainment in science in grades 3-5 and 7-9. Students' GL results indicate weak attainment in phase 2 and overall acceptable attainment in phase 3. The results of the Trends in Mathematics and Science Studies (TIMSS) international examination administered in 2019 are in the low range in Grade 4 but in the intermediate benchmark range in Grade 8. Students participated in PISA 2022 and in scientific literacy, the target of 498 was exceeded with the actual results of 505 which is also above the international average. Students participated in external curriculum-linked Cambridge international examinations for grades 10,11 and 12. 2023 results indicate weak attainment levels in grade 10 (I)GCSE physics, good attainment levels in grade 10 (I)GCSE chemistry, and very weak attainment levels in grade 10 (I)GCSE biology. In grades 11 and 12, students participate in the Advanced level assessments in physics, chemistry and biology. 2023 results indicate very weak attainment levels in grade 11, but acceptable attainment levels in grade 12 Advanced level physics. Results in advanced level chemistry and biology for students in grades 11 and 12 indicate very weak levels of attainment.
- In lessons and their recent work, the majority of students in phase 2 demonstrate scientific knowledge, understanding and skills that are above curriculum standards. In KG, children are curious learners who are gaining scientific knowledge and understanding as they develop their observation, inquiry, and exploration skills. In phases 2, 3 and 4, most students demonstrate knowledge, skills and understanding that is in line with curriculum standards. In Phase 2, students are expanding their scientific vocabulary and building on their

scientific skills through practical and investigative methodologies. In phases 3 and 4, students are beginning to make predictions and apply scientific language as they conduct experiments in laboratories.

- Over the last three years, the school's internal attainment data suggests that children's attainment in phase 1 was on an improving trend, with a recent decline in 2022/2023 to good levels from previous outstanding levels. In phase 2, attainment was on an improving trend, with a recent decline in 2022/2023 to very good levels from previous outstanding levels. In phase 3, there was a consistent trend of very good levels of attainment; however, this declined to very weak levels of attainment in 2022/23. Attainment levels in grade 9 physics has been consistently acceptable for the past years; however, attainment levels in grade 9 biology and chemistry have been consistently very weak for the past 2 years. There is no internal data submitted for students in phase 4.
- The school's analysis of internal assessment data for 2022/23 indicates that most children in phase 1 make better than expected progress over time and from their starting points. Less than three quarters of students in phase 2 and a few students in phase 3 (data provided for grades 6-8) make the expected progress in relation to their starting points and curriculum standards.
- In lessons and in their recent work, the majority of children in phase 1 make better than expected progress in gaining new scientific knowledge, and in developing their exploratory and investigative skills. The opportunities to record their scientific observations are frequent. Most students in phases 2, 3 and 4 make the expected amount of progress towards learning objectives aligned to curriculum standards.
- The school has not included an analysis of the progress of the different groups of students as part of their submitted academic results. In lessons, boys and girls make similar progress. Students with additional learning needs, including students of determination, do not consistently make the expected progress towards their targets. Lower- and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Encourage students to ask questions, make predictions, and explore scientific concepts through observation and exploration across all phases.
2. Develop students' skills in scientific vocabulary-building through targeted activities and interactive experiences in phases 2,3 and 4.
3. Develop students' skills in collaborative experimentation and hypothesis testing in phases 3 and 4 to strengthen their application of scientific principles and language.

Learning Skills

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

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

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

Findings:

