



INSPECTION SYSTEM

School Performance Report

Combined Internal and External Evaluations

International Community School - L L C

The overall performance of this school is Very Good .



© 2022 Abu Dhabi Education & Knowledge





Basic information about school inspections

School inspections are structured around six Performance Standards:

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

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

School inspectors make judgements using these six performance categories:

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

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



INSPECTION SYSTEM

Basic information about the school

Name: International Community School - L L C

I.D. number: 6010

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

Curriculum: American

Fee category: High

Location: 14, Mikhaydir St, Al Danah, Abu Dhabi
22214

Web address: <http://www.icschool-uae.com/mushrif/index.php>

E-mail address: 6010@adek.gov.ae

Telephone: 026330444

Number of teachers: 92

Teachers' assistants: 3

Teachers' nationalities: Lebanon

Number of students: 1481

Teacher to student ratio: 1:16

Students' nationalities: UAE)

Proportion of Emirati students: 26.47

Proportion of students of determination: 2.90

Dates of inspection: 16-May-2022 to 19-May-2022

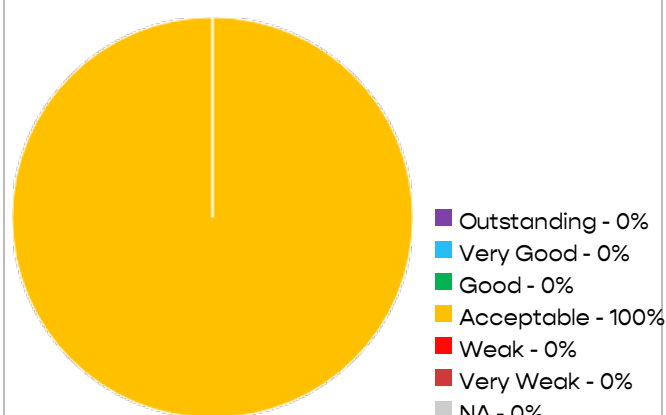




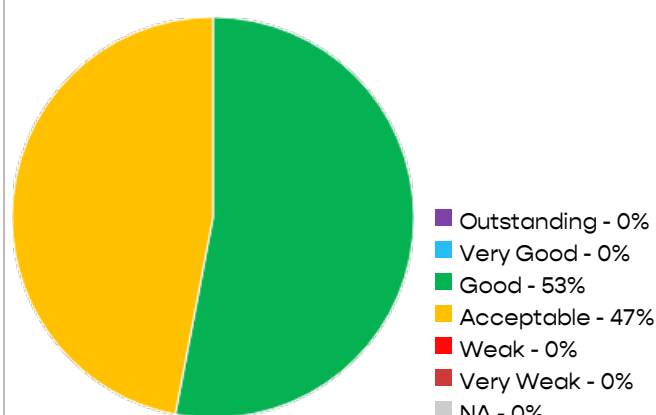
INSPECTION SYSTEM

The overall performance history of this school:

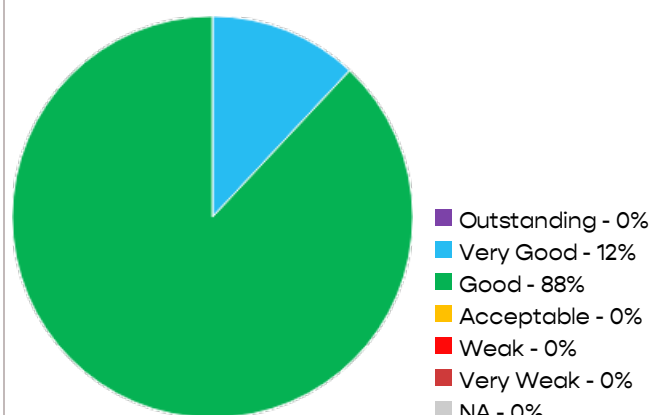
2015-2016



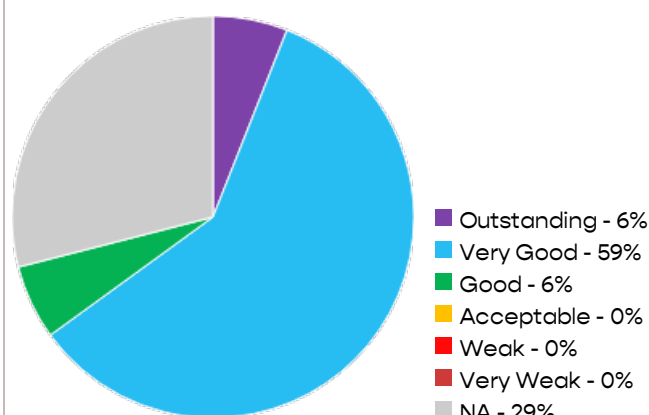
2017-2018



2019-2020



2021-2022





INSPECTION SYSTEM

Summary of inspection judgements

PS1: Students' Achievements

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





INSPECTION SYSTEM

PS2: Students' personal and social development

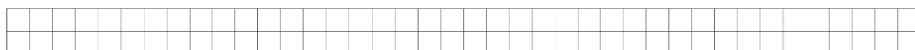
Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
2.2 Islamic values, Emirati & world cultures	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
2.3 Social responsibility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

PS3: Teaching and assessment

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

PS4: Curriculum

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



INSPECTION SYSTEM

PS5: Protection, care, guidance and support of students

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

PS6: Leadership and management

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



INSPECTION SYSTEM

Changes since the previous inspection

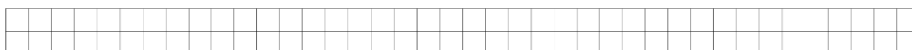
The school has made very good progress in addressing almost all of the recommendations from the last inspection. Since the previous inspection, the school has improved students' attainment and progress in almost all subjects and phases, teaching and assessment, the care and support of students, and leadership and management; from good to very good overall; and health and safety from very good to outstanding. This is because the school leaders and teachers have raised their expectations of what children and students can learn and achieve. The school has recruited very experienced teachers who provide engaging activities that motivate students to learn. Teachers of English have improved students' reading skills and introduced a reading scheme to assess students' reading ages appropriately. Teachers give students clear expectations before they conduct writing tasks across subjects. The school has introduced assessment systems to track students' progress. It has also provided training for staff on how to use Measure of Academic Progress (MAP) data, to identify development areas for each individual student, and to provide intervention programs to meet their needs. In the most effective lessons, teachers provide a very good level of support and challenge to enable students to learn independently and to make the best possible progress. However, in few lessons, the challenge for the high attainers and gifted and talented (G&T) is not sufficient. The school has rigorous policies and procedures to safeguard children. Safeguarding leads, teachers and staff have attended relevant training and know how to keep students safe in the school. Health and safety teams conduct frequent and regular checks on the premises to help students remain safe and secure. The school leaders observe teachers and offer them guidance to help them improve students' outcomes. They also set them targets for improvement and offer them training. They encourage teachers to observe each other to share best practice. For example, with training and support for teachers in the kindergarten (KG), children's attainment and progress are now good overall. Therefore, the school's capacity to improve further is very good.

Provision for reading

The school provides a wide range of opportunities for students to read for information, comprehension and pleasure. There are two libraries in the school. They are well stocked with books and computers. The libraries provide a supportive learning environment for reading in Arabic, English and other languages, including French. Books are appropriate for students' ages and stages of development. Senior students use the library for research and to read independently. In response to COVID-19 restrictions, the school has created an E-Library. This enables students to choose the favorite books and to organize information in digital form. The school has also introduced reading programs such as 'Raz Kids' from KG1 to Grade 4. This is also supported by the 'Ginn' levelled reader from KG2 to Grade 4 and the reading program of 'Big Cat Collins' for KG1. 'Achieve 3000' reading program is provided for students from Grades 3 to 11. The librarians and teachers assist students to choose appropriate books, read and develop their comprehension skills. Teachers encourage students to read in all subjects and help them read for meaning. For example, teachers of Arabic and English allocate special sessions to hear students read and to engage them in discussions about the special events in books. Teachers of Arabic and English assess students' reading by phases fortnightly, using computerized systems. Senior students read independently. Their reading is assessed automatically, using an online system. The school's annual action plan prioritizes the importance of reading and the development of comprehension skills. The school has also devised a reading policy to highlight the importance of reading. Teachers receive professional development in reading to strengthen their teaching skills. In general, they have good knowledge of how to teach and assess students' reading. Teachers of English have received training in phonics and provide support for children and students, who are in the early stages of developing their reading skills. Students eagerly take part in reading initiatives. For example, 'The Book of the Month' is championed by the library team to encourage students in the elementary phase to read at home. Children in KG and students up to Grade 4 take part in an annual reading competition, hosted by an innovation establishment, to gain stars by completing various reading activities. From KG to Grade 4, students receive reading star certificates on a weekly basis for reading the greatest number of minutes during the week. 'IXL' and 'Achieve 3000' reading programs are used in the middle and high phases to encourage students to become more fluent in their reading and writing. The reading programs are also accessible at home to allow parents to read with their children. This is also tracked and monitored by the class teachers.

What the school does to achieve its TIMSS and PISA targets

Recently, the school took part in PISA examinations. The results of such examinations have not been shared with the school. The school also participated in PISA examinations in 2018. The attainment was good overall. In 2020, a minority of students from Grades 4 and 8, took part in TIMSS examinations. The attainment was in line with international standards. The school leaders are aware of the target set for them. The school aims for the majority of students to attain above the international expectations in TIMSS and PISA examinations. To achieve such targets, the school's leaders have reviewed the school's curriculum and provided training for teachers of mathematics and science to strengthen their



pedagogy skills of how to teach problem-solving and critical thinking skills. They have introduced questions and assessments in mathematics and science. Teachers encourage students to read operations and requests to help them develop their comprehension skills and to be familiar with the language used in examinations. They encourage students to assess the quality of their work and learn how to self-correct. Teachers of mathematics and science provide a wide range of opportunities for students to solve problems. For example, in a Grade 7 mathematics lesson, students learn to solve inequalities, plot them on a graph and explain their findings. Teachers of mathematics and science also encourage students to read operations, help them to improve their comprehension skills and to become familiar with the language used in examinations. The school leaders and teachers keep parents informed about future examinations and offer them guidance on how to support their children's learning at home.

Governors seek the views of the school's staff, parents, students and the community to gain knowledge about the school's strengths and what needs improving. They support the school's work and act as critical friends.

assisting students in the middle and high phases to strengthen their scientific skills through prediction, making hypotheses, investigations



INSPECTION SYSTEM

and conclusions.

