



Irtiqa'a School Inspection

AY 2023/24

Ibn Khaldoun Islamic Private School

Rating: Acceptable

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School Information

General Information		
	Name	Ibn Khaldoun Islamic Private School
	Esis Number	9195
	Location	Al Ain, AL AAMERAH, AL RIFAA, 12, 1
	Website	http://ibk.school/en/index.php
	Telephone	037815614
	Principal	AREF RASHED ODEH ABU SHBAB
	Inspection Dates	16 to 18 Jan 2024
	Curriculum	MoE (UAE)

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	480
Number of Emirati students	34
Number of students of determination	18
Largest nationality group of students	Yemen - Sudan - Egypt

Information On Teachers

Number of teachers	37
Nationalities	Egypt - Syrian Arab Republic - State Of Palestine

Changes since the previous inspection

The school's overall performance has remained acceptable as in the previous inspection.

Since the previous inspection, attainment, and progress have remained acceptable across all core curriculum subjects in KG and across all cycles, and learning skills, have remained acceptable across all cycles.

The personal development of students and their social responsibility and innovation skills have remained acceptable; however, students' understanding of Islamic values and awareness of Emirati and world cultures have regressed from good to acceptable. Students' knowledge of the Emirati culture and UAE heritage is variable, especially in the lower cycles of the school. Children's and students' knowledge of other world cultures is basic.

Teaching and assessment have remained acceptable in KG and across all cycles. Curriculum implementation and design and curriculum adaptation have remained acceptable across all cycles.

Health and safety, including arrangements for child protection and safeguarding, has regressed from good to acceptable. This is due to a number of factors, including the absence of a female nurse, which means that the older girls at the school do not have access to medical care. Not all students and staff have received training on safeguarding and child protection. Students with mobility challenges do not have access to all learning areas of the school, and there is a lack of healthy food choices offered at the school canteen. The care, guidance, and support have remained acceptable. The school has established a partnership with a special educational needs center to enhance the identification of students with additional learning needs. However, the provision of gifted and talented students is less well-developed.

A new principal has been appointed since the previous inspection, and there are currently no other members of the senior leadership team. The effectiveness of leadership, self-evaluation, and school management have remained acceptable. The judgments for partnerships with parents and the community and governance have regressed from good and are now acceptable.

The influence of governance on improving standards through effective accountability practices and allocating sufficient resources in key areas like KG, science, and the Special Educational Needs department is limited. Parents' involvement in the school is adequate; however, the parent council are not proactive in carrying out initiatives that positively contribute to students' achievement. Since the last inspection, the number of students has slightly decreased.

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

The school has benchmarked students' attainment against international standards. In 2019, the school entered students for the TIMSS (Trends in International Mathematics and Science Study) assessment.

In 2018, the school participated in the PISA international assessment. The school did not achieve its targets in TIMSS 2019 or PISA 2018. The school was aware of its targets for PISA 2022 and TIMSS 2023 and had been actively working towards achieving them. The results for TIMSS 2023 have not yet been announced. The school has a sound awareness of international benchmarking and promotes the importance of doing well and making a more global comparison.

The school developed an action plan to improve students' results in TIMSS and made parents aware of the importance of international and external examinations. The school's plan includes raising awareness, sending practice questions home with students to practice, integrating sample questions from previous TIMSS exams into teachers' lesson planning, and establishing connections between the curriculum and TIMSS questions. The school engaged students in the external International Benchmark Test (IBT) in mathematics to familiarize them with external assessments.

Performance in standardized and international assessments

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

Standardized Assessments

- Students' results in the IBT assessment for mathematics administered in 2023 indicate acceptable attainment in grades 3, 5, and 9; good attainment levels in grades 4 and 8; and very good attainment levels in grades 6 and 7. This indicates overall acceptable attainment in cycle 1, overall good attainment in cycle 2, and acceptable attainment in cycle 3 (grade 9).
- The results of students in the IBT assessment for science administered in 2023 indicate very good attainment in grades 3 and 4, good attainment levels in grades 5, 8, and 9, acceptable attainment in grade 6, and weak attainment in grade 7. This indicates very good attainment overall in cycle 1, acceptable attainment levels in cycle 2 and good attainment levels in cycle 3 (grade 9).
- Students' results in the IBT assessment for Arabic administered in 2023 indicate very good attainment levels in grades 3, 4, 6, 8, and 9; good attainment in grade 7 and weak attainment in grade 5. This indicates very

good attainment overall in cycle 1, overall good attainment in cycle 2, and very good attainment in cycle 3 (grade 9).

International Assessments: TIMSS, PISA, PIRLS

- The mathematics and science results of Grade 4 and Grade 8 students in TIMSS 2019 are below the international benchmark. The school did not meet its targets.
- The results for the PISA 2022 in reading literacy at 316, mathematical literacy at 358, and science literacy at 357 are all below the international standards and below the school's set target.

Reading

The school has two libraries (one in the boys' and one in the girls' section) with various age-appropriate fiction and nonfiction books in English and Arabic. There is no librarian, but the books are organized, and there are tables and seating facilities for the students. The school has significantly more Arabic books than English books in both libraries.

The school's improvement plan (SIP) includes a target for improving reading skills, and students are encouraged to access the libraries during break times to read. The percentage of library visits is 85% for both boys and girls. The school has a timetable for students across the grades to visit the library at least once a week in Arabic lessons; however, this is not the case for English. Teachers support reading through a program called 'Me and my children read together' and through encouraging library friends, but this is mainly in Arabic reading. There is a reading club for Arabic and a club for English, but this is currently not practiced. Students use creative Arabic readers, and they take part in various reading challenges in Arabic and English. For English reading, students are encouraged to use a program on Teams, where they can access texts and answer comprehension questions to measure levels of understanding. Reading is checked in lessons and through exams and quizzes to identify levels. However, teachers do not keep records to track students' progress in reading.