- Children and students across all phases demonstrate positive attitudes toward learning. Where teaching is more effective, the students engage well in their learning and can work independently, without their teachers' directions, particularly in mathematics and science. During group work, particularly in phases 2, 3 and 4, the more able students often take the lead during group work, directing their own learning. As a result, other students become passive learners. Across the phases, most students have a general understanding of their strengths and weaknesses, but a minority may be unclear.
- Interactions and collaboration among children generally contribute to a positive learning environment across all core curriculum subjects in phase 1. Students across the other phases work productively when given opportunities to work in groups, but they do not necessarily do it collaboratively. Students across the phases and subjects communicate their learning adequately and are able to share their ideas with others clearly. However, students in the lower grades of phase 2 require more supervision and support when working in groups, especially in understanding and applying concepts such as sharing tasks and taking turns.
- Students across the phases and subjects make adequate connections with real- life experiences, particularly in social studies in phases 2 and 3. However, such connections are often initiated by the teachers. There are insufficient opportunities for students to make links and transfer their literacy, numeracy, and scientific skills between different areas of learning.
- Children in phase 1 demonstrate independence and are becoming more self-reliant. Critical thinking and problem-solving skills across phases 2 and 3 are inconsistent. Students in Phase 4 exhibit a variety of problem-solving skills, especially in mathematics, when provided with opportunities. Students' use of learning technology across all phases to support their learning is inconsistent. Students' innovation, enterprise and independent learning, across phases 2, 3 and 4 are underdeveloped.

Next Steps:

1. Enable students to take more responsibility of their own learning by using their results and self- assessment to identify their own gaps in learning and skills, especially in English and Arabic medium subjects, across phases 2, 3 and 4.
2. Improve students' abilities to make more meaningful connections and links between areas of learning and subjects, across all phases.
3. Develop students' innovation, enterprise and critical thinking skills across all phases and further promote students' independent learning skills across phases 2, 3 and 4.

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

Personal Development

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

Findings:

- Children and students have positive and responsible attitudes in their classes and across the school, and respond well to teachers' instructions and feedback. Students in Phases 2 and 3 are starting to take responsibility for their learning when given the opportunity. However, students are not always risk-takers, and there is still some reliance on support from teachers. Students realize that teacher feedback helps improve their learning and they respond well to it. However, they are less confident in giving peer feedback.
- Across the school children and students are well behaved and polite to staff and each other. In Phase 1, children understand class routines, resulting in a safe and productive environment. Students demonstrate awareness of the school's behavior code of conduct, resulting in rare incidents of bullying.
- Children and students have respectful and friendly relationships with one another and with teachers and staff. Students are cordial and courteous to each other. Students are eager to help and support each other, demonstrate empathy and awareness of the needs of their peers.
- Children and students adopt healthy eating habits and make wise food choices following the school's guidance. They engage in activities that raise awareness of safety and healthy lifestyles. However, engagement in physical activity is sometimes inconsistent particularly in Phase 1.
- At 93%, attendance levels are acceptable, with students generally arriving punctually for school and lessons throughout the day. However, a few students consistently arrive late in the morning, mainly due to traffic congestion on the roads leading to the school.

Next Steps:

1. Encourage all children and students to engage in regular sports and physical activities, particularly in phase 1.
2. Improve and sustain higher levels of students’ attendance to at least 94% and improve students’ punctuality to school in the morning.
3. Ensure that students, especially across phases 2, 3, and 4, are more independent and self-reliant in their learning.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Across the school, children and students demonstrate an adequate understanding of Islamic values, evident in their work and through the morning assembly programs. However, they do not take part in activities that deepen their knowledge on how these values are integrated into UAE society.
- Students across all cycles demonstrate respect and appreciation for UAE culture and heritage. While they possess some knowledge about UAE leaders and cultural traditions, the depth of their understanding is basic. Students do not regularly engage in research and discussions in lessons to deepen their knowledge of UAE history and heritage. They celebrate all events in the Islamic calendar and all UAE national events including national day and flag day. Students recognize the visionary leadership of the UAE that transformed the nation from a desert landscape to an advanced modern society; however, their knowledge of their achievements is limited.
- Students across all phases demonstrate an adequate understanding and appreciation of their own culture. They are aware of cultural diversity around the world and have classmates from different nationalities; however, their Overall, they knowledge of other world cultures is basic.

Next Steps:

1. Deepen students' understanding of the integration of Islamic values within Emirati society.
2. Develop students' knowledge and understanding of UAE history, heritage and the achievements of the UAE leaders.
3. Develop children's and students' knowledge and understanding of the different cultures worldwide.