2. Improve teaching, learning and use of assessment in a minority of the lessons, particularly in KG by:

working with teachers to make sure that challenge and support is built into all lessons across the school to help high attainers and G&T students to make the high levels of progress they are capable of.

ensuring that teachers provide more learning experiences for all students to take part in inquiry and research in the middle phase, to develop higher order thinking skills in all subjects and phases and to use learning technologies in KG.

ensuring that teachers use assessment data more precisely to match lessons and activities with the different abilities and needs of students, including the higher attainers and G&T students.

ensuring that teachers consistently provide constructive feedback on students' work, encourage students to respond to comments and to assess their peers' work.

3. Strengthen the role of the leadership in the school by:

providing training for teachers to improve their teaching skills so that they learn how to meet the needs and abilities of all students.

providing training for the middle leaders so that they know how to monitor the subjects taught and hold colleagues more accountable for students' performance.

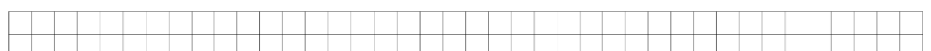
providing more information to parents on how the school is improving during COVID-19 challenges, extra-curricular activities for students to access and to re-engage them in activities and events once permitted to do so.

ensuring that there is student representation within the governing body.

ensuring that the governors re-engage in the activities such as face-to-face visits to support and monitor the effectiveness of the school's work once permitted to do so.

helping students understand the importance of healthy eating and the possible impact this might have on their health and wellbeing in the elementary phase.

providing more science resources for children in KG to use.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
Attainment in Islamic is consistently Good or better for both Arab and Non Arabs and this is Very Good in Cycle 3. The curriculum level clearly indicates an assessment of quality and credibility and a reflection on content and form. The curriculum complies with global standards of reading with regard to “the experience of reading and writing” and “the acquisition and use of information” thus ensuring attainment is tracked closely. Determining the levels of students in three ability groups separately with different assignments assigned to the three categories: “understand”, “at level” and “above standard”. 85% of the Islamic lessons are Very Good or better. Evidence Source: 1.1.1: We follow the Ministry of Education Curriculum and Standards 1.1.2: We follow the Ministry of Education Exams Results. 1.1.3: Class Observations, Book Scrutiny, Cross-curricular links, and Data Analysis Comparative Sheets by Grades. 1.1.4: Internal assessment and data analysis. Progress is tracked using the MOE assessments and work completed in class. Progress is Very Good in Cycle 3 and Good in KG – Cycle 2. Opportunity to deepen students understanding of Islam will allow for better progress without moving through the content set out by the ministry. The department is currently working towards students evaluating their own work to move forward with their learning. SOD students are supported where necessary to ensure progress is made within Arabic lessons. Evidence Source: 1.2.1: Class Observations, Book Scrutiny & Data Analysis comparative sheets by grade Ministry Exam Results 1.2.2: Class Observations, Book Scrutiny & Data Analysis comparative sheets by grade. 1.2.3: Class Observations, Book Scrutiny, IEP, & Data Analysis comparative sheets by grade	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	The majority of children in KG and students in the elementary, middle and high phases attain levels above the curriculum standards. It was not possible to observe lessons in Grade 12 as students had examinations before the inspection. They were not in the school during the visit. This visit has checked Grade 12 students' attainment and progress data and samples of their work. Samples of students' work showed that the majority of students attain levels that are above curriculum standards. The school's internal assessment data for 2020/21 indicates that in KG, the majority of children attain above the curriculum levels. Most students in the elementary phase, and the large majority of students in the middle and high phases attain levels that are above the curriculum standards. Grade 12 MoE examination results for 2020/21 shows outstanding attainment. The high level of attainment reported by the school is not evident in students' work. In lessons and students' work, the majority of children in KG and students in the elementary, middle and high phases attain levels above the curriculum standards. In KG, children develop good knowledge and understanding of the Islamic values and principles. For example, in KG2, children develop good knowledge about the importance of cooperation, recite and relate to Hadeeth Shareef. However, opportunities to link cooperation to real life practices are less well developed. In the elementary phase, students show good knowledge about Islamic etiquettes. For example, in Grade 5, students are confident to talk about the importance of following the Islamic road manners and refer to Hadeeth Shareef to support their views such as not to block the roads. However,



INSPECTION SYSTEM

opportunities to link with the road safety rules in the UAE society is not fully developed. In the middle phase, by the end of Grade 8, students are able to read verses from the Holy Qu'ran, look up unfamiliar words in the dictionary and can explain the meaning of the Ayat. However, a minority of students have not mastered the reading of the Ayat accurately. In the high phase, for instance, students in Grade 11 are able to read Ayat from the Holy Qur'an, extract and share information about the Islamic rules related to 'incest' such as how women are forbidden to marry close family members such as brothers. However, students are not able to provide more evidence related to real life and the impact it can have on society. The school's internal assessment information and external examination data for Grade 12 show that the trends in attainment over the last three years has been consistently good in KG and very good in the elementary, middle and high phases. The school's internal assessment data shows that the large majority of children in KG and students in other phases in the school make better than expected progress in relation to their starting points, over time and the curriculum standards. In lessons and students' work, the majority of children in KG make good progress. The large majority of students in the elementary, middle and high phases make better than expected progress. For example, in KG1, children progress well and explain how to care for animals. In Grade 1, students make very good progress as they greet each other when they enter the class and bless the food when they eat during snack times. They make supplications for the farmers who grow the vegetables and their parents who prepare the food for them. In Grade 7, students' progress very well when they refer to Seera (life of the Prophet) and Islamic history by researching and concluding reasons for the conditions of Solh Al-Hudibieh. In Grade 10, students make very good

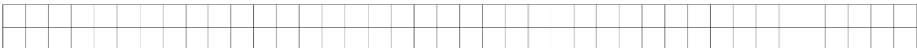


INSPECTION SYSTEM

progress as seen in their ability to talk about ‘Ghayb’ such as God exists, but unseen. There are no G&T students. The majority of different groups of children in KG and most students in the other phases, including boys, girls, Emirati, low and high attainers make better than expected progress. Boys make similar progress to girls. SoD benefit very well from the support they receive from their teachers and support staff. As a result, they make very good progress against the targets set in their individual educational plans (IEPs) and the curriculum standards respectively. For example, in a Grade 2 lesson, SoD engage very well in lessons and learn to read simple Ayat. However, higher attainers are not sufficiently challenged and as a result, they are not making the progress they are capable of.

Islamic Education - Next steps for students:

- 1. Engage in activities that link cooperation to real-life situations to help strengthen Islamic values and principles in KG.
- 2. Engage in research to extend knowledge about the importance of manners in the elementary phase and the Islamic rules related to family relationships in the high phase.
- 3. Practice reading Ayat aloud to help improve accuracy and fluency in reading, in the middle phase.





INSPECTION SYSTEM

PS1: Students' Achievements

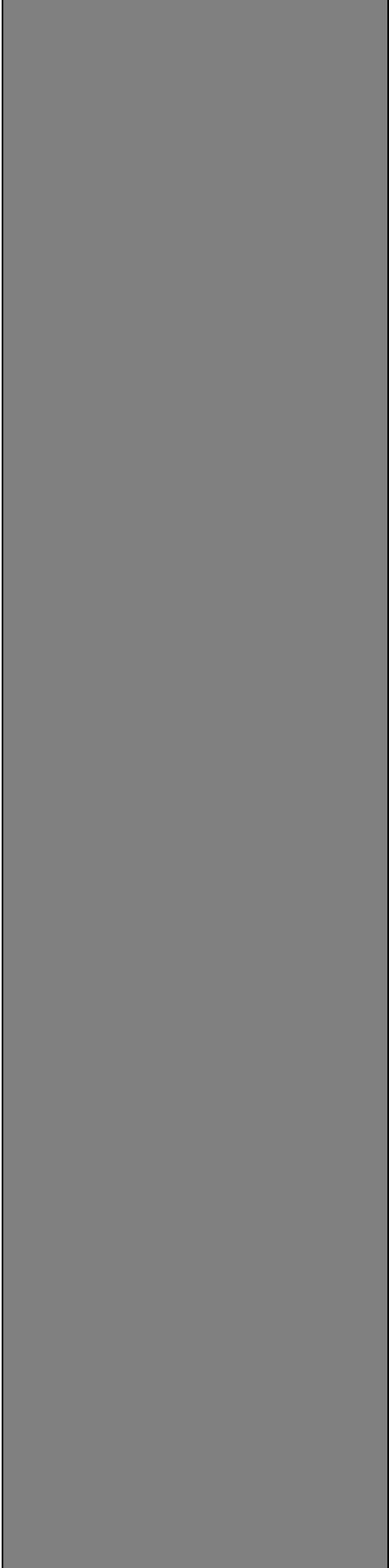
Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
Attainment is Good or better across the school following the MOE curriculum with cycle 1 being Very Good. Attainment has improved due to the continuous improvement of teacher and learning across the department. The majority of the lessons observed in Arabic A were Very Good or better. Most UAE students are working at curriculum standard. Peer observation between teachers has aloud for best practice to be shared. The link between Arabic Social Studies, Islamic and Arabic A allows for cross curricular links to support learning in the other Arabic speaking subjects. Evidence source 1.1.1: Ministry of Education Curriculum and Standards 1.1.2: Ministry of Education Exams Results. 1.1.3: Class Observations, Book Scrutiny, Cross curricular links and Data Analysis Comparative Sheets by Grades. 1.1.4: Internal assessment and data Analysis. Progress is Good in the large majority of the school with Cycle 3 being Very Good. To improve progress the department will begin to deepen students understanding of the Arabic Language without moving through the curriculum content – this will allow for better progress. SOD students progress is ensure by implementing a differentiated plan where necessary. Progress is built into the curriculum which allows for credibility of the assessment cycle. Reading, writing and speaking allows students to aquire and use information and supports the UAE Vision to improve Arabic. The department is currently working towards students evaluating their own work to move forward with their learning. SOD students are supported where necessary to ensure progress is made within Arabic lessons. Evidence Source: 1.2.1: Class Observations, Book Scrutiny & Data Analysis comparative sheets by grade Ministry Exam Results 1.2.2: Class Observations, Book Scrutiny & Data Analysis comparative sheets by	1.1.1 Against curriculum standards	The majority of children in KG and students in the elementary, middle and high phases attain above curriculum standards.
	1.1.2 Against national and international standards	It was not possible to observe lessons in Grade 12 as students had examinations before the inspection and they were not attending school. This visit has checked Grade 12 students' attainment and progress data and samples of their work. Samples of students' work showed that the majority of students attain levels that are above curriculum standards. The school's internal assessment data indicates that the majority of students attain above curriculum standards in all phases. This is confirmed by the evidence of lesson observations and scrutiny of students' work. The MOE examination results in 2021 for Grade 12 students show that most students attain above curriculum standards. In lessons and students' work, the majority of children in KG and students in all phases attain levels that are above curriculum standards. In KG, children develop good listening, speaking and reading skills. For example, in KG2, they can identify letters and their sounds and locate their positions in the words. They have a good range of sight vocabulary. However, their handwriting is less well developed. In the elementary phase, for example, in Grade 5, students listen well and confidently share their ideas with others. They develop good reading skills and can share what they have understood from their favorite stories. However, a minority of low attainers do not use standard Arabic and 'tashkeel' consistently in their work. In the middle phase, for instance, in Grade 7, students read well, extract the main ideas from the texts and understand the meaning of the stories. Low attainers do not always use 'harakat' and can only
	1.1.3 Knowledge, skills & understanding	
	1.1.4 Trends in attainment over time	
	1.2.1 Progress against starting points and over time	
	1.2.2 Progress in lessons	
	1.2.3 Progress of different groups	