Reading is encouraged in all lessons in all subjects using PowerPoint and textbooks. However, no additional lessons or interventions were allocated to improve reading skills. Support in lessons for the low-attaining students is inconsistent. Students in all grades are encouraged to read short passages from textbooks in all subjects, including Arabic and English lessons. In lower grades, the focus is on identifying keywords, while in higher grades, students answer comprehension questions. Children in KG learn English and Arabic phonics and can recognize and sound letters; however, in English, they cannot blend letters and decode words. They do not practice reading sight words. Children and students across the grades rarely engage in English reading for pleasure.

Strengths of the school

- Students' attendance at 94% is good and the provision for managing attendance is strong.
- Students are well-behaved in lessons and around the school, leading to a positive learning environment conducive to learning, particularly in cycles 2 and 3.
- The principal is visible and highly respected by all stakeholders. He sets a clear vision and direction for the

school, creating a positive culture of collaboration and respect.

Key Recommendations

1. Improve the quality of teaching and students' achievements to a consistently good or better level in all subjects and phases by:

- engaging children and students in active learning from the start of the lesson in all subjects and grades.
- raising expectations of what students can achieve and do in all subjects and grades.
- providing students with regular opportunities to develop their scientific investigation and practical skills following the scientific method in science across the grades.
- providing increased opportunities for students to practice and improve their language skills in English and Arabic lessons across the school.
- engaging students in dialogues and discussions beyond the textbook across all subjects and grades to extend their learning and develop their higher-order thinking skills.
- improving students' word problem-solving skills and ability to apply mathematical concepts in solving problems linked to real-life situations.
- planning regular opportunities for students to develop their critical thinking, innovation, problem-solving, inquiry, and independent learning skills in lessons across subjects and grades.
- providing children in KG with regular opportunities to learn through play, explore, and find things for themselves and ensuring teachers use age-appropriate, interesting strategies to keep them motivated to learn.

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

- ensuring internal assessment procedures are sufficiently robust to provide accurate measures of students' achievement.
- ensure that teachers effectively analyze all types of assessment data, including internal and external, and use the information effectively to inform curriculum planning, modify lesson plans, and match activities to students' needs.
- ensuring that assessment data is used effectively to monitor and track students' progress individually and as groups.
- ensuring that all students have completed their work before sharing correct answers for effective assessment for/of learning.
- sharing specific success criteria/rubrics with students and regularly engaging them in self and peer assessment to help them identify their strengths and areas for improvement.
- providing constructive written feedback to students on how to improve their work and the next steps in learning.

3. Improve curriculum adaptations to meet the needs of all groups of students by:

- effectively support students with additional learning needs, including students of determination, both during regular lessons and intervention sessions based on their Individualized Education Plans (IEPs).
- planning regular opportunities for G&T students to develop their skills and nurture their talents in lessons and through appropriate curricular and extracurricular activities.
- ensuring the taught curriculum is effectively planned to develop students' innovation, enterprise and entrepreneurship skills.
- improving the implementation of the KG curriculum to provide opportunities for children to learn through play and develop their inquiry and exploration skills.
- expanding the range of curricular options available for older students that develop their interests and aspirations.

4. Improve all aspects of leadership and management to reach at least a good level by:

- improving the capacity of middle leaders to enable them to perform their responsibilities effectively and focus more on their monitoring responsibilities.

- increasing the accuracy of judgments on the school self-evaluation, ensuring it is based on robust evidence.
- reviewing the school improvement plan to ensure the SEF informs it and includes success criteria that are focused on students' achievement
- ensuring that the governance visits to the school are effective in gaining accurate information about students' performance.
- ensure that the school is fully staffed with qualified teachers and teaching assistants, particularly in KG, a librarian, and a laboratory technician.
- encouraging parents to proactively organize events and activities that contribute to students' social and academic development
- providing sufficient resources for KG to support play-based learning, science to facilitate practical work for students, and the SEN division to effectively meet the needs of students with additional learning needs, including students of determination.

Overall School Performance: **Acceptable**

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic as a first language	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
UAE Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	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	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	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	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

PS6: Leadership and Management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Acceptable ↓
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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students in cycles 1 and 3 attain levels above curriculum standards, and the large majority of students in Cycle 2 attain above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons. The school did not submit internal assessment data for KG.
- The school has no external national or international assessments for KG and grades 1–11. The results of the MoE national examination for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment.
- In lessons and their recent work, most children and students in all grades demonstrate knowledge of Islamic teachings, etiquette, the Holy Qur'an, and Hadeeth that is in line with the curriculum standards. In KG and Cycle 1, children and students demonstrate an adequate understanding of the principles of Islam, short surahs of the Qur'an, and Hadeeth. However, a few children and students are less confident in recalling the prescribed Surah and Hadeeth. In cycles 2 and 3, students are inconsistent in demonstrating a secure understanding of Islamic laws and the deep meanings of the prescribed Surah and Hadeeth.
- Over the last three years, the school's internal assessment data has consistently indicated that most students attain above curriculum standards in Cycle 1 and the advanced stream in Cycle 3. In Cycle 2 and the general stream in Cycle 3, students' attainment fluctuates but shows an overall improving trend.
- The school's analysis of internal assessment data indicates that most children in KG and students across all cycles make better-than-expected progress over time and from their starting points at the beginning of the

academic year.

- In lessons and their recent work, most children in KG and students across all cycles make the expected progress against learning objectives aligned with curriculum standards. They progress in developing their knowledge of Islamic teachings, etiquette, Hadeeth, Qur'an recitation, and Tajweed rules. However, in KG and Cycle 1, a few children make limited progress in recalling the prescribed Surah and Hadeeth. In cycles 2 and 3, students make inconsistent progress in learning Islamic laws and principles.
- The school does not analyze assessment data to track the progress of the different groups of students across the school. In most lessons, girls make better progress than boys. The progress of students with additional learning needs, including students of determination (SoD) and lower and higher-attaining students, is inconsistent.