Social responsibility and innovation skills

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

Findings:

- Children and students participate in activities that have a positive effect on the school and the wider community. However, children's contribution to the local community in phase 1, is less evident than it is in phases 2 and 3. The student voice is strong and through the 'Student Council' and through the 'House' system students take on some leadership responsibilities. Class leaders in Phase 2 take on the responsibility of organizing the student activities. Children and students raise funds for good causes and older students volunteer in school and community projects.
- Children and students are motivated to learn in lessons. Occasionally, they initiate creative ideas, and make suggestions, particularly in phases 3 and 4. They enjoy participating in projects and working with others; however, they lack initiative. Students' innovation, enterprise, and entrepreneurial skills across the school are inconsistent.
- Environmental responsibility is incorporated into the curriculum which ensures students have a basic understanding of sustainability and take part in caring for the environment. However, not all the students are actively involved in sustainability projects across the school. The Student Council has been effective in reducing, reusing and recycling. Students participate in activities like the 'Pile It up' Challenge. They collect used water bottles and hand them over to the Emirates Environmental Group and give excess cooking oil that is recycled for biodiesel to the Neutral Fuels Company in Dubai.

Next Steps:

1. Engage more students in making social contributions through volunteering, focusing on active involvement within their school and local community.
2. Improve children's and all students' innovation and creativity skills in lessons through more regular opportunities for students to work collaboratively on projects and initiate their own projects across the school, particularly in phases 2 and 3.
3. Raise students' understanding of local and global conservation efforts through engaging all students in sustainability projects, particularly phases 1 and 2.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers demonstrate secure subject knowledge and adequately have an appropriate understanding of how their students learn their topics and different concepts.
- Teachers across all phases of the school, plan lessons appropriately through collaborative work and ensure they are aligned with the Cambridge International curriculum in English, mathematics and science and the MOE requirements in Arabic, Islamic education and social studies. Lesson plans are at least adequate. Each lesson plan has a section devoted to critical thinking and problem solving but this section is not consistently filled in the majority of lesson plans. Teachers make adequate use of resources beyond the textbooks across the subjects, and additional hands-on resources in mathematics and science are used to engage students, particularly in phase 1. In many lessons, teachers rely heavily on the textbook resources and most use videos or images to enhance their teaching.
- In phase 1, teachers establish an environment that encourages students to be active and engaged learners. Teacher-student interactions are positive across the school and help to ensure that almost all students are willing learners and mostly interested in lessons. Questioning is usually used appropriately in lessons across the subjects, but it is mainly used to check students' learning and not to challenge students to think critically. In some classes, questioning is directed at a few students and does not always involve the whole class.
- Teaching strategies to meet the needs of students are adequate. Occasionally, teaching is not sufficiently personalized to meet the needs of all students. In some lessons, extended teacher delivery dominates the lesson and students are not given sufficient opportunities to respond and discuss, especially in phases 2, 3 and 4.. The range of active learning strategies used do not fully meet the needs of students' different abilities and diversity of learning styles in lessons.
- Teachers plan learning activities that develop students' critical thinking, problem-solving, and independent learning skills; however, these are not always implemented in lessons. In a few lessons, students use IT effectively to support their learning. Currently, activities implemented within lessons to support students' development of critical thinking, problem-solving skills and the use of IT in the classroom are inconsistent. Also, the quality and frequency of opportunities for students to work on independent research are limited.

Next Steps:

1. Develop a range of active learning strategies that better meet the needs of the different abilities and diversity of learning styles of students, especially in phases 2, 3 and 4.
2. Ensure questioning engages students in thoughtful discussions and promotes higher-level thinking and critical responses.
3. Integrate various activities in lessons that promote critical thinking, problem-solving, and independent

learning skills, using IT and learning technologies to develop students' research skills.