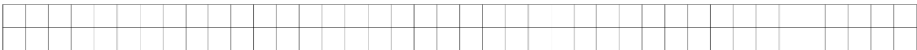


INSPECTION SYSTEM

grade. 1.2.3: Class Observations, Book Scrutiny, IEP, & Data Analysis comparative sheets by grade.



write short sentences. Their writing is less well developed. In the high phase, students confidently speak in standard Arabic and read accurately and expressively. For example, in Grade 10, students show good understanding of the complex and unfamiliar words in a poem. They are able to look up words using dictionaries in hard copies and online, and to read about the poet's biography. However, students' extended writing is not well developed, especially for low attainers. The school's assessment data shows that trends in the attainment of students in all phases, over the last three years is consistently good. This matches with the attainment seen in lessons and students' work, where the majority of students in all phases attain above the curriculum standards. The schools' assessment data indicates that the large majority of students make better than expected progress in all phases, in relation to their starting points, over time and the curriculum standards. In lessons and students' work, the majority of children in KG and students in all phases make better than expected progress. By KG2, children use letters they have learnt to match to corresponding words and pictures. In the elementary phase, students make better than expected progress in their speaking, listening, and reading. For instance, in Grade 3, students use grammar well when they speak and change nominal sentences to verbal ones. In Grade 5, students extract the main ideas from the poems and share their views with their peers. In the middle phase, students progress well as seen in the way, for example, Grade 8 students analyze their self-chosen story and talk about the different characters in the book. In the high phase, in Grade 11, students make good progress in articulating their ideas about the main ideas in the text, using correct standard Arabic. There are no G&T students. The majority of the different groups of students, including boys, girls, Emiratis and higher attainers make better than expected progress in



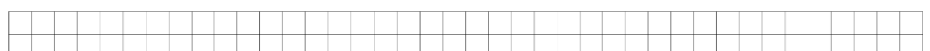


INSPECTION SYSTEM

lessons and in their work. SoD make good progress against their starting points and individual targets. This is because their teachers and support staff modify the activities to meet their needs and to help them achieve the learning objectives set for them. For example, in KG1, SoD learn new letters and draw them, using paint. In a Grade 10 lesson, SoD learn to use dictionaries to look up new words in the poems and use them in their writing. However, the high attainers are not sufficiently challenged to maximize their learning and to accelerate their progress.

Arabic First Language - Next steps for students:

1. Practice writing letters and words to help improve handwriting skills in KG.
2. Take part in more speaking activities and practice using standard Arabic and 'tashkeel' in the elementary phase.
3. Write for different purposes and genres to improve writing skills in the middle and high phases.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
Attainment is Outstanding in Cycle 1 as students have been exposed to Arabic in KG. Students attainment improves to Very Good in Cycle 3. Attainment has improved due to significant support for T&L across the department. Lessons are more dynamic and active ensuring student engagement. The majority of the lessons observed in Arabic B were Very Good or better. The MOE ensure the curriculum is pitched at the appropriate level to ensure students are aligned across the UAE. Evidence Source: 1.1.1: Ministry of Education Curriculum and Standards 1.1.2: Ministry of Education Exams Results. 1.1.3: Class Observations, Book Scrutiny, Cross curricular links and Data Analysis Comparative Sheets by Grades. 1.1.4: Internal assessment and data Analysis. Progress is Good in the large majority of the school with Cycle 3 being Very Good. To improve progress the department will begin to deepen students understanding of the Arabic Language without moving through the curriculum content – this will allow for better progress. SOD students are supported where necessary to ensure progress is made within Arabic lessons. Evidence Source: 1.2.1: Class Observations, Book Scrutiny & Data Analysis comparative sheets by grade Ministry Exam Results 1.2.2: Class Observations, Book Scrutiny & Data Analysis comparative sheets by grade. 1.2.3: Class Observations, Book Scrutiny, IEP, & Data Analysis comparative sheets by grade	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	The majority of students attain levels that are above the curriculum standards in the elementary, middle and high phases. The school does not teach Arabic as a second language in KG. It was not possible to observe lessons in Grade 12 as students had examinations before the inspection. They did not attend the school during the inspection. This visit has checked Grade 12 students' attainment and progress data and samples of their work. Samples of students' work showed that the majority of students attain levels that are above curriculum standards. The school's internal assessment data indicates that the large majority of students attain levels above the curriculum standards in the phases taught in the school. This is not confirmed by the evidence of lesson observations and scrutiny of students' work, which shows that the majority of students attain above curriculum standards in the phases taught in the school. The MoE external examination data for Grade 12 in 2021 shows that most students attain levels above curriculum standards. In lessons and students' work, the majority of students attain levels that are above the curriculum standards in the elementary, middle and high phases. In the elementary phase, for instance, students in Grade 2 develop good listening and reading skills. They acquire a good range of Arabic vocabulary, name and count members of their families such as brother and sister and describe in short sentences how their families are special. They can read simple sentences and write them using 'harakat'. However, their handwriting is not always legible. A minority of students are not confident enough to express their ideas to others. In the middle phase, for example, students in Grade 6,



INSPECTION SYSTEM

show good listening, reading and comprehension skills. They can understand the main points in a television interview text, talk about cooking and can circle the correct answers. However, their writing is less well developed. In the high phase, students develop good listening and reading skills. For example, in Grade 11, they show good reading and analytical skills, but they do not always use 'tashkeel'. They can understand the main ideas in the text and express their ideas in simple sentences, especially the high attainers. They can look up new words in a dictionary and use newly introduced vocabulary to write short sentences. However, their extended writing is not fully developed. The school's internal assessment data and the MoE examination results show that trends in the attainment over the last three years have been consistently very good. This does not match with the attainment observed in lessons and in students' work. The schools' assessment information indicates that the large majority of students make better than expected progress, in relation to their starting points, over time and the curriculum standards. In lessons and students' work, the majority of students make good progress overall. For example, in Grade 4, students are making better than expected progress when they share their ideas and respond to the teacher's comments about hobbies like swimming and dancing, using short sentences. In the middle phase, students make good progress in their listening and reading. In Grade 8, students progress well in reading as they share their ideas about the main ideas about the importance of physical exercise. In the high phase, students make good progress in their speaking and reading. For example, in Grade 10, students read well and explain what they have understood from their favorite stories and refer to synonyms, antonyms and derivatives. There are no G&T students or SoD taking Arabic as a second language. The

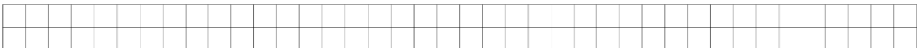


INSPECTION SYSTEM

majority of the different groups of students, including boys, girls, low and high attainers are progressing at the same rate. However, there is insufficient challenge for the high attainers to help them accelerate their progress.

Arabic Second Language - Next steps for students:

1. Practice writing regularly and pay attention to the correct formation of letters in order to improve handwriting skills in the elementary phase.
2. Practice speaking in different contexts and listening carefully to videos and teachers to help improve speaking skills, particularly for a minority of students in the elementary phase.
3. Take part in activities to write at length and for different purposes to strengthen writing skills in the middle and high phases.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
Attainment in Social Studies is Outstanding and this has been supported through the improvement of Teaching and Learning in the department. Key new appointments were made since the previous inspection and this has added to the success of the department. The content ensures students are able to make links with the real world. There is project based learning and practical skills e.g. reading maps. Students use devices to seek out information to support their learning. Lessons relate to their students identity with the UAE. Competitions include 'Eyes of her sons' engaging students with the wider community. Further activities include heritage club. The Library is also accessible for research which supports and improves reading skills. 1.1.1: IXL, California Common Core Standards 1.1.2: UAE society, National standards, 1.1.3: Class Observations, Book Scrutiny 1.1.4: Formative and Summative assessments Progress is Very Good and to improve this students will need to deepen their knowledge of the topics without moving quickly through the curriculum. Skill based learning allows for progress in each lesson. The large majority of SOD students are able to access the learning due to the adapted lessons which allow them to make progress in line with peers. Evidence Source: 1.2.1: formative & summative tests. 1.2.2: Class Observations, Book Scrutiny, platforms about UAE culture, geography, history & global studies 1.2.3: Class Observations, Book Scrutiny	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	The majority of students in the elementary and middle phases attain levels that are above the curriculum standards. The school does not teach social studies in KG and the high phase. The school's internal assessment data indicates that most students attain levels that are above the curriculum standards in the elementary and middle phases. However, such high level of attainment is not borne out in lessons and students' work. There are no external assessments or international standards for comparison in this subject. In lessons and in their recent work, the majority of students in the elementary and middle phases attain levels that are above the curriculum standards. In the elementary phase, students develop good knowledge and understanding about the UAE culture, heritage and history. For example, in Grade 2, students develop good knowledge about the differences between the past and present in relation to education and the health system in the UAE. Students talk about how education in the past took place at home with teaching volunteers and how teaching and learning resources such as books and writing materials were limited. They also refer to how education has improved in the present, such as the establishments of schools, trained teachers and safer roads to travel. They also compare traditional ways from the past, for example, treating diseases with herbs and how currently hospitals are very well equipped with trained doctors and medical equipment to diagnose diseases, making very good links with how vaccines have saved people from being badly affected by COVID-19. However, a few students are not extending their knowledge by sharing their views about the UAE in the past and present. By Grade 5, students develop good knowledge