Next Steps:

1. Raise children's and students' attainment to at least a good level, with a focus on the correct recalling of the prescribed Surah and Hadeeth in KG and Cycle 1, through consistent practice and modeling.
2. Deepen students' understanding of prescribed Surah and Hadeeth, Islamic laws, and principles in cycles 2 and 3

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students in Cycle 1 and a large majority of students in cycles 2 and cycle 3 advanced stream attain levels above curriculum standards. The majority of students in the cycle 3 general stream attain curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons. The school did not submit internal assessment data for KG.
- The school has no external national or international assessments for KG children. The school has administered the International Benchmark Test (IBT) to benchmark students' attainment in Arabic in grades 3–9. The results of students in the IBT assessment for Arabic administered in 2023 indicate very good attainment levels in grades 3, 4, 6, 8, and 9; good attainment in grade 7; and weak attainment in grade 5. This indicates very good attainment overall in cycle 1, overall good attainment in cycle 2, and very good attainment in cycle 3 (grade 9). The results of the MoE national examination for Grade 12 at the end of the academic year 2022/23 indicate overall outstanding attainment.
- In lessons and in their recent work, most children in KG and students across all cycles demonstrate listening, writing, reading, and speaking skills that are in line with curriculum standards. Students are inconsistent in speaking in correct standard Arabic across the grades. Their fluency in reading aloud with accurate pronunciation and expressions is less well-developed across the grades. Writing with accurate spelling and grammar in Cycle 1 is inconsistent.
- Over the last three years, the school's internal assessment data consistently shows that most students attain above curriculum standards in Cycle 1 and an improving trend in attainment in cycles 2 and 3.
- The school's analysis of internal assessment data indicates that most children in KG make better than expected progress over time and from their starting points at the beginning of the academic year. There are fluctuations in the rate of progress in different grades in each cycle, ranging between most students and the large majority of students across different grades making better than expected progress.

- In lessons and their recent work, most children in KG and students across all cycles make the expected progress against learning objectives aligned with curriculum standards.
- The school does not analyze assessment data to track the progress of the different groups of students across the school. In most lessons, girls make better progress than boys. The progress of students with additional learning needs, including students of determination, and lower-attaining students is inconsistent. Higher-attaining students are not consistently challenged and do not make the progress they are capable of.

Next Steps:

1. Raise attainment in all language skills to at least good levels, with a particular focus on students' speaking skills in standard Arabic and reading aloud with accurate pronunciation, fluency, and expression across all cycles.
2. In cycle 1, improve students' skills in writing a variety of texts with accurate spelling and grammar.

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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of 2022/2023 against the Ministry of Education (MoE) curriculum standards indicates that attainment for most students across all cycles is above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons. The school did not submit internal assessment data for KG.
- There are no external, national, or international social studies assessments for grades KG–11. However, the Grade 12 national examination results at the end of the academic year 2022/23 indicate outstanding attainment.
- In lessons and their recent work, most children in KG and students across all cycles demonstrate knowledge, skills, and understanding that are in line with MoE curriculum standards. Children's and students' understanding of the values related to national identity is consistent across the grades. However, in KG, children's understanding of the population concept and the UAE's neighboring countries is less secure. In cycles 1 and 2, students' understanding of economic terms and practical navigation skills are less well developed. In cycle 3, students show an adequate understanding of digital literacy eradication in the UAE, the archaeological finds, and its relationships with ancient civilizations. Still, their understanding of the relationship between the UAE and other ancient civilizations is less well-developed.
- Over three years, the school's internal data suggests that almost all students have consistently attained levels above the MoE curriculum standards in all cycles.
- The school's analysis of internal assessment data indicates that most children in KG and most students across all cycles make better than expected progress over time and from their starting point at the beginning of the academic year and the curriculum standards.
- In lessons and their recent work, most children in KG and students across all cycles make the expected progress against learning objectives aligned with curriculum standards. They make the expected progress in developing their understanding of most of the subject areas.
- The school does not analyze assessment data to track the progress of different groups of students across

the school. In most lessons, girls make better progress than boys. The progress of students with additional learning needs, including students of determination and lower-attaining students is inconsistent. Higher-attaining students do not make the progress they are capable of.

Next Steps:

1. Improve students' attainment to reach a good level with a particular focus on children's understanding of the population concept and UAE's neighboring countries in KG and students' understanding of economic terms and practical skills in cycles 1 and 2.
2. Accelerate children's and students' progress in KG and all cycles in all subject areas to reach at least good levels, particularly in gaining a secure understanding of practical navigation skills in cycles 1 and 2 and ancient civilizations in UAE in Cycle 3.

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	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most children in cycle 1 and cycle 3 general stream attain levels above curriculum standards. The large majority of students in cycle 2 and cycle 3 advanced stream attain levels above curriculum standards. This is not aligned with what is observed in lessons. The school did not submit internal assessment data for KG.
- The school has no external national or international assessments for children and students from KG to Grade 11. The results of the MoE national exam for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment. PISA 2022 results for reading literacy at 316 are below the international standard and below the school's set target.
- In lessons and in their recent work, most children in KG and students in all cycles demonstrate listening, reading, and comprehension skills that are in line with curriculum standards. In KG, children recognize letters, but they are inconsistent in blending letters and decoding words to develop their reading and writing skills. In cycles 1 and 2, students learn new vocabulary daily, but they are inconsistent in using it to improve sentence structure and writing skills. In cycle 3, students can debate ideas and opinions in groups and class discussions; however, their fluency in reading and extended writing skills are variable. Reading for pleasure is not a common feature across grades.
- Over the last three years, the school's internal assessment data consistently shows outstanding attainment across all cycles.
- The school's analysis of internal assessment data indicates that most children in KG and students in cycles 1 and 3 make better than expected progress over time and from their starting point at the beginning of the academic year in all cycles. There are fluctuations in the rate of progress in different grades in cycle 2, ranging between most students and the large majority of students across different grades making better than expected progress.
- In lessons and in their recent work, most children in KG and students across all cycles make expected

progress in relation to appropriate learning objectives aligned with the expected curriculum standards. Children in KG make limited progress in developing their literacy skills. Students in all grades make expected progress in developing their listening and speaking skills. However, progress in developing reading and writing skills is inconsistent.