Assessment

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

Findings:

- Internal assessment processes are consistent with general alignment to the school's curriculum standards, especially in English medium subjects. They offer some measures of students' academic achievement across all core curriculum subjects; however, they are not always reliable in giving an accurate measure of students' knowledge, skills and understanding. Results are consistently too high across some subjects and phases and do not always align with external data. The school has continuous assessments with end of year internal assessments.
- The school benchmarks students' academic outcomes against external, national and international expectations. International assessments in PIRLS, TIMSS and PISA have been conducted. From grade 3 to 9 the GL standardized tests are conducted to benchmark students' attainment in English, mathematics and science. IBT standardized assessments are also administered to benchmark students' attainment in Arabic. There are external curriculum-linked examinations in Grades 10 to 12 in (I)GCSE and Advanced level in mathematics, physics, chemistry and biology.
- The school conducts an analysis of assessment data; however, as internal data does not always provide accurate measures of students' attainment, analyses are unreliable. The school uses appropriate software for data analysis and the data is beginning to influence moderation of the curriculum and teachers' planning. However, this process is at a developmental stage and has not had impact yet.
- The use of assessment information to inform teacher practice is adequate. Teachers are beginning to use this data to plan lessons; however, this process is at an early stage.. Teachers' skills, particularly new teachers, in effectively analyzing and using data to differentiate teaching in order to meet the needs of different groups of students are less well developed.
- Teachers have reasonable knowledge of students' strengths and weaknesses through assessments and also observation in lessons, especially in KG. However, there is a lack of support and challenge to address individual students' needs, especially the high-attaining students. Feedback in lessons is not always constructive and does not consistently include steps for improvement. The school has not yet implemented a process for self or peer assessment. Opportunities for students to engage in self and peer assessment observed in lessons are inconsistent.

Next Steps:

1. Improve internal assessment processes to ensure assessments give an accurate measure of students' achievement across all core curriculum subjects and across all phases.
2. Develop teachers' skills on how to use data in lesson planning to meet the needs of all students, particularly the different groups of students.
3. Provide regular and sufficient opportunities for students to engage in peer and self-assessment practices.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school is aligned with the Cambridge International Curriculum, in English medium subjects (EMS) and incorporates the Ministry of Education (MoE) curriculum for the Arabic medium subjects (AMS). The school curriculum has a defined rationale and shared values with a balanced design, but implementation focuses mainly on imparting knowledge with less emphasis on the development of skills. In Phase 1, the taught curriculum aligns with the Early Year Foundation Stage (EYFS) curriculum framework where communication and language acquisition and learning through activity and experimentation are emphasized.
- Continuity and progression of the curriculum is based on the Cambridge framework progression grid. The curriculum is aligned vertically across grades and horizontally between subjects. The scheme of work and planning is aligned accordingly to ensure that course content is delivered each term. When the planning acknowledges and builds on the students' prior learning, it meets the needs of almost all groups of students; however, this is inconsistent across the different subjects. The identification of gaps in student learning is variable. Formal relationships have been developed with local universities.
- In KG, children have limited opportunities to initiate their learning other than selecting differentiated tasks in group work. The school offers a reasonable number of curricular choices for students including language lessons for students in phases 2 and 3 together with drama. There are subject choices from Grade 9 with choices to study economics, business studies and humanities.
- Cross-curricular links are insufficiently implemented. In the better lessons, links are well planned by teachers to support adequate transfer of knowledge. However, in other lessons, links are superficially applied and are not consistently beneficial in developing students' ability to transfer learning between different subjects.
- The curriculum is regularly reviewed. Assessment data analysis informs medium term curriculum review and termly data analysis informs short term changes based on students' performance.

Next Steps:

1. Conduct a more rigorous and systematic review of the curriculum to ensure adequate provision in all subjects, especially in science to identify gaps in students' knowledge and skills.
2. Ensure that the taught curriculum focuses on enhancing students' learning skills as well as their knowledge.
3. Identify opportunities for interdisciplinary connections and systematically incorporate these cross-curricular links into lessons across all core curriculum subjects.