INSPECTION SYSTEM

about the traditional markets that existed in the UAE, selling pearls, handmade clothes, furniture and exchanging goods. They explore the development of the economy in the UAE, with reference to UAE currency and well-established shopping malls and markets to visit or to buy goods online. Students explore the positive impact of purchasing online to save time. However, a minority of students are not able to explore the risk of money fraud that might happen during online shopping. Their inquiry and critical thinking skills are not fully developed. In the middle phase, the majority of students acquire knowledge and skills that are above the curriculum standards. For example, in Grade 7, students learn about the challenges that people faced in the ancient time in the world with regards to travel, trade and communication. For example, they speak about the different weather the traders have experienced during their travel by camels, horse carriages and the lack of road safety. They make very strong links with the UAE development in transport and communication and the achieved vision such as the recent travel to Mars to learn about space. By Grade 8, students are able to explore globalization and discuss the growth of the population in the UAE, exploring diversity and the different knowledge and skills that people bring with them, emphasizing the importance of respect and tolerance of others. They can explain the negative impact on the environment such as pollution and congestion of the roads. The higher attainers are able to suggest solutions to tackle climate change. However, a minority of low attainers do not have enough opportunities to research and to present their ideas. The analysis of internal assessment data provided by the school indicates that trends in attainment over the last three years for most students has been above the curriculum standards. However, such outstanding attainment is not evident in lessons and the students'

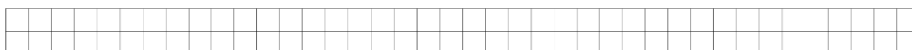


INSPECTION SYSTEM

work. The school's internal assessment information indicates the large majority of students make better than expected progress, in relation to their starting points, over time and the curriculum standards. In lessons and in their recent work, the large majority of students make better than expected progress in the elementary and the middle phases. For example, in the elementary phase, students make good progress as seen in the way, students in Grade 2 talk about how schools have changed from the past to the present, appreciating a school and safe road to travel. In the middle phase, students progress very well as evidenced in the way they share their opinions about the growth of the population in the UAE, and the different skills and expertise people bring with them. There are no G&T students. Most of the different groups of students, including boys, girls, Emirati, low and high attainers make better than expected progress in both phases. SoD make very good progress in lessons because teachers and support staff adapt the curriculum to meet their needs. For example, in a Grade 5 lesson, SoD share their ideas about how traditional clothes and furniture take time to make. However, high attainers do not always receive a high level of challenge to accelerate their progress.

Social Studies - Next steps for students:

1. Engage in discussions and ask questions to extend knowledge and understanding of the UAE history in the past and present in the elementary phase.
2. Engage in more challenging tasks and learn to solve problems related to the types of current markets in the UAE in the elementary phase.
3. Extend knowledge and understanding of environmental issues through research, projects and presentations in the middle phase.





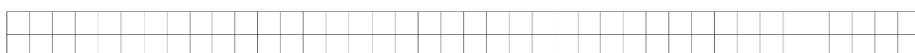
INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

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

Instructional Language - Next steps for students:





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
English attainment is Good across all cycles. The gap between internal and external assessments has narrowed and is most evident in the Fall Map results with the majority of grades working above international averages – Grade 5 & 6 require more support to meet international standards. Most students make significant gains in their knowledge, skills and understanding, as measured against the learning objectives in lessons which is set against the California Common Core Standards. Cycle 2 and 3 classrooms have literacy posters to support students use of language in their works and refers to IELTS and MAP to link the learning back to external exams. Girls are working above expectation in Cycle 2 and 3 in comparison to the boys. However, in the lower grades, girls and boys attainment are more aligned. The majority of UAE students are meeting the curriculum standards in all cycles. Evidence source: 1.1.1: IXL, California Common Core Standards 1.1.2: Phonics Screener, MAP, AP, SAT, IXL, RAZ KIDS, ACHIEVE 3000 1.1.3: Class Observations, Book Scrutiny, lesson plans, DDL Plans 1.1.4: Reading assessment, MAP, Achieve 3000, RAZ Kids, IXL, SeeSaw profile, Gradebook, sSpelling Bee. Progress is most evident in KG and Cycle 1 with some younger students entering school with little English skills. Students continue to make Very Good Progress in Cycle 2 and 3. The improvement of speaking, listening, reading and writing is taking into account when assessing progress of students. Evidence source for progress: 1.2.1: MAP, IXL, Baseline, IEP, AP, progress trackers, NWEA 1.2.2: Class Observations, Book Scrutiny, SeeSaw Profile, AFLs, accelerated programs, lesson plans 1.2.3: Class Observations, Book Scrutiny, IEP, Weekly formative reports, differentiate progress trackers (KG), Quiz Feedback forms, SeeSaw profiles, Continuous	1.1.1	The majority of children in KG and the large majority of students in the elementary, middle and high phases attain levels that are above the curriculum standards. It was not possible to observe students in Grade 12 because they took part in examinations prior to the inspection, but they were not in the school during the visit. Their assessment data and written work were examined and judged to be very good. The school's internal assessment information indicates that the large majority of children in KG and students in the elementary, middle and high phases attain above the curriculum standards. However, the very good attainment is seen in the elementary, middle and high phases only. In lessons and from students' recent work, the majority of children in KG and the large majority of students in the elementary, middle and high phases attain above the curriculum standards. In KG1, children start to develop very confident speaking and listening skills. They read and write letters of the alphabet and link them to their corresponding sounds and written words. By the end of KG2, students have very good listening and comprehension skills and can read and write high-frequency words. However, low attainers do not always use phonic skills to decode words correctly. In the elementary phase, from Grades 1 to 4, students' speaking, listening, reading and comprehension skills are strong. However, their analytical understanding of grammar is less well-developed. By Grade 5, students are very good confident and fluent speakers. They engage in lively group discussions and make presentations about designing a business plan for an entrepreneurial venture. They have the opportunity to systematically practice their writing skills every week, but their
	Against curriculum standards	
	1.1.2	
	Against national and international standards	
	1.1.3	
	Knowledge, skills & understanding	
	1.1.4	
	Trends in attainment over time	
	1.2.1	
	Progress against starting points and over time	
	1.2.2	
	Progress in lessons	
	1.2.3	
	Progress of different groups	



INSPECTION SYSTEM

assessment gradebook, IXL, Achieve 3000, Raz Kids, baseline progress tracker, Improvement plans based on internal and external data, STEAM Projects

writing still lags behind speaking, listening and reading. In the middle phase, students acquire very strong communication, reading and comprehension skills. However, a minority of students do not project well, when reading texts out loud. In the high phase, students are very confident and fluent speakers. They demonstrate very well-developed debating skills. For example, in Grade 11, students engage in thoughtful discussions on a range of topics, including detailed literary analysis. The writing for few students is not well developed.

The school's internal assessments and MAP tests from Grades 3 to 9 report that the large majority of students make better than expected progress from their starting points, over time and against the curriculum standards. In lessons and from scrutiny of students' work, the large majority of children in KG and students in the elementary, middle and high phases make very good progress in relation to appropriate learning objectives aligned with the expected curriculum standards. In KG, children consolidate their listening and speaking skills and make very good progress with pre-reading and pre-writing. For example, children in KG2 eagerly talk about their favorite stories and characters. In the elementary phase, students make very good progress in listening, speaking and reading. In Grade 5, for example, students use familiar words to explain and share their ideas about designing and enterprising projects related to marketing a comic magazine. In the middle phase, students make very good progress, for example, in the way they analyze literary texts. In the high phase, the large majority of students make better than expected. For instance, students in Grade 11, are making very good progress when they are discussing complex moral issues and express personal opinions in speaking and writing. The large majority of the different groups of children and students make better than expected progress. Students from

INSPECTION SYSTEM		
		an Emirati background make very good progress in line with their peers. The large majority of SoD make better than expected progress against their IEPs. Higher attainers and G&T students are not always sufficiently challenged. For example, in Grade 4, G&T students do not have the opportunity to deduce grammatical patterns for themselves and accelerate their progress.

English - Next steps for students:

- Engage in more activities and learn how to relate letters to their sounds to improve early literacy skills, for the low attainers in KG.
- Read widely and practice reading aloud to strengthen fluency and to improve confidence when projecting to an audience in the middle phase.
- Take part in a wide range of experiences to explore the different genres and to write for specific audiences and purposes in the elementary, middle and high phases, including higher attainers and G&T students.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
Attainment is Good across the school expect for Cycle 1 where attainment is Very Good. The majority of Emirati students are achieving the minimum standard. Most students work in operations and algebraic thinking, geometry, number and operations and measurement and data. The majority of Maths lessons observed was Very Good or better which has supported the improvement in standards. Minimal gap between those attaining above in internal and external data. Use of assessments and the weekly learning objective analysis sheet to inform teaching to meet the needs of all different ability of students. Lessons are effectively differentiated and almost all of the more-able students are challenged. Independent learning and ownership are promoted during lessons by making real life and cross-curricular links. Evidence Source: 1.1.1: IXL, California Common Core Standards 1.1.2: MAP, IXL 1.1.3: Class Observations, Book Scrutiny, Lesson Plans 1.1.4: Math assessment, MAP, IXL, SeeSaw profile, Gradebook Progress is Outstanding in KG – Cycle 2. In all cycles, the large majority make better than expected progress including SOD and low attainers. Book/work monitoring shows pupils make progress in lessons and the pace of lessons support more able pupils to continue to achieve well. Since the focus on MAP has been embedded into the curriculum there has been an improvement of students exceeding the international expectation. The progress in Winter MAP to Fall MAP shows progress and that all grades are above international standards. With this in mind the focus to improve the PISA and TIMMS will also be embedded to the curriculum as part of the departments next steps. Evidence Source: 1.2.1: MAP, IXL, Baseline, IEP, AP, progress trackers 1.2.2: Class Observations, Book Scrutiny, SeeSaw Profile, AFLs, accelerated	1.1.1	The majority of children in KG and students in the elementary phase attain levels that are above the curriculum standards. The large majority of students in the middle and high phases attain levels that are above the curriculum standards. It was not possible to observe lessons in Grade 12 classes as students took part in examinations prior to the inspection and did not attend school after the examinations. This visit has checked Grade 12 students' attainment and progress data and samples of their work. Their assessment data and written work were examined and judged to be very good. The school's internal assessment information indicates that the majority of students attain levels that are above the curriculum standards in KG and the elementary phase. The large majority of students in the middle and high phases attain levels that are above the curriculum standards. This concurs with the attainment seen in lessons and students' work. In lessons and students' work, the majority of children in KG and students in the elementary phase attain levels that are above the curriculum standards. In the middle and high phases, the large majority of students attain levels that are above the curriculum standards. In KG, the majority of children have improved their number skills. For example, in KG1, children engage well in number songs, can say the number names up to a given number, sort and differentiate between long and short objects. In KG2, children can measure, compare and add two sets of objects unaided, using good mathematical language such as 'add' and 'equal'. They show interest in measuring small objects that they choose from their classes, using
	Against curriculum standards	
	1.1.2	
	Against national and international standards	
	1.1.3	
	Knowledge, skills & understanding	
	1.1.4	
	Trends in attainment over time	
	1.2.1	
	Progress against starting points and over time	
	1.2.2	
	Progress in lessons	
	1.2.3	
	Progress of different groups	