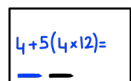
- The school's analysis of progress data does not show the progress of the different groups of students. In most lessons, girls make better progress than boys. The progress of students with additional learning needs, including students of determination needs, and lower-attaining students is inconsistent. Higher-attaining students are not sufficiently challenged and do not make the progress they are capable of.

Next Steps:

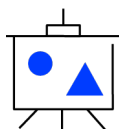
1. Improve students' reading and writing skills in the KG and across all cycles.
2. Improve Cycle 3 students' independent, extended writing skills across different genres.
3. Accelerate students' progress in developing their reading comprehension with a focus on reading for pleasure across all cycles.

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:



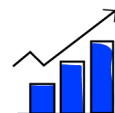
Number and quantity and their use



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	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students attain levels above curriculum standards in cycles 1 and 2. In Cycle 3, Advanced stream, a large majority of students attain above curriculum standards in grades 9 and 12, and most attain above curriculum standards in grades 10 and 11. In the Cycle 3 General stream, most students in grade 11 attain in line with curriculum standards, while less than three-quarters of students in grade 12 attain levels that are at least in line with curriculum standards. Most of these results do not reflect the attainment level observed in lessons. The school did not submit internal assessment data for KG.
- The school has no external national or international assessments for KG children. The school has administered the International Benchmark Test (IBT) to benchmark students' attainment in mathematics in grades 3–9. The results of students in the IBT assessment for mathematics administered in 2023 indicate acceptable attainment in grades 3, 5, and 9, good attainment levels in grades 4 and 8, and very good attainment levels in grades 6 and 7. This indicates acceptable attainment in cycle 1, overall good attainment in cycle 2, and acceptable attainment in cycle 3 (grade 9). The results of the MoE national examination for Grade 12 at the end of the academic year 2022/23 indicate overall acceptable attainment. The results of the Trends in Mathematics and Science Studies (TIMSS) international examination administered in 2019 are below the international average for grades 4 and 8. PISA 2022 results in mathematical literacy at 358 is below the international standards and below the school's set target. In lessons and their recent work, most children in KG and students across all cycles demonstrate adequate mathematical knowledge, skills, and understanding that are in line with curriculum standards. In KG, children understand basic numbers and counting, but they are inconsistent in sequencing numbers in order and applying their knowledge of numbers to solve simple mathematical operations. In cycle 1, students adequately understand the four fundamental mathematical concepts. However, their ability to apply their learning to solve word problems is variable. In cycles 2 and 3, most students show adequate skills in calculus; however, they are inconsistent in applying mathematical concepts in solving real-life problems to deepen their understanding.
- Over the last three years, attainment in internal assessments shows a fluctuating trend in grades 3,5,7 and 8 and an improving trend across grades 4,6 and 9.
- The school's analysis of internal assessment data indicates that most children in KG and the large majority of

students in Cycle 2 make better than expected progress in relation to their starting points and curriculum standards. In cycle 1, there are variances in the rates of progress across different grades, ranging from the large majority of students to most students making better-than-expected progress. In cycle 3, the large majority of students in grade 9 and most students in grades 10 and 11 make better than expected progress; however, in grade 12 less than three quarters of students make the expected progress in relation to their starting points and curriculum standards.

- In lessons and their recent work, most children in KG and students across all cycles make the expected progress against learning objectives aligned with curriculum standards. They make the expected progress in developing their mathematical knowledge and skills.
- The school does not analyze assessment data to track the progress of different groups of students across the school. In lessons, girls make better progress than boys. The progress of students with additional learning needs, including students of determination and lower-attaining students is inconsistent. Higher-attaining students are not challenged and do not make the progress they are capable of.

Next Steps:

1. Raise children's and students' attainment in all subject areas to a good level, with a particular focus on improving children's and students' understanding and application of mathematical concepts in KG and Cycle 1 through active learning using hands-on activities.
2. Improve students' skills in solving complex mathematical problems across all cycles through practice and challenging activities.
3. Accelerate the progress of children and students across the school to reach a good level by enabling students to independently apply their learning, particularly in solving word problems, including those associated with real-life situations.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

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

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students in cycles 1, 2 and cycle 3 advanced stream attain levels above curriculum standards, while most students in Cycle 3 general stream attain levels that are in line with curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons. The school did not submit internal assessment data for KG.
- The school has no external national or international assessments for children in KG. The school has administered the International Benchmark Test (IBT) to benchmark students' attainment in science in grades 3–9. The results of students in the IBT assessment for science administered in 2023 indicate very good attainment in grades 3 and 4, good attainment levels in grades 5,8 and 9, acceptable attainment in grade 6, and weak attainment in grade 7. This indicates very good attainment overall in cycle 1, acceptable attainment levels in cycle 2 and good attainment levels in cycle 3 (grade 9). The results of the MoE national examination for Grade 12 at the end of the academic year 2022/23 indicate overall good attainment in the Advanced stream and acceptable attainment in the General stream. The results of the Trends in Mathematics and Science Studies (TIMSS) international examination administered in 2019 are below the international average for grades 4 and 8 PISA 2022 results for science literacy at 357 is below the international standards and the school's set target.
- In lessons and their recent work, most children in KG and students across all cycles demonstrate scientific knowledge and understanding that are in line with curriculum standards. In KG, engagement in activities that develop their observation, inquiry, and exploration skills is inconsistent. In cycles 1 and 2, students' inquiry and investigation skills are variable. In cycle 3, students observe experiments performed by teachers or virtual experiments and make predictions and conclusions. Still, they do not sufficiently perform experiments independently following the scientific method and produce laboratory reports.
- Over the past three years, attainment in internal assessments has consistently been outstanding in cycle 1 but fluctuated between acceptable and very good in cycle 2.