Curriculum adaptation

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

Findings:

- The curriculum is planned to meet the learning needs of most students. In Phase 1, the school holds intervention and booster lessons for children; however, their impact is not yet fully realized. The Special Educational Needs Coordinator (SENCO) together works with subject leaders to modify the curriculum for the identified students with additional learning needs, including students of determination. This modification provides for appropriate learning support for students in intervention sessions. However, in lessons, there are few effectively planned and implemented modifications for the students of determination and those of different abilities. Modifications for meeting the needs of lower and higher-attaining students are inconsistent.
- Play-based learning is a feature in the discovery hub where children in Phase 1 are beginning to develop their creative skills. Although the curriculum in phases 2, 3 and 4 is based on the Cambridge International Curriculum in most subjects, the planning does not provide sufficient opportunities for students to develop their innovation skills. Some opportunities are available for students to be innovative through exploration and experimentation, especially in science. Enrichment experiences such as assemblies, inter-school events, and school functions are planned adequately to develop students' creative and leadership skills. The curriculum is enriched for all students through a range of special events and after-school activities.
- The curriculum embeds appropriate opportunities for children and students to appreciate the heritage and culture of the UAE and Islamic values, such as during assemblies, through displays and school events. There are some appropriate opportunities to establish links with Emirati and UAE culture; especially in Arabic medium lessons.

Next Steps:

1. Ensure consistent and effective modifications to meet the needs of the low and high attainers and students with additional learning needs, including students of determination.
2. Integrate more opportunities for creativity and innovation across all phases, promoting exploration and experimentation.
3. Increase opportunities to develop students' knowledge and understanding of the UAE history, heritage and culture, beyond Arabic medium lessons.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has effective procedures for the safeguarding of students including child protection. These procedures are well-articulated in written policies that are shared with all stakeholders. All members of staff have participated in first-aid training at the start of the academic year. The school is committed to protecting students from all forms of bullying, including cyberbullying, and ensuring cyber safety. This is achieved through holding training workshops for students, parents, and staff, as well as organizing anti-bullying week activities. Students know who to contact should an incident occur. Contacts of pastoral team are posted in the corridors and inside classrooms. The school IT team ensures that the school is cyber-safe by monitoring web browsing and prohibiting unsafe websites and applications.
- The school provides a safe, hygienic and secure environment for students and staff. Thorough safety checks take place regularly. The school runs risk assessments prior to any sports or educational activities taking place outside the school. All children and students are supervised at all times inside the school and in the bus area.
- The school conducts regular fire drills twice per term, and each class has a fire evacuation pack. Pest control takes place once a month. The school meets all legal requirements in compliance with the compliance requirements of the Civil Defense. The clinic is well-equipped with an examination room, wheelchair, and restroom. All medication is kept in locked cupboards in the clinic that only the nurse has access to. Laboratories follow strict procedures regarding chemical waste disposal and chemical substances are kept in secure and locked cabins in the laboratory. Reports on incidents affecting students' health, safety, or well-being are recorded in the file system that is updated regularly, and procedures are followed.
- The school premises and facilities provide a safe physical environment. The school maintains a high level of cleanliness and hygiene. However, provisions for those with physical disability or mobility restrictions are limited, mainly because there are no lifts at the school. In phases 2 and 3, some classes are crowded and limited in space.
- The school sets the promotion of healthy living as an essential aspect of its provisions. The canteen sells a variety of healthy food that students can choose from. The school promotes awareness and understanding of healthy lifestyles through health campaigns, workshops and posters displayed around the school. Ready access to fresh drinking water is available. However, there are inconsistencies in promoting physical activity and encouraging participation among children and students, particularly among KG 1 and 2 children.

Next Steps:

1. Ensure that all school facilities are accessible and suitable for the needs of all children and students, including those with mobility challenges.
2. Ensure classrooms, particularly in phases 2 and 3, are less crowded to provide students with more appropriate learning environments and facilitate group collaboration.
3. Extend the opportunities for children in KG to participate in more physical activities.