INSPECTION SYSTEM

programs, lesson plans 1.2.3: Class Observations, Book Scrutiny, IEP, Weekly formative reports, differentiate progress trackers (KG), Quiz Feedback forms, SeeSaw profiles, Continuous assessment gradebook, IXL, Achieve 3000, Raz Kids, baseline progress tracker, Improvement plans based on internal and external data

language such as 'more' or 'less'. However, few children tend to write numbers back to front. In the elementary phase, students develop good mathematical skills. For example, in Grade 3, students learn to measure volumes of liquid independently. In Grade 4, students describe and measure a wide range of angles. For example, they know about the rules that obtuse angles are greater than 90 degrees, but less than 180 degrees. They also explain that acute angles are less than 90 degrees. They calculate angles quickly and correctly. However, a few low attainers are not able to explain their findings well enough to help improve their reasoning skills. In the middle phase, the large majority of students develop very good knowledge and mathematical skills. For instance, in Grade 7, students confidently solve problems related to inequalities and graph the solution set online. By Grade 8, students can add and subtract polynomial in standard forms and confidently explain how to solve problems. In the high phase, students develop very good mathematical skills in the way they tackle quadratic equations in Grade 9, properties of logarithms in Grade 10 and vectors in Grade 11. The school has analyzed its internal assessment. This shows that trends in attainment over the last three years have been consistently good in KG and the elementary phase and very good in the middle and high phases. This is borne out in the lesson observations and the scrutiny of students' work. The school's internal assessment data notes that the large majority of children in KG and students in other phases across the school, make better than expected progress in relation to their starting points, over time and the curriculum standards. MAP progress data for 2021 for Grades 3 to 9 shows overall very good progress from students' starting points. In lessons and students' work, the majority of children make good progress in KG and the large majority of students make better than expected

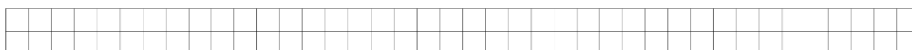


INSPECTION SYSTEM

progress in the elementary, middle and high phases. For example, in KG1, children learn well in the way they take part in number songs and rhymes and share how long objects are different from the short ones. In KG2, children improve their numbers as evident in the way they add objects they like in the class. In the elementary phase, the large majority of students make better than expected progress when they measure volumes in Grade 3, and in Grade 4 as they refer to the classroom environment to find examples to share the different types of angles. In the middle and high phases, students make very good progress in the way they share with their peers, for instance, how to solve problems related to inequality, polynomial in standard forms, quadrilaterals, properties of logarithms, and vectors. The majority of the different groups of children in KG and most groups in the rest of the school, including boys, girls, Emirati, SoD, low and high attainers make better than expected progress. Boys and girls make similar progress. For example, in Grade 4, they make very good progress as they share their findings on how to solve operations about different angles they find around them in the class. For example, in KG1, SOD is making good progress. This is because they receive good support from their teachers and support staff who modify the lessons to help them learn how to differentiate between long and short objects. However, high attainers and G&T students do not always receive consistent challenges to help them develop their higher-order thinking skills and accelerate their progress, particularly in the middle and high phases.

Mathematics - Next steps for students:

1. Practice number formation in different contexts to help improve number skills in KG.
2. Take part in activities to become more confident in explaining calculations and strengthen reasoning skills, especially for the low attainers in the elementary phase.







INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
Science is a key part of the curriculum with specialist teachers and leaders overseeing the department. The attainment is Very Good in Cycle 1 and 2 and Good in KG and Cycle 3. Most students work in inquiry-based learning that assist them to use and interpret science to explain the world around them. Against the school curriculum's standards this requires students to be working above age-related. The majority of Emirati students are achieving curriculum standard. 75% of science lessons are graded as Very Good or better. Minimal gap between attainment for those working above in internal and external data. Use of assessments and the weekly learning objective analysis sheet to inform teaching to meet the needs of all different ability of students. Lessons are effectively differentiated and almost all of the more-able students are challenged. Independent learning and ownership are promoted during lessons by making real life and cross-curricular links. Majority students attain levels that are above the national and international standards with only Grade 6 working below. Students are very good in showing scientific questioning, defining problems, planning and carrying out investigations, analyzing and interpreting data, obtaining, evaluating and communicating information. Students understands the influence of engineering, technology and science on society and natural world. 1.1.1: IXL, California Common Core Standards 1.1.2: MAP, IXL, Achieve 3000, NWEA 1.1.3: Class Observations, Book Scrutiny, Lesson Plans 1.1.4: Science assessment, MAP, IXL, SeeSaw profile, Gradebook Progress is tracked through accelerated programs such as IXL and Achieve 3000 supported students in making better than expected progress over time. The Majority of KG students showed progress and have higher	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	The majority of children in KG and students in the elementary, middle and high phases attain levels that are above the curriculum standards. It was not possible to observe lessons in Grade 12 as students had examinations before the inspection and they were not attending school. This visit has checked Grade 12 students' attainment and progress data and samples of their work. This shows good attainment overall. The school's internal assessment data for 2020/21 indicates that the majority of students attain above the curriculum standards in all phases, including KG. This is borne out in the lessons and students' work. The Advance Placement (AP) examination data for Grade 12 in 2021 shows that the large majority of students attain above international expectations. In lessons observed and work scrutiny, the majority of students in KG, and students in the elementary, middle and high phases demonstrate knowledge, understanding and skills that are above the curriculum standards. In KG, children develop good scientific skills. For example, in KG2, students learn about simple forces and use language such as 'push' and 'pull'. They talk about the different types of weather and refer to rain, storm and sun. However, children do not have enough opportunities to fully discuss and explore the different types of weather that they have experienced in the UAE and beyond. In the elementary phase, students develop good knowledge about different types of animals and their characteristics. For example, in Grade 1, students are able to define and give examples of carnivores, herbivores and omnivores. In Grade 4, students are able to identify the different types of pollution and the importance of using renewable



INSPECTION SYSTEM

understanding of practical investigation skills and are well-able to reflect and write reports. STEAM projects provide deeper understanding of concepts and provides opportunities to investigate, create and explore. Students have continued to make progress by using 'virtual labs' to conduct experiments. Book/work monitoring and learning profiles across the school show pupils make progress in lessons and the pace of lessons support more able pupils to continue to achieve well. In class provisions are provided to SOD which reflects in the progress they make. Lessons are effectively differentiated and almost all of the more-able students are challenged. Independent learning and ownership are promoted during lessons by making real life and cross-curricular links. Feedback and improvement plans provided to different group of students to support their learning in class Use of assessments and the weekly learning objective analysis sheet to inform teaching to meet the needs of all different ability of students. KG teachers providing opportunities to students to explore and discover. Students show improvement in explaining and discussing scientific concepts. To improve progress further, students will need to improve their work more frequently based on teacher feedback.

energy on society. However, opportunities to link them with daily life practices are less developed. In the middle phase, students engage in more depth in scientific concepts and procedures. For example, they learn about magnetic forces, electromagnetic fields and inherited traits amongst generations. For example, in Grade 8, students are able to define and describe the function of DNA and conclude how traits are passed through generations. However, opportunities to discuss application of DNA knowledge in real life, for example, in agriculture are less developed. In the high phase, students demonstrate good understanding of scientific concepts, principles and theories. For example, in Grade 10, students confidently define ionization energy and conduct exploration of elements in the periodic table. In Grade 11 physics, for instance, students develop good skills to solve problems related to velocity using laws of motion. However, a minority of students have not fully developed their investigation skills and the ability to predict and to conclude. The school has analyzed its internal assessment data and external examination results, including AP for Grade 12. This shows that the school's data for the trend in attainment over the last three years has been consistently very good in KG, the elementary, middle and high phases. However, this is not evident in lessons and students' work. The school's assessment data notes that the large majority of students make better than expected progress from their starting points, over time and the curriculum standards in the elementary, middle and high phases. In KG, children make good progress overall. In lessons and students' work, the majority of children in KG and the large majority of students in the rest of the school make better than expected progress. In KG, the majority of children make better than expected progress as they share their ideas about the different types of weather and clothes they



INSPECTION SYSTEM

wear. In Grade 2, students make very good progress as evident in the way they explore and share findings about how objects cool down while using ice. In Grade 7, students keenly take part in discussions and share information about designing electromagnets and explaining factors that affect strength such as the increase of current. In Grade 10, the large majority of students make better than expected progress in the way they define ionization energy and conduct exploration of elements in the periodic table. The majority of different groups of children in KG and most students in the other phases, including boys, girls, Emirati, low and high attainers make better than expected progress. Boys make similar progress to girls. SoD benefit very well from the support of their teachers and support staff who adapt the tasks to help them achieve the learning objectives and meet the targets set for them in their IEPs. For example, in Grade 1, SoD make very good progress in the way they name their favorite farm animals, relate them to the sounds they make and and share their ideas with their peers. However, higher attainers and G&T students do not receive enough challenging activities from the beginning of the lesson to accelerate their progress.

Sciences - Next steps for students:

1. Engage in more activities and discussions to help improve understanding about the different types of weather in the UAE and beyond in KG.
2. Take part in tasks to learn about renewable energy, find solutions and make meaningful links with the daily life, in the elementary phase.
3. Participate in activities to predict, hypothesize, investigate and make conclusions, in the middle and high phases.