- The school's analysis of internal assessment data indicates that most children in KG and students across cycles 1 and 2 make better than expected progress in relation to their starting points at the beginning of the academic year and curriculum standards. In cycle 3, most students in grades 9 and 11 and the large majority of students in grades 10 and 12 make better than expected progress in relation to their starting points and curriculum standards.
- In lessons and in their recent work, most children and students in cycles 1, 2, and 3 make the expected progress against learning objectives aligned to curriculum standards. They make the expected progress in developing their scientific knowledge but make inconsistent progress in developing their inquiry, investigation, practical, and laboratory skills.
- The school's analysis of progress data does not show the progress of the different groups of students. In lessons, girls make better progress than boys across all cycles. 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. Accelerate the progress of children and students to at least good levels in all subject areas through developing their inquiry and investigation skills in KG and cycles 1 and 2.
2. Develop cycle 3 students' practical and independent laboratory skills, actively involving them in conducting experiments and independently writing lab reports.

Learning Skills

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

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

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

Findings:

- Students are generally eager to learn and adequately participate in their education. However, in kindergarten and lower grade levels, some students may become distracted and disengaged, resulting in passive learning. While some students can work independently for brief periods of time, this behavior is inconsistent. In higher grades, students are more likely to reflect on their work and strive to improve their performance.
- Students communicate well with teachers and within their groups. Interactions among children and students are effective. They are able to work well in groups when set tasks; however, their collaboration is variable. Most students demonstrate an adequate ability to communicate their learning somewhat clearly.
- Students make adequate links between areas of learning in most subjects. They make appropriate connections between their learning and the real world.
- In KG, children do not always engage in play-based learning, and their critical thinking, problem-solving, inquiry, innovation, and exploration skills are variable. Students develop critical thinking, innovation and problem-solving skills when given the opportunity, particularly in cycle 3. However, this remains inconsistent across subjects and grades. Students use technology to research and enhance their learning in some lessons, but this is inconsistent across the school.

Next Steps:

1. Encourage self-directed learning and reflection to enhance focus and minimize distractions, developing students' independent learning skills.
2. Develop students' critical thinking, problem-solving, innovation, inquiry skills, and use of technology across all cycles.

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 generally have positive and responsible attitudes in their classes and across the school. Students in cycles 1, 2, and 3 take responsibility for their learning when given the opportunity. However, there is much reliance on support from teachers. Students appreciate teachers’ feedback, but they are inconsistently engaged in feedback to each other.
- Students across all cycles behave well in lessons and different parts of the school. Most are clear about the school behavior code of conduct, resulting in minimal bullying incidents. However, in KG and lower grades, children and students occasionally need several reminders to follow the class rules and stay on task. Children in KG are not well-settled into a structured routine.
- In KG and all cycles, relationships between children and students with each other and their teachers are respectful and courteous. In lessons, children and students cooperate well with others, including those with additional learning needs.
- Children and students are developing an adequate understanding of the importance of staying fit and eating healthy. Most participate in daily exercises in assemblies and during break times.
- Students generally know what constitutes healthy and unhealthy food choices. They usually participate in activities that promote healthy lifestyles, and most are committed to exercise and healthy eating.
- Attendance levels were good at the end of the first term of the current academic year, at 94%, with students generally arriving punctually to school and lessons throughout the day. However, a few students arrived late to assembly.

Next Steps:

1. Improve students' adherence to class rules in KG and Cycle 1 through consistent and effective implementation of class rules and routines.
2. Improve students' self-reliance to take responsibility for their learning across all cycles.
3. Improve punctuality of student's arrival in the morning to ensure that all students arrive before the national anthem begins.

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:

- Students across all cycles demonstrate an adequate understanding of Islamic values and practices. Cycle 3 students' understanding of how these values are integrated into UAE society is clear; however, this understanding is less evident across other cycles. Almost all students engage in the celebration of all the Islamic events, such as Ramadan and the Prophet's birthday.
- Children and students across all cycles demonstrate respect and appreciation for UAE culture and heritage. They participate in national celebrations throughout the academic year, and older students play an active part and have prominent roles in these celebrations. Children and students understand the value of Emirati heritage and culture, but they are less proactive in demonstrating their appreciation of UAE culture and heritage. The various heritage areas in the school promote students' understanding of UAE heritage.
- Students across all cycles demonstrate an adequate understanding and appreciation of their culture, with basic knowledge of other world cultures. They are aware of cultural diversity around the world and have classmates from different nationalities. They celebrate "International Day," where they become aware of other cultures' costumes and food; however, these events are irregular. Overall, students demonstrate basic knowledge of other world cultures

Next Steps:

1. Improve children's and students' knowledge and appreciation of the UAE's heritage and culture, particularly among young students, through enrichment activities and social contributions in the local community.
2. Extend students' knowledge and understanding of how Islamic values influence life in the UAE, particularly in KG and cycles 1 and 2.
3. Improve children's and students' knowledge of other cultures through regular, relevant activities and events.

Social responsibility and innovation skills

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

Findings:

- Students participate in initiatives within the school and broader communities when given the opportunity, showing awareness of their responsible roles in society. They occasionally engage in charity events and fundraisers. However, this is less evident in KG.
- Children and students are motivated to learn in lessons. They enjoy participating in projects and working in groups but lack initiative and are mostly passive. In KG, children do not always develop their creativity, inquiry, and exploration skills. They are rarely given choices or initiate learning. Students’ innovation, enterprise, and entrepreneurial skills across all cycles are underdeveloped.
- Students across all cycles demonstrate an adequate understanding of conservation. A modest level of care for the immediate environment is observed among students across all cycles. Students engage in activities like starting a small garden in the school and nurturing plants; however, their involvement and participation in sustainability-promoting activities are inconsistent. Students’ understanding of local and global conservation efforts is less well-developed.