Care and support

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

Findings:

- Teachers and staff maintain positive relationships with all students based on mutual trust and respect. Students and parents are well-informed about the school behavior management procedures and systems.
- Clear expectations for positive behavior are communicated to both families and students, contributing to well-managed student behavior.
- The school's attendance management systems are currently not effective in achieving attendance levels beyond an acceptable level. While the procedures for promoting punctuality between lessons are adequate, there is a need for a more rigorous approach to ensure better punctuality in the morning.
- The school has appropriate procedures for identifying students with additional learning needs, including students of determination. Currently, the school has identified 26 students with additional learning needs, which represents 11% of the overall student population. The responsibility for the identification process lies with the inclusion lead; however, the new leader has only recently joined the school. The school does not have effective procedures in place for the identification of gifted and talented (G&T) students, with only one student identified, and limited information is shared with teachers and parents regarding gifted and talented provision.
- The school offers adequate support for students with additional learning needs, including students of determination, through intervention sessions. However, the support and intervention observed during regular lessons are inadequate to fully meet the students' learning needs, with limited in-class support provided. Dedicated provision for gifted and talented students is not yet evident.
- The care and guidance provided by the school counselor and pastoral team to support the wellbeing and personal development of children and students at the school are usually effective. Grade 12 students highly value the open-door policy and personalized support they receive as they plan their next phase of education, which is also appreciated by their families.

Next Steps:

1. Improve the school's attendance management systems to achieve higher attendance levels and develop a more rigorous approach to ensure better punctuality in the morning.
2. Ensure that students with additional learning needs, including students of determination, receive appropriate support in lessons tailored to their individual needs.
3. Implement rigorous procedures for the identification and support of gifted and talented students.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good

Findings:

- The senior leadership team, including the principal and vice principal, set and share a clear vision and direction with the whole school community, including parents, students and staff, and demonstrate their full commitment to the UAE's national priorities and to inclusion. Leaders are ambitious about what they want students to learn and experience both at school and beyond. There is a clear commitment to UAE's priorities and the National Agenda, and plans are in place to support students in succeeding in international examinations such as TIMSS and PISA. The senior leadership team demonstrates a commitment to inclusion and ensures that staff and students alike feel valued and respected and have a sense of belonging. The senior leadership team is supported by a group of middle leaders who oversee specific subject areas.
- Leaders demonstrate an appropriate level of knowledge and understanding of the curriculum; however, middle leadership's knowledge of best practices in teaching, learning and assessment are variable. They encourage modern teaching and learning methods, that encompass active and conceptual learning, and they recognize the need for a more comprehensive approach to ensure assessment data accurately reflects students' outcomes. However, their impact on raising students' achievement is not yet evident across all subjects and phases. The principal, along with the vice principal, has been successful in establishing a positive learning culture based on respect and collaboration.
- Professional and friendly relationships and communication are evident throughout the school. The principal is visible around the school and highly respected by staff and students. Leaders delegate responsibilities effectively to middle leaders ensuring they are aware of their roles and responsibilities and that they are held accountable for raising students' achievement. Middle leaders conduct lesson observations and provide pedagogic and pastoral support to teachers within their departments, assisting them in their improvement efforts. They hold regular departmental meetings, and report back to the senior leadership team, who in turn are held accountable by the governors. Morale across the school is positive.
- Leaders at all levels demonstrate awareness of what they need to do to improve the school further. Senior leaders have identified consistency in the quality of teaching, improving assessment processes, and ensuring teachers develop effective approaches to analyzing and using assessment data as key areas for improvement. They acknowledge the necessity for additional training for teachers to ensure consistency in reviewing and modifying the curriculum to meet the needs of all students, including students with additional learning needs. The school leaders demonstrate a sufficient capacity to improve the school.
- Accountability is collectively shared but is still in a developmental phase. Leaders conduct lesson observations and assess the effectiveness of planning and teaching strategies, but the impact of such activities remains inconsistent. Leaders have raised standards in some subjects with improvements in the level of students' achievement in Phase 1 in science, students' progress in Phase 3 in social studies and students' achievement in Phase 3 in English. Leaders ensure that the school is compliant with statutory requirements.