INSPECTION SYSTEM

PS1: Students' Achievements

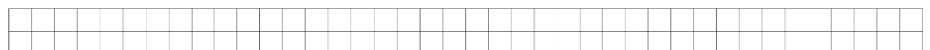
1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
Conducive, safe and inspirational learning environment with emphasis on student centered learning and innovation. The introduction of STEM and integrated projects played a pivotal role in restructuring the students' approach to learning. This was fortified by more precise assessment practices, detailed feedback given to the students and parents on a regular basis. Students collaboration was routinely observed in lessons which students working with peers using TEAMS to communicate. This offered students more opportunity to lead their own learning by carrying out their own research with teachers facilitating their learning. Due to the pandemic there has been a significant improvement with the IT skills of both staff and students. Since returning to school and offering blended learning teachers and students continued to improve. IT has become a 'normal way of working' at school and has offered multiple opportunities for students to be more creative, collaborative and independent. The next step for the school will be to offer more opportunities to improve students entrepreneurial skills building on the practices already in place.	1.3.1 Engagement and responsibility 1.3.2 Interactions, collaboration, communication 1.3.3 Application and connections 1.3.4 Innovation, enterprise, enquiry, research, critical thinking, use of I.T.	Students enjoy the lessons and activities provided for them. They display very positive attitudes to learn and take increasing responsibility for their own learning. For example, in KG2, children engage independently and collaboratively in groups to consolidate their learning in all core subjects. In a Grade 5 English lesson, students discuss being entrepreneurial, identify obstacles they might face and suggest ways of overcoming them. In a Grade 8 lesson in mathematics, students support each other very well to solve equations. Students know their strengths and weaknesses and take steps to improve. In most subjects, students react positively to teachers' oral feedback about their work. Students interact and collaborate very well with one another when opportunities arise. For instance, in a Grade 11 English lesson, students collaborate effectively on tasks involving literary analysis and communicate their learning clearly. In a Grade 8 Arabic lesson, students articulate the main ideas from a text, using good standard Arabic. In the high phase in mathematics, students work very well as a group, support each other and share their findings within the group and the whole class. Students make clear connections between areas of learning and relate these to their understanding of the world. There are particularly strong links between subjects and UAE culture, heritage and values. In Arabic in Grade 11, students discuss the importance of physical activity to improve wellbeing and to consider the achievements of the UAE in sport. In Islamic education, for example, in the elementary phase, students talk about the importance of table eating manners and relate it to the class rules. In science in Grade 12, students discuss renewable energy and its impact on



INSPECTION SYSTEM

health. Students discuss the concept of marriage and personal identity in the UAE in Grade 11 English. Students are very innovative in their learning. For example, in Grade 10 art, students are creative in the way they interpret portraits. Displays around the school celebrate students' creativity and imagination as well as their success. These include paintings of artists and popular places in the UAE and beyond. Students are enterprising and take part in numerous charitable events to raise funds to help their community and the Red Crescent. For example, they took part in raising funds to help families that were financially affected by COVID-19. In all phases, students have various opportunities to develop inquiry and research skills in finding information. In Grade 8 English, students search online for synonyms to improve their writing. However, there are some missed opportunities for research and inquiry, in the middle phase, especially in social studies. Students have various opportunities to improve their critical thinking and problem-solving skills. In Grade 7 English, students present solutions to overcome obstacles to modify video games, so that they can be more appealing to young people in the UAE. Across the school, for example, in mathematics, students learn to solve problems and to think critically about their own learning. However, higher order thinking skills are not consistently well developed across the school. Students make extensive use of learning technologies in lessons. During COVID-19, students used technologies to support their learning. In the elementary phase, students use computers to read stories online. Currently, students in the middle and high phases are very familiar with MS Teams and use it very well to work in groups and to share their ideas with others. However, the use of technologies in KG is less developed.





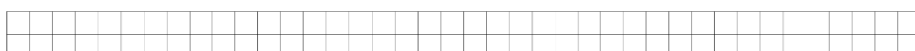
INSPECTION SYSTEM

PS2: Students' personal and social development

2.1 Personal development

Internal Evaluations	Elements	External Evaluations
Students' have positive attitudes which is evident across the school and they are responsible during transition and breaktimes. They are beginning to seek and respond very well to critical feedback and this has had most impact after completing their exams. Bullying is very rare because of the learning environment. Students respond well to others and any incidences are dealt with in timely manner following the schools behaviour policy. Students have a good understanding of others and are compassionate towards peers. Relationships between staff and students is excellent. The school promotes healthy lifestyles through the curriculum and focus days. Students are aware of how to keep themselves safe including e-safety which is taught within the curriculum. Attendance this academic year is currently 96%, due to Ramadan, however based on previous trends we will return to 97% by the end of the academic year and will be in line with last years attendance.	2.1.1 Attitudes 2.1.2 Behaviour 2.1.3 Relationships 2.1.4 Adoption of safe and healthy lifestyles 2.1.5 Attendance and punctuality	

Next steps for students:





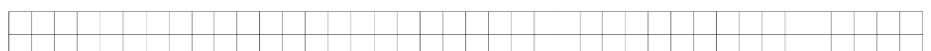
INSPECTION SYSTEM

PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

Internal Evaluations	Elements	External Evaluations
Students have an excellent appreciation and understanding of how Islamic values influence the UAE due to the schools history within the region and the large population of Emirati's and Muslim students. Students have an excellent understanding of the UAE heritage and culture. The culture is tangible across the school however focus days including National Day celebrate the cultural activities including the school Iftar. Students are culturally aware and are exposed to other nationalities within the school. The curriculum also promotes a diverse understanding of the world through texts studied in English to topics taught in History.	2.2.1 Appreciation of the values of Islam 2.2.2 Respect for the heritage and culture of the UAE 2.2.3 Understanding of their own and other world cultures	

Next steps for students:





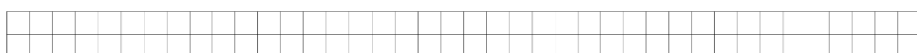
INSPECTION SYSTEM

PS2: Students' personal and social development

2.3 Social responsibility & innovation

Internal Evaluations	Elements	External Evaluations
Students have a positive work ethic and in Cycle 2 and Cycle 3 students are more creative and lead their own projects through STEM. The ECO club focuses on making the school more sustainable and raising awareness within the community about being more environmentally friendly.	2.3.1 Community involvement, volunteering and social contribution 2.3.2 Work ethic, innovation, enterprise, entrepreneurship 2.3.3 Environmental awareness and action	

Next steps for students:





INSPECTION SYSTEM

PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
The Teaching and Learning Dashboard allows leaders to monitor the T&L across the school. The following data is taken from the dashboard: Large Majority of lesson observations show that the teachers subject knowledge was identified as a strength (70%). Majority of lessons are well very planned (54%) with most (81%) being well planned or better. Majority of lessons (55%) is very secure in teachers effectively managing behaviour and having a safe learning environment and most lessons (88%) is secure or better. Most students (85%) said they felt challenged in their classes. In the large majority (66%) of lessons observed differentiation was secure. Due to the pandemic lessons have become more innovative and supported students independence. In almost all lessons observed students used various websites and apps on their devices. The majority of school work is submitted online and feedback given to students through the various learning platforms used across the school. CPD is tracked and monitored through a dedicated member of staff and the impact of training has been evident in classrooms. Senior leaders will create CPD based on the needs of the school if there is a reoccurring area for improvement in addition to encouraging individuals to seek their own personal CPD. Any teacher under preforming are supported through a personal action plan which is agreed with the AP and the department coordinator. The next steps for T&L is to allow coordinators to analyse the data and identify departmental areas for improvement. They will also be able to find departments to collaborate with who have areas of strength where needed.	3.1.1	Most teachers effectively apply secure knowledge of their subjects and how students learn them. In KG, teachers know how children learn and develop. Teachers teach students new concepts and skills. For example, in science, in Grade 2, teachers demonstrate to students how to conduct experiments on the effect of cooling with ice on different objects. In a Grade 9 mathematics lesson, teachers show students how to develop strategies to solve complex quadratic equations. Teachers create a welcoming and conducive environment for learning in all subjects. They plan purposeful lessons with clear learning objectives that they share with students so that they are clear about the expectations. Most teachers make very good use of visual and auditory tools to present information to students and to display materials effectively in almost all lessons. In a Grade 2 social studies lesson, the teacher uses images and videos to help students understand how children taught at home by helpers and volunteers in the UAE in the past. The timing in lessons is very well deployed to maximize learning for students in all subjects. For example, in a Grade 5 mathematics lesson, the teacher asks students to reflect on prior learning, while writing up the learning objectives on the board. This enables students to work at a brisk pace and be ready for the new lesson. However, in a few lessons, there is insufficient time for students to conclude plenary sessions, particularly in English in the elementary phase. Teachers interact very well with students and ensure that they are well motivated to learn. Questioning and dialogue engage students in purposeful discussions. In social studies, students often have the opportunity
	Subject knowledge and how students learn them	
	3.1.2	
	Lesson planning, the learning environment, time and resources	
	3.1.3	
	Interactions, questioning and dialogue	
	3.1.4	
	Strategies to meet the needs of all students	
	3.1.5	
	Developing critical thinking, problem-solving, innovation and independent learning skills	



INSPECTION SYSTEM

to talk to each other to clarify and share their ideas in pairs or small groups. In many lessons throughout the school, teachers ask follow-up questions to probe students' replies and to encourage them to problem-solve or think creatively. Most teachers ask students to speculate or hypothesize, for example, in Grade 11 English, students were asked about the event in their lives that can cause them to change their core values. In a Grade 10 science lesson, the teacher asked students to examine the patterns of the ionization of energy on the periodic table. Most teachers use strategies to effectively meet the needs of most individuals and different groups of students. This is facilitated by lesson plans, differentiated worksheets and activities for low, middle and high attainers. In the elementary phase, support staff are very well deployed to support students' skills in English, mathematics and science. Teachers and support staff modify the lessons to cater for the needs of SoD and help them make the best possible progress. In the most effective lessons, such as in Grade 11 mathematics, the teacher meets the needs of students and provides a very good level of support and challenge to stretch their ability. However, this is less consistent in all subjects and in KG. High attainers and G&T students do not always receive a high level of challenge to accelerate their progress in all phases. Effective teachers systematically develop students' critical thinking, problem-solving and independent learning skills. For instance, in a Grade 3 mathematics lesson, students learn to measure liquid and solve operations independently. Teachers provide very good opportunities for students to be innovative in their work in all phases. For example, in art, students learn to create observational paintings and drawings and appreciate the efforts of artists to share their work with others. In a Grade 6 robotics lesson, teachers provide very good learning experiences for students to design

INSPECTION SYSTEM									
							their robots to conduct jobs such as lifting and moving resources around the room. G&T students do not always have sufficient opportunity to further develop their higher-order thinking skills.		

Next steps for teachers:

1. Ensure that teachers consistently plan differentiated activities that match with students’ abilities and needs, particularly in KG and the high attainers and G&T students in all phases and subjects.
2. Ensure that teachers of English allow students enough time to reflect on their learning at the end of the lessons in the elementary phase.
3. Increase the opportunities for students to develop higher-order thinking skills in lessons across the school.