Next Steps:

1. Improve students’ understanding of sustainability and local and global conservation efforts.
2. Improve children’s creativity and exploration skills and develop students’ innovation, enterprise, and entrepreneurship skills in their daily lessons and outside of classes.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers demonstrate adequate subject knowledge and generally know how students learn. In KG, teachers have variable knowledge of how young children learn.
- Lesson plans are generic and do not consistently include differentiated learning for higher or lower-ability students. Time management is variable, and lessons are not always fully implemented, particularly in English, mathematics, and science, where teachers spend a long time talking and guiding students, leaving less time for students to apply their work and receive constructive feedback. Classroom environments are adequate; however, a variety of teaching resources are not always available, particularly in KG, where centers and free-flow activities are not used to encourage inquiry and play-based learning.
- Teachers generally interact with and engage most students. They use questioning appropriately to ensure students' learning. However, questioning is rarely used to challenge students to think critically. In higher grades, students are more confident in engaging in meaningful discussions; however, this is less consistent in other grades. Questioning in KG is not always successful in drawing the attention of all children, and a few frequently lose interest and become passive.
- Teaching in most lessons is textbook driven, which ensures that most students meet the curriculum expectations. However, work is insufficiently differentiated to meet the needs of all groups of students, including lower and higher-attaining students. Teachers inconsistently support students of determination in lessons.
- Critical thinking, problem-solving, innovation, and independent learning skills are rarely developed in KG and across all cycles. Critical questions are provided in textbooks but rarely incorporated into lessons. Reliance on textbooks limits the promotion of independent learning skills.

Next Steps:

1. Improve teaching strategies to provide high levels of challenge and support to meet the individual needs of all groups of students.
2. Increase opportunities for students to develop their critical thinking, problem-solving, innovation and independent learning skills.
3. Improve teachers' understanding of how young children learn in KG and ensure sufficient and appropriate resources are available and used for play-based learning.

Assessment

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

Findings:

- Internal assessment processes are systematic and aligned to the school curriculum. They offer 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.
- The school regularly benchmarks students' academic outcomes in mathematics, science, and Arabic against international standards using International Benchmark Tests (IBT). The school engaged students in grades 4 and 8 in TIMSS international assessment in 2019 and 2023 for mathematics and science and engaged students in the PISA international assessment in 2018 and 2022.
- Subject teachers conduct basic analysis of assessment data to evaluate students' progress. However, analysis of individual student performance and identification of strengths and areas for improvement are superficial and underdeveloped and do not inform teaching or curriculum planning. The school does not separate the data for the different groups of students.
- Teachers use assessment data to identify lower-attaining students and gaps in learning. They occasionally plan additional support and assign more time to cover a specific topic. However, this approach is inconsistent and does not ensure that the needs of all groups of students are met.
- Teachers have a reasonable understanding of students' individual strengths and weaknesses, but there is a lack of personalized challenge and support to address individual students' needs across the school. Feedback in lessons and marked work is not always constructive and rarely includes steps for improvement. Students occasionally assess their own learning and that of their peers.

Next Steps:

1. Ensure internal assessment processes are fully coherent and consistent and produce valid and reliable information to accurately measure all children and students' academic, social, and personal development and progress.
2. Ensure assessment information is used skillfully and effectively to influence teaching and the curriculum, meeting the learning needs of all student groups and optimizing their progress.
3. Improve feedback for children and students by ensuring it is constructive, detailed, and includes clear next steps for improving their work.

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 follows the Ministry of Education curriculum in all subjects. The school curriculum has a defined rationale, but implementation focuses mainly on imparting knowledge. Opportunities to develop learning skills are variable. The taught curriculum is mainly textbook driven. In KG, the taught curriculum does not provide sufficient opportunities for children to learn through play and develop their creativity and inquiry skills.
- The curriculum progression is based on the prescribed textbooks, and planning is aligned accordingly to ensure that course content is delivered each term. However, it does not align with the existing knowledge or starting points of all groups of students. Thus, the gaps in student learning are not always addressed adequately.
- Older students have limited curricular options, and the narrow list of extracurricular activities available does not adequately support their interests and aspirations.
- Cross-curricular links are planned in a majority of lessons. In better lessons, teachers plan links well to support adequate transfer of knowledge. However, in other lessons, links are superficially applied and not consistently beneficial in developing students' ability to transfer learning between different subjects.
- Teachers are expected to review the curriculum every month to ensure teaching aligns with the term curriculum plan. While these reviews take place, modifications are not sufficiently focused on meeting the academic and personal needs of the different groups of students.

Next Steps:

1. Ensure all students are adequately prepared for the next phase of education within the school and beyond with the appropriate levels of both knowledge and skills.
2. Ensure that cross-curricular links are effectively and consistently planned to support students' transfer of learning across subjects.
3. Improve the taught curriculum in KG to provide opportunities for children to take initiative in their learning, engage in play-based learning, and foster their inquiry and exploration skills.
4. Conduct a comprehensive review of the curriculum to detect and address any gaps in children's and students' knowledge and skills.

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. The Special Educational Needs Coordinator (SENCO) modifies the curriculum for students with additional learning needs, including students of determination. This modification provides appropriate support for students in intervention sessions. However, few effectively planned modifications support the students' determination in lessons or challenge the higher-achieving and gifted students.
- In KG, children have few opportunities to develop their creativity and innovation skills through play-based learning. The taught curriculum across all cycles is textbook-driven in all subjects and does not provide sufficient opportunities for students to develop their innovation skills. Enrichment experiences such as assemblies, competitions, and school functions are adequately planned to develop students' creative and leadership skills. Extracurricular activities provide a few opportunities for students to develop innovation and enterprise skills.
- The curriculum embeds appropriate opportunities for students to appreciate the heritage and culture of the UAE and Islamic values, such as presentations, assemblies, displays, heritage areas, and school functions. There are appropriate opportunities to establish links with Emirati and UAE culture in lessons.