Next Steps:

1. Implement strategies to consistently raise standards across all subjects and phases, using a comprehensive approach to assessment.
2. Provide targeted support and professional development opportunities for teachers to effectively analyze and use assessment data to differentiate teaching to meet the different needs of all students.
3. Further develop accountability by enhancing the consistency and effectiveness of lesson observations and assessment processes.
4. Provide middle leaders with additional support and training to enhance their capacity to drive improvement within their respective departments.

School self-evaluation and improvement planning

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

Findings:

- All staff contribute to the self-evaluation process (SEF). Parents are engaged, and the school seeks their views about areas that need improvement through surveys and during parent-teacher meetings. The process for self-evaluation considers adequate sources of evidence, including internal and external assessments. Senior and middle leaders have identified the school's strengths but areas for improvement are based on the recommendations from the previous inspection and not necessarily the current views.
- The monitoring of teaching and learning is systematic and conducted by senior and middle leaders. They undertake three formal and informal classroom visits per term for each teacher, as well as regular learning walks for new teachers, and offer constructive feedback. The observation forms, aligned with the Inspection Framework, include relevant criteria, with emphasis on students' progress and the impact of teaching on students' learning. However, monitoring has not yet had an impact on improving students' achievement.
- The school improvement plan (SIP) is based the school self- evaluation and on the recommendations from the previous inspection report. It adequately identifies areas for improvement and outlines SMART (Specific, Measurable, Achievable, Relevant and Time-bound) targets. The school improvement plan highlights useful strategies, success criteria, and the responsible individuals. However, success criteria are insufficiently focused on students' outcomes.
- The school has been successful, with improvements in students' achievement in some subjects like social studies, science and English across some phases. It continues to maintain good provision in Phase 1 and Phase 4 mathematics, improved provision in Phase 2 English and adequate provision across the other core curriculum subjects.
- Some progress has been made in providing opportunities, particularly in the area of innovation, with the introduction of the innovation room and the integration of technology such as VR and robotics. However, the impact on students' innovation skills across all phases remains inconsistent.

Next Steps:

1. Review the school's self-evaluation to ensure it reflects current areas for improvement.
2. Ensure that information regarding students' knowledge, skills, and understanding, as captured in lesson observations, is integrated into the school's self-evaluation process.
3. Enhance the effectiveness of the monitoring of teaching and learning by ensuring that observations and feedback contribute directly to improving student achievement.
4. Review and refine the success criteria in the school improvement plan (SIP) to ensure they are clearly focused on improving student outcomes.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- The school engages parents in their children's learning and school activities. It values the input of parents, as represented by the parent council, when planning school initiatives. Their involvement positively contributes to the school community and school life. Parents are invited to participate in school events and celebrations such as national and international days and reading with their children at school. However, they rarely initiate such events. Parents contribute to surveys issued by the school, led by the governors, and their views are fully considered. However, parents' involvement in making more effective contributions to raising students' standards is yet to be developed.
- The school's communication with parents is strong and parents are satisfied with the information they receive. Weekly updates are sent to parents in both English and Arabic via numerous platforms such as Class Dojo and Google Classroom. Parent-Teacher meetings are scheduled every term where teachers share feedback encouraging parents to participate in their children's next steps. However, the impact of such involvement is not yet fully effective in raising students' achievement. The Special Educational Needs Coordinator maintains close communication with parents and ensures they are well informed of their child's progress. The school has established a dedicated communications facility, which includes the Student Welfare Officer (SWO), responsible for maintaining communication channels with parents. The SWO conducts induction programs designed to assist newly registered students in transitioning to the new environment.
- Parents receive three academic reports annually and are invited to three parent-teacher meetings to discuss their children's progress more comprehensively. The reporting system keeps parents informed of their child's academic progress, as well as their personal and social development. However, the reporting system for areas for improvement and next steps in their learning is currently being reviewed.
- The school has effective partnerships with the local community. The school is partnered with the Red Crescent, traffic police, Al Ain Municipality and the Civil Defense Authority and participates in various initiatives. The school collaborates with other schools and universities, such as Brighton College Al Ain, Wales International School in Abu Dhabi, and Al Ain University, enabling exchange visits to share best practices in teaching methods and to support students' academic and personal development, especially towards higher education. There is a lack of international partnerships to further enrich and support students' learning, development and achievements.