INSPECTION SYSTEM

PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
Internal assessments are aligned with the California Common Core State Standards providing valid and clear progression in students attainment. The school is compliant with the requirements to carry out external assessments e.g MAP, PISA, TIMMS, PIRLS in addition to AP and eSAT. Leaders are now benchmarking student attainment against national and international norms. Internal and external data is now compared and the group of students working above is reflected in both internal and external data. Data is being analysed in some depth but further analysis is required. Individuals are tracked closely from a teacher level and groups are now a focus for leaders. Leaders are working with key members of the team to ensure live data is accessible to put support or intervention in place quickly. Formative and summative assessment is used effectively to plan for lessons to meet the needs of all groups of students and this is reflected in learning walks and progress. Teachers know their students well and are able to adapt to challenge and support individuals when required. Students often assess their own learning through the use of quizzes and rubrics to move their learning forward. SOD are assessed based on their level of need and access arrangements put in place for exams. Students are tracked on the curriculum and personal targets. The IB team are currently improving their understanding of the expectations required and will be visiting other schools in the UAE who are well established.	3.2.1 Internal assessment processes 3.2.2 External, national and international benchmarking 3.2.3 Analysis of assessment data to monitor students' progress 3.2.4 Use of assessment information to influence teaching and the curriculum 3.2.5 Teachers' knowledge of and support for students' learning	The school's internal assessment processes are consistent and link to the school curriculum standards to provide valid and clear measures of students' attainment and progress. For example, the school uses baseline tests of key skills in KG, elementary and middle phases at the beginning of each term and at the end of the year. These assess attainment and progress in core subjects. The school also uses a range of assessment tools to track students' attainment and progress. These include classwork, homework, projects, presentations, short quizzes, tests and an electronic system known as 'Padlet'. Final assessments are held three times a year at the end of each term in the elementary phase and final examinations are also undertaken each term in core subjects in the middle and high phases. There is continuous assessment in place for judging the quality of work done in the lessons. This is often in the form of targeted questions to individuals or groups during lessons or based on students' answers in plenary sessions. The school takes part in the MoE and the AP examinations. They use the results of such assessments to benchmark students' academic achievements against national standards and international expectations. The school leaders and teachers have received training on how to use ADEK benchmarking system and policy. The school analyzes assessment data in detail. Information about students' attainment and progress as individuals or different groups is accurate and tracked over time. The assessment information is used very well by most teachers to influence teaching and the curriculum to meet the learning needs of most groups of students and help them to progress. One way the school facilitates the use of

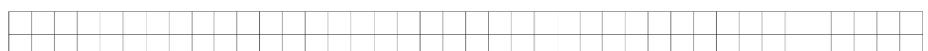


INSPECTION SYSTEM

assessment data is by including differentiated worksheets, activities and questions in all lesson planning. For example, in a Grade 7 social studies, lessons take account of students' prior learning and help them gain more knowledge about geography in North and Latin America, including mapping skills. However, in a few of the lessons in all phases particularly in KG, teachers do not always use assessment data well enough to meet the needs of students and to challenge the high attainers and G&T students in most subjects. Teachers have very good knowledge of the strengths and weaknesses of individual students. They provide challenge, support, feedback and follow up across the curriculum in all phases. Support for low-attaining children in KG is provided by teachers and teaching assistants during group work activities to help know what children know, can do and need to learn next. This results in good progress. Teachers and the SENCO involve parents in setting up and reviewing the targets for SoD. Across the school, teachers set targets and share them with students and their parents termly in all subjects and phases, including in KG. Teachers provide students with oral feedback during lessons and encourage them to self-correct. They mark students' written feedback regularly. In the most effective lessons, teachers provide students with next steps and remind them to respond to their comments. However, in a few lessons in all subjects, this is not consistent. In the most effective lessons, students are frequently involved in assessing the work of their peers. For example, in the high phase in English, students assess each other's presentations and offer constructive feedback to each other, but it is not consistent in all subjects and phases.

Next steps for assessing learning:

1. Make sure that teachers use the assessment data with rigor to inform their planning and teaching so that they can fully meet the needs and abilities of all students, especially in KG and for the high attainers and G&T students in all subjects and phases.





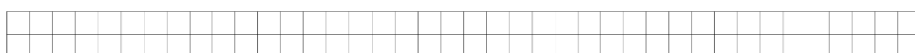


INSPECTION SYSTEM

PS4: Curriculum

4.1 Curriculum

Internal Evaluations	Elements	External Evaluations
The curriculum is broad and balanced meeting both the common core standards and national requirements which supports the progress of knowledge, skills and understanding. The school is compliant with the curriculum expectations given by the MOE. Progression across Cycles is evident and meets the needs of almost all students. Students are prepared for education and employment after leaving school. Challenge is offered in Cycle 3 through the Advanced Programme. Students have a range of options in Cycle 3 to continue developing their talents and interests including PE and VPA. Break time and after school activities has begun again since Eid with students able to represent their school in sports or activities they enjoy such as arts and music. Cross Curricula links are made where possible and this is most prominent through the STEM projects. Projects take place throughout the year with an emphasis at the beginning of the academic year. Curriculum is reviewed annually and most recently has embedded MAP skills to ensure students are taught these explicitly.	4.1.1 Rationale, balance and compliance 4.1.2 Continuity and progression 4.1.3 Curricular choices 4.1.4 Cross curricular links 4.1.5 Review and development	





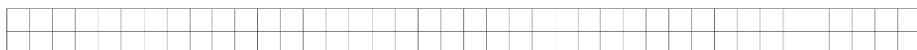
INSPECTION SYSTEM

PS4: Curriculum

4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
Almost all groups of students needs are met through curriculum modification through differentiation and additional support given by the Inclusion Team. Innovation has continued to improve with the use of technology during the pandemic. This has made lessons more interesting and dynamic. Pre pandemic students had multiple options through extra curricula activities to try something new and improve their personal development, this have since started to begin since restrictions were eased. Students have an excellent understanding of the UAE and it's innovative practices throughout the country. Students learn this through social studies and awareness days.	4.2.1 Modification of curricula to meet the needs of all groups of students 4.2.2 Enhancement, enterprise and innovation 4.2.3 Links with Emirati culture and UAE society	

Next steps for curriculum leaders:





INSPECTION SYSTEM

PS5: Protection, care, guidance and support of students

5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
The schools has rigorous procedures for safeguarding and awareness is visible throughout the school. Posters in the bathrooms highlight who students should talk to in the school. Induction week and a refresher for Level 1 Safeguarding takes place annually. Anti-bullying days raises the understanding of treating others well. The school provides a consistently safe and hygienic environment. Weekly reports are submitted with actions closed and those needing to be resolved. All stakeholders are encouraged to report any H&S issues. Frequent compliance visits during the pandemic has ensured the schools H&S is meeting the ministry expectations. Building and equipment is well maintained by the on site team and issues are dealt with quickly. Staff are vigilant and report any issues to the team which is secured until appropriate action is taken. All records reflect this. The only exit point during the day is reception and exit points during arrivals and departures are managed well. The environment is suitable for all students attending the school. Central elevator and ramps allow access for wheelchairs and there are accessible toilets on each floor. The school promotes healthy living through PE, awareness days and the curriculum. The food students bring from home is encouraged to be healthy.	5.1.1	The school has rigorous policies and procedures for safeguarding, including child protection, behavior and e-safety. These are shared with the school community on the school's website and in paper format and highly implemented by staff to protect children. For example, designated leads for safeguarding and staff have attended relevant safeguarding training. They are aware of their responsibilities. They know how to keep students safe and how to protect themselves from allegations. Staff know whom to refer if they have any welfare concerns about a child and a member of staff. Discussions with parents indicate that they have received very clear guidance on how to keep their children safe from cyber-bullying and during remote learning. During 'Anti-bullying Week', and 'E-safety Awareness Day', the school emphasized the importance of positive relationships, respect and tolerance of other people's views in the school and beyond. The school leaders have also placed signs and messages in the corridors to remind students that bullying is not tolerated in the school. Senior students say bullying is very rare. They are fully aware of e-safety and feel confident asking for help when needed. Health and safety staff undertake robust and regular checks on the premises and resources to keep students safe. Fire risk assessments are regular, including checks on fire equipment and electrical appliances. The school carries out fire drills regularly to help students and staff know how to evacuate the buildings safely in the case of an emergency. Supervision of students is highly effective and CCTV surveillance adds to students' very strong safety. Bus attendants supervise students on the buses and check their temperatures before they enter the buses. They also sanitize their hands, remind them to wear face masks and put on seat belts. Security staff verify the validity of PCR for the visitors and staff to implement COVID-19 safety rules. The premises and facilities are of a very high standard, clean and very
	Care, welfare and safeguarding	
	5.1.2	
	Arrangements to ensure health, safety, security	
	5.1.3	
	Quality of maintenance and record keeping	
	5.1.4	
	Suitability of premises for all students	
	5.1.5	
	Provision for and promotion of safe and healthy lifestyles	



INSPECTION SYSTEM

well deployed to support students' learning and development. Staff keep very detailed and accurate records of incidents and accidents and monitor such records to identify and minimize risks. The clinic is very well organized, with extra space for quarantine. The school nurses keep students and staff's medical records and medications locked in safety cabinets. Students with medical needs are very well known to the nurses and staff. The nurses administer medication to students when required. They check students' temperatures, heights, and weight and provide guidance and support on any underlying health issues. The school nurses also offer guidance to students, staff and parents on how to monitor their health and wellbeing, including weight, food allergies and diabetes. Staff, students and parents appreciate the valuable support that the school nurses have offered them during COVID-19, including how to monitor their children's temperature and to manage stress and anxiety. The school's stimulating learning spaces are all accessible to students, staff and visitors with mobility difficulties and meet students' learning needs. For example, there are ramps and lifts in all buildings and suitable toilet facilities for students and others to use. The classrooms are large, airy and lit. The corridors are wide and enable easy access for a wheelchair user to classrooms and other parts of the school, as well as to exits during fire evacuation. There are allocated intervention places to support SoD in all buildings. The school pays a lot of attention to students' healthy living. Students benefit from physical activities to support their health and wellbeing. For example, in KG, children have allocated playground areas where they can climb the apparatus, skip and jump. Before COVID-19, students, staff and the school nurses organized special events for breast cancer and diabetes to raise awareness of such illnesses. In science lessons, for example, students in the elementary phase learn about nutrition and the importance of healthy eating and dental health and hygiene. However, a minority of students consume unhealthy snacks that they bring from home, especially in the elementary phase.