Next Steps:

1. Enhance and modify the curriculum to ensure students have regular opportunities to develop learning skills, such as innovation and enterprise, both within and beyond the classroom, through academic and extracurricular activities.
2. Modify the curriculum to cater to the requirements of all groups of students, including those with additional learning needs, higher-attaining students, and those who are gifted and talented.
3. Ensure the KG curriculum provides sufficient opportunities for children to develop their creativity and innovation skills through play-based learning.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has effective procedures for safeguarding students, including child protection. The child protection and safeguarding policy is shared with all stakeholders. The school takes effective steps to ensure that all students are protected from bullying, including online. The school works with Abu Dhabi University to educate students about child protection and safeguarding. However, not all students and staff attended regular training conducted by a specialist on safeguarding and child protection.
- The school generally meets the requirements for health and safety, ensuring all members of the school community are safe. The health and safety committee meets regularly to review policies. Staff and students understand the rules and their responsibilities in ensuring the school is a safe environment. Students are mostly supervised around the school. The school conducts regular emergency fire evacuation drills and complies with the Civil Defense regulatory requirements. The school nurse provides the necessary medical care for students. However, having only a male nurse in the school may present limitations in delivering comprehensive medical care for older girls.
- The school contracts external organizations to manage various health and safety functions, including the CCTV and alarm system, medical clinic, 24-hour site security, pest control, water quality testing and tank maintenance, clinic medical disposal, and the daily cleaning of the school. All the regulatory checks for these essential functions are up-to-date, and all contracts are with approved providers. The school maintains accurate records for maintenance, including records of incidents and subsequent actions. The nurse maintains accurate records.
- The school premises provide a safe environment for all members of the school community. However, not all parts of the school are accessible to those with mobility or physical disabilities because there is no elevator. The school places the classes of two students who use wheelchairs on the ground floor.
- The school promotes healthy lifestyles by celebrating Heart Day, Cancer Day, and Healthy Nutrition Day. The schools offer daily outdoor recreation for all students and ensure assemblies include physical activities; however, there is potential for expanding these opportunities and introducing a more diverse range of physical activities to cater to the varied interests and preferences of the student body. The nurse follows up with the few obese children at the school. There is readily available access to fresh drinking water. The school's canteen has a limited range of healthy food choices and therefore does not promote a healthy lifestyle.

Next Steps:

1. Ensure that older girls have access to a female nurse to address their medical needs.
2. Ensure that all students and staff attend important training sessions related to safeguarding and child protection.
3. Address the limited selection of healthy food options in the school's canteen, actively promoting and encouraging healthy lifestyles among students.

Care and support

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

Findings:

- Teachers and adults have established courteous relationships with students at the school whom they know reasonably well. The systems and procedures for managing students' behavior are effective in promoting self-discipline, especially in the higher grades. The systems for managing instances of poor behavior are inconsistent, particularly in KG and lower grades.
- The school has established protocols for recording and monitoring student attendance and punctuality. At the end of the first term, the school provided the team with an updated attendance record showing an attendance rate of 94%. The follow-up of unauthorized absences is effective. However, procedures for managing the punctuality of the student's arrival at the school in the morning are less secure.
- The school has strengthened its procedures for identifying students with additional learning needs, including students of determination, by partnering with a specialized center for special learning needs. The school has identified around 14% of students with additional learning needs, including students of determination. The SENCO writes individual education plans (IEPs) for students of determination in collaboration with subject teachers. The school identifies gifted and/or talented students; however, the process is not systematic or sufficiently robust.
- Teachers' support for students with additional learning needs, including students of determination, in lessons is inconsistent. The SENCO provides adequate support during the intervention session outside of the regular classroom. In most lessons, teachers do not modify their planning effectively to provide sufficient challenge to meet the needs of higher-attaining or gifted and talented students.
- The social worker provides trusted and well-informed advice to promote the well-being and personal development of students. However, there is no counselor to provide career guidance for older students. The school has links with a few local universities and arranges for students to attend the universities' open days.

Next Steps:

1. Strengthen protocols for identifying and supporting gifted and talented students in all cycles, helping them excel and realize their full potential.
2. Implement a more effective follow-up system for unauthorized lateness, ensuring timely and consistent intervention to improve overall punctuality.
3. Establish a career guidance program within the school to support older students in making informed decisions about their future.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable

Findings:

- The senior leadership team, comprised of the principal, demonstrates a full commitment to the UAE's national priorities and inclusion. The principal shares a clear vision and direction with staff and students, focusing on raising students' achievement. The senior leadership is well supported by a group of middle leaders who oversee specific subject areas.
- Senior and middle leaders demonstrate an appropriate understanding of the curriculum and best practices in teaching and learning. However, middle leaders have not yet reached the stage where their judgments about students' achievement in lessons are consistently accurate. Leaders' understanding of effective assessment procedures and analysis is less secure. The principal is visible around the school and highly respected by staff and students. He has established a culture of respect and collaboration among the school staff, focusing on improving the quality of teaching, students' achievement, and personal development.
- Professional and friendly relationships and communication exist throughout the school. The principal adequately delegates leadership responsibilities and leaders at all levels are aware of their roles and responsibilities. However, the fact that middle leaders are also teachers affects their effectiveness in carrying out their responsibilities. Morale across the school is generally positive.
- The principal and school staff are aware of the school's improvement priorities. The principal realizes the importance of enhancing the skills of middle leaders in accurately evaluating teaching and learning and provides training on this topic. Nevertheless, the impact of these efforts remains inconsistent. Leaders at all levels show sufficient capacity to improve the school further.
- Accountability is collectively shared but is still in a developmental phase due to unreliable assessment data. Leaders have improved attendance and the process of identifying students with additional learning needs, including students of determination, and maintained overall adequate school performance. They ensure that the school is compliant with statutory requirements.

Next Steps:

1. Ensure leaders have a strong understanding of effective assessment procedures that provide accurate assessment data to inform curriculum and teachers' planning.
2. Ensure middle leaders have a strong understanding of best practices in teaching, learning, and assessment.
3. Improve the capacity of middle leaders to enable them to perform their responsibilities effectively, allowing them sufficient time to focus more on their monitoring responsibilities.