Next Steps:

1. Develop strategies to empower parents to play a more active role in raising students' academic standards.
2. Review and refine the reporting system to ensure it effectively communicates areas for improvement and next steps in students' learning.
3. Build international partnerships to support students' learning, development and achievements.

Performance Indicator	Quality judgement
Governance	Acceptable

Findings:

- The board includes the school's owner, Chairman of the Board of Governors a representative of the parents and staff. The school seeks the views of students regarding school affairs and development initiatives through meetings between the student representative council and pastoral heads and the senior leadership team. The governing board effectively communicates information with stakeholders and actively seeks their input and views and in turn, they are kept aware of the work of the school through regular communication with the senior leadership team.
- The governing board regularly monitors the school's actions. However, such monitoring is closely related to finances, recruitment purposes, and the quality of services. Its effectiveness in ensuring improvements in the quality of teaching and learning is inconsistent. The governing board meets every quarter to review policies and conduct robust discussions. During these meetings, they seek to obtain assurances about the school's efficiency and daily operations and to ensure all statutory requirements are met.
- The governing board has a positive influence on the school overall and is generally supportive of the school's initiatives and requests, such as introducing technologies and improving internet connections around the school. However, governors have not yet ensured that a wider range of resources are available for different subjects to aid and enrich the students' learning experiences and address learning needs.

Next Steps:

1. Ensure the governing board includes representation from all key stakeholders, including students and staff.
2. Provide a wider range of learning materials and resources across different subjects to support and enrich students' learning experiences.
3. Establish clear procedures to monitor teaching effectiveness and impact on students' learning, and regularly review progress towards improving students' achievements.

Management, staffing, facilities and resources

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

Findings:

- Almost all aspects of the day-to-day management of the school, its procedures and routines are well organized, including dismissal time. They ensure that the school has a calm and welcoming learning environment, where staff and students work respectfully. The lesson timetable is designed to minimize the loss of learning time. However, arrangements to ensure arrival to school in time before assembly are less well developed.
- The school is staffed appropriately, enabling the fulfillment of the expectations of the curriculum. All teachers have suitable qualifications to effectively teach their respective subjects. Although teacher turnover is low, teachers leaving throughout the school year remains a challenge for the school. All staff, including support staff, benefit from regular professional development closely matched to the school's priorities. However, it has not yet impacted the overall quality of teaching and students' achievements. There is still more to be done for leaders, including middle leaders and teachers, to consistently understand what constitutes effective teaching, assessment, and learning, especially in regard to providing appropriate support for lower attainers and challenge for the high-attainers.
- The school premises are adequate and there is a range of specialist facilities such as three science laboratories, specialist art, music, ICT rooms, a library and a newly introduced innovation area. There are outdoor areas and a soft- toys play area for the children in KG, as well as an all- purpose hall. However, classrooms are not spacious enough in comparison to the number of students per class, and this may hinder movement and the facilitation of group work in lessons. Although there are ramps around the school, and the ground floor is accessible by all, there are no lifts throughout the school, to enable access to all learning areas.
- The school's resources are not sufficient to ensure effective delivery of lessons and the curriculum. Teachers rely heavily on textbook resources, and most use videos or images to enhance their teaching. Resources in KG are adequate and support children's play- based learning. There is a lack of subject-specific resources to enrich students' learning.

Next Steps:

1. Provide targeted professional development opportunities for teachers and middle leaders to deepen their understanding of effective teaching, assessment, and learning practices.
2. Ensure classrooms are adequately spacious to accommodate the number of students per class and facilitate movement and group work during lessons.
3. Ensure all areas of the school are accessible to students with mobility challenges.
4. Provide a wide range of subject-specific resources to enrich students' learning experiences and support teachers in delivering engaging and differentiated lessons.

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