School self-evaluation and improvement planning

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

Findings:

- The senior leadership team involves all staff in the self-evaluation process (SEF) and actively seeks input from parents to gather their perspectives on areas that need improvement. The school uses adequate sources of evidence including internal and external assessment data to inform their self-evaluation; however, as internal assessments do not give a fully accurate measure of students' achievement, this affects the accuracy of judgments in the SEF. The school principal is generally aware of the school's strengths and areas requiring improvement.
- The monitoring of teaching and learning is systematic and conducted by senior and middle leaders. They undertake at least two classroom visits annually for each teacher per term and offer constructive feedback. Learning walks occur regularly, particularly for new teachers. The school has used two observation forms. One form includes relevant criteria, with adequate emphasis on students' progress and the impact of teaching on students' learning. However, the time limitation for the middle leaders due to their teaching role and the varying levels of expertise among them have affected the level and quality of monitoring.
- The school improvement plan is mainly based on the recommendations from the previous inspection report. The link between the school improvement plan and SEF is limited. The targets are mostly SMART (Specific, Measurable, Achievable, Relevant, and Time-bound), and the plan includes a clear assignment of responsibilities and a defined timeline for review. However, it lacks success criteria directly linked to student outcomes.
- The school has been successful in raising attendance, improving the identification of students with additional learning needs, and maintaining an overall adequate level of performance.

Next Steps:

1. Ensure that the self-evaluation provides more accurate judgments of students' achievement based on robust evidence.
2. Improve the school development plans to ensure they are informed by the school's self-evaluation and that they include success criteria focused on student outcomes.
3. Ensure middle leaders have sufficient time and expertise to carry out the monitoring of teaching and learning and its impact on students' achievement.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Acceptable ↓

Findings:

- The school has a parent council that regularly meets with the school leadership and governors to discuss the school's initiatives. The school invites parents to participate in school events such as national and school celebrations. However, parents rarely initiate events or school activities. Their involvement makes a positive contribution to the school community. The school surveys parents, seeking their opinions and satisfaction regarding school initiatives.
- The school's communication with parents is effective. The school uses various communication methods, such as social media applications and face-to-face meetings, to ensure parents are well-informed. The principal has an open-door policy. The Special Educational Needs Coordinator maintains close communication with parents of students of determination and provides regular updates on their children's progress. Parents are generally satisfied with the methods of communication available to them to keep them up to date.
- The school shares a progress report with parents at the end of each term. The reports provide adequate information about their child's academic progress and personal development. However, they insufficiently report on children's and students' strengths, areas for improvement, and next steps in learning. Teachers consistently share information about learning programs and their students' daily achievements with parents.
- The school has established effective partnerships with several local organizations, including the civil defense, Red Crescent, traffic police, Bidaya Center for students with additional needs and the Family Development Foundation. The school is part of the Bin Ham Group of Schools, facilitating exchange visits among leaders and staff to provide mutual support and collaboration. The school's connections with the local community have positive effects on students' personal development, but their impact on academic performance is not yet clear. The school's ties with international organizations are limited.

Next Steps:

1. Encourage parents to proactively organize events and activities that contribute to students' social and academic development.
2. Ensure that the formal progress reports shared with parents include key aspects of students' achievements, areas for improvement, and the next steps in their learning.
3. Expand the school's network by establishing connections with relevant international organizations that can positively impact students' personal and academic achievements.

Performance Indicator	Quality judgement
Governance	Acceptable ↓

Findings:

- The Board of Governors has representation and consultation from all stakeholders. The owner representative is the head of the Board of Governors, demonstrating a keen interest in the school. The Governing Board meets regularly to discuss the school's priorities and initiatives. The owner's representative regularly visits the school and gains adequate knowledge about the school's needs.
- The owner's representative visits classrooms and meets with the principal and staff to monitor the school's performance. The Governing Board sends surveys to parents to seek their views. Although the Governing Board maintains accountability for the quality of the school's performance, its effectiveness in ensuring that the students' achievement and quality of teaching and learning are improving is inconsistent.
- The Governing Board positively influences the school and is generally supportive of the school's infrastructure, such as constructing a new fence around the school and introducing new smartboards. However, governors do not ensure adequate resources are available in KG, the science laboratory, and the special educational needs department. The school does not have teaching assistants for KG, a librarian, or a laboratory technician. Overall, the Governing board has an adequate impact on the school's overall performance. They ensure the school meets all statutory and regulatory requirements.

Next Steps:

1. Improve the accountability processes to be more robust to ensure that they lead to improvement in students' achievement and overall school performance.
2. Ensure that the governance visits to the school are effective in gaining accurate information about students' performance.
3. Ensure the school is adequately resourced, particularly in KG, the science laboratory, and the SEN division.
4. Ensure that the school has teaching assistants for KG, a librarian, and a lab technician.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the school operations are well organized and promote an environment conducive to learning. All routines and procedures, including arrival and dismissal times, are effective. They ensure, whenever possible, that lessons and all activities start on time and run smoothly. The lesson timetable is designed to minimize the loss of learning time. The school is suitably staffed with qualified teachers, although a few lack experience, particularly in KG.
- There are no teaching assistants in KG, a librarian for the school or a science technician. Middle leaders are also teachers with reduced teaching hours. The principal has offered substantial staff development to enhance the consistency and quality of teaching across the entire school. Although the training is comprehensive and has improved aspects of teaching, it has not yet impacted the overall teaching quality.
- The school premises are adequate, with all basic facilities, including technology resources, two libraries, two science laboratories, three shaded playgrounds, and a soccer field for boys. However, the science laboratories are not appropriately designed and equipped. The school has adequately designated staff for students with additional learning needs, including students of determination. Classrooms are of a suitable size and are now equipped with Smartboards. The school has ramps but no lifts. However, the school accommodates students with mobility challenges on the ground floor.
- The school's resources are inadequate to ensure effective curriculum delivery in the KG, science labs, and SEN department. The resources in KG are limited and do not support children's personal and academic development. Resources for the science laboratory and SEN department are limited. There is a lack of subject-specific resources to support investigations and hands-on learning, especially for younger learners.

Next Steps:

1. Ensure the school is fully staffed with qualified teachers, teaching assistants, particularly in KG, a librarian, and a laboratory technician.
2. Ensure that the science laboratories are appropriately equipped and designed to effectively facilitate students' practical work.
3. Provide sufficient resources for KG to support play-based learning, science to facilitate practical work for students, and the SEN division to effectively meet their needs.

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