INSPECTION SYSTEM

PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
Effective procedures for managing behaviour is supported through the supervisors, social worker and SLT. The behaviour policy follows the ADEK expectations and is shared with parents on the school website. Attendance is monitored closely by the supervisors who follow up with absences through a text message sent from out MIS system. Any concerns about attendance is then followed up with a phone call if no response is received from the text message. Punctuality has improved with the strict closing of the gates which has minimised the amount of students arriving late. The school uses internal and external data to identify students who may have additional needs. This is in addition to the referral process which parents can also do if they have concerns. Gifted and talented students are identified in the same way. 3% of the school cohort are receiving Level 2 and Level 3 support from the Inclusion department. Specialist team focusing on the core areas of the curriculum offer pull out support and adaptation of the curriculum. Teachers are supported through the IEPS to adapt classroom which is more appropriate to the learning outcomes of the individual. Weekly modified plans are gathered to ensure support/differentiation is in place within classes. Careers and university applications are supported through a dedicated and experienced member of staff with the focus on Cycle 3. Students in other cycles gain understanding about career pathways through the wellbeing programme that takes place in the morning. The wellbeing programme also embeds healthy lifestyles, mindfulness and awareness of others. The Social Worker and Head of Wellbeing support students and families through interventions and guidance.	5.2.1 Staff and student relationships and behaviour management 5.2.2 Promotion and management of attendance and punctuality 5.2.3 Identification of students with special needs, gifted, talented 5.2.4 Support for students with SEN and the gifted and talented 5.2.5 Guidance and support for all students	The school's positive ethos underpins all approaches that ensure teachers and support staff have cordial and respectful relationships with students. Behavior management systems are highly effective. For example, the school shares the behavior policies and procedures with students and parents as part of the home and school agreement. Teachers share the behavior code of conduct with students so that they are clear about the expectations. Staff implement behavior rules consistently and deal with any undesirable behavior in a constructive way. The school's social workers provide support to students on how to manage their feelings and emotions. They also offer guidance to parents on how to improve their children's social skills. The school has successful processes to manage attendance and punctuality, leading to rates of attendance at above 98%. The attendance officers make follow-up calls to parents to find out about students' absence and punctuality. They provide valuable support to parents and help them understand the impact of attendance and punctuality on students' achievement. Since the previous inspection, the school has reviewed its procedures to identify SoD and G&T students. Teachers and the SENCO identify and categorize students based on their levels of need. The SENCO shares such information with parents and supports them on referrals to outside agencies, including speech and language, child psychology and occupational therapy. Teachers liaise with parents when their children join the school to find out about any possible strengths, gifts and talents their children might have. Teachers also use examination results, such as MAP progress data, to identify G&T



INSPECTION SYSTEM

students. SoD have IEPs. Teachers adapt the lessons and use appropriate resources to meet their needs. Intervention programs help SoD to progress and to meet the learning objectives set for them. Teachers and SENCO include parents' input when they devise and review the IEPs for SoD termly. In the most effective lessons, G&T students receive very well-targeted support and make very strong gains in their learning. For instance, in a Grade 9 mathematics lesson, students work at a brisk pace and solve complex quadratic operations. However, this is not consistent in the school. Due to COVID-19, G&T students have not received opportunities through extra-curricular activities to follow their interests and to fulfil their potential. Students' personal development and wellbeing are very well planned, supported and monitored by the school staff. For example, school counselors and social workers know students as individuals and support their social and emotional development very effectively. In KG, parents visit the school with their children before they join the school to be familiar with the setting's environment and receive information about the daily routines. Transitions between phases are very well organized across the school. This provides the chance for teachers and students to get to know each other and to reduce students' anxiety and any worries they may have. In the middle phase, teachers support students in choosing the subjects they prefer to study in the high phase. Career guidance lessons help students to reflect on their strengths and make decisions about their future learning and careers. Visits by professionals with different careers, links with external higher educational establishments in the UAE and abroad, and support from career staff help prepare students very well for different career pathways. Students say that their teachers organize careers very well and help them know how to conduct interviews. Parents speak

INSPECTION SYSTEM									
							highly about the support their children have received to prepare them for entry to universities.		

Next steps for leaders:

1. Help a minority of students in the elementary phase understand the importance of healthy eating and the impact that it might have on their health and overall wellbeing.
2. Provide extra support and challenge for G&T students in all subjects so that they can accelerate their learning in all phases.
3. Offer extra-curricular activities for G&T and other students in all phases to enhance and support their learning.



INSPECTION SYSTEM

PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
The Principal has been in position since 2019 and has developed the school significantly. The leadership team are experienced offering different skills to support the school within their area. High standards and expectations drive the school forward which is reflected in the progress of students. The Strategic Direction drives the school forward to improve. Relationships and communication has improved significantly in the last two years with significantly less issues being raised to SLT. Levels of leadership and additional support staff allow for open communication between parents and school allowing for a positive ethos with all striving for good quality outcomes. Experienced leaders are continually willing to learn and improve their own practice and their own team. Action Plans continually move the school forward by identifying key areas to improve based on data or observations of needs from the department. The school is compliant with statutory regulations and this is monitored by SLT with the support of leaders and support staff. Leaders create news ways to track T&L which informs CPD and allows SLT to have live information on what is happening in the school through learning walks, observations, book looks and student voice. The school also encourages aspirational teachers and has 25 students attending each week as part of their university placement.	6.1.1	Leaders at all levels, including the principal set a very clear vision and direction, which is shared by staff and the wider school community. Leaders are highly committed to inclusion and the UAE national and Emirate priorities. This is seen in the way they have organized the provision for SoD and trained staff to support their learning. The school is taking part in TIMSS and PISA examinations. To achieve and to monitor such targets, the school has reviewed its curriculum policies and content and provided training for staff to help the large majority of students to attain levels that are above the national and international standards. The senior leaders are very well experienced practitioners and show very good and thorough knowledge of teaching, learning, use of assessment and the curriculum. They have trained and upskilled staff in most subjects. They have been successful and instrumental in the way they have improved students' achievement from good to very good such as in Islamic education, social studies, English, mathematics and science. They have also ensured that children's attainment and progress have improved from acceptable to good in all subjects in KG. The school has distributed leadership very effectively across the school. This builds and empowers individual staff and teams. For instance, the school leaders have provided training for the heads of departments so that they can support teachers on planning and the delivery of the curriculum. They have also recruited a senior leader to be responsible for safeguarding, teaching and assessment. However, some aspects of the school's work such as the use of assessment data by a few teachers is not fully implemented. The school is aware of its key priorities to improve the attainment and progress in all subjects even further, and to provide more training for middle leaders so that they can hold teachers to account for students' outcomes. Relationships and communications with all stakeholders are professional. Morale throughout the school is very positive. Discussions with a group of teachers and support staff show that they like to work in the school because they are well supported and their work is appreciated by the school leadership and the community. Staff also say that they have clear and well-defined roles,
	Vision and Direction	
	6.1.2	
	Educational Leadership	
	6.1.3	
	Relationships and Communication	
	6.1.4	
	Capacity to Innovate and Improve	
	6.1.5	
	Impact on and accountability for school performance	



INSPECTION SYSTEM

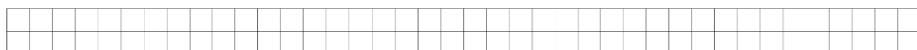
PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
The school is constantly reviewing practice and making changes where necessary. Data is reviewed by leaders at class and department level to identify students who require further intervention and support. This is reflected through the student support plans. Data is used to create the school priorities and is created based on the long term needs of the school. The school is moving towards using live data dashboards to allow leaders to have a clear understanding of what is happening in the school with regards to Teaching and learning. Data is analysed different groups and students identified who need more support at department level. School improvements are based on an accurate SEF taking into account internal and external factors including the UAE NAP. The previous inspection has informed school improvement and has helped to drive the school forward based on the recommendations, this is particularly evident in KG. ICS Head Office has also carried out a review of the school to ensure high levels of learning is maintained. The school is constantly reviewing practice and making changes where necessary. Data is reviewed by leaders at class and department level to identify students who require further intervention and support. This is reflected through the student support plans. Data is used to create the school priorities to focus on the long term needs of the school.	6.2.1	The school's self-evaluation (SEF) is comprehensive and rigorous. It includes the views of staff, parents, students, other stakeholders and sources of information, such as internal and international assessments. The heads of departments have also devised their action plans for their subjects and this feeds into the whole SEF. This enables the senior leadership to accurately highlight the school's strengths, to identify and to analyze the key priorities for the school improvement. Senior leaders have very well-established systems to evaluate teaching and learning and to check its impact on students' outcomes. For example, they observe teachers regularly and put them into categories to identify those who need more training and support. Middle leaders work very well with staff and support them on planning, but a few of the middle leaders are not monitoring the quality of their subjects rigorously enough to improve students' attainment and progress even further, especially in KG. The school's development plan (SDP) includes the school's priorities for improvement with measurable timescales, costings, a system for monitoring and evaluation of the school's actions, and how to address the UAE national priorities such as the targets to help the large majority of students to attain above the international expectations in the TIMSS and PISA examinations. The school's actions have resulted in very good achievement overall. However, in a few lessons, assessment data is not always used sufficiently by teachers to identify gaps in individual students' performance. Overall, the school has improved students' achievement from good to very good. It has also acted on most of the recommendations noted in the previous inspection report. For example, in English, teachers have improved students' reading skills and introduced a reading scheme to assess students reading ages accurately. In KG, children have improved their listening, speaking in Arabic and English and their skills in numbers.
	Processes for self evaluation	
	6.2.2	
	Monitoring and evaluation of teaching and learning	
	6.2.3	
	Processes and impact of improvement planning	
	6.2.4	
	Improvement over time	

Next steps for leaders:

1. Guide teachers on how to use assessment data with rigor to identify less achieving students in all subjects and to help accelerate the progress of all students.







INSPECTION SYSTEM

PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
Parents are asked for their feedback to ensure their voice is part of the schools development. In the most recent survey parents 75% said the school is Very Good or Outstanding. The active parent committee ensures that they are available for all parents. The parent committee shares feedback with SLT to improve the school further. Due to the pandemic communication has improved as parents are able to contact teachers through seesaw and emails. Parents of those with additional needs can contact the Inclusion team directly and have additional meetings to track progress and offer additional support. Termly Report cards, parents evenings and open communication allows for the school to keep parents updated and informed about their child's progress. Throughout the pandemic the school continued to work with the community to support families. The school also actively participates in local and national events such as the red crescent charity.	6.3.1 Parental involvement 6.3.2 Communication 6.3.3 Reporting to parents 6.3.4 Community partnerships	Parents contribute very well to the life of the school, including their engagement in special days and events, such as National, Tolerance and Heritage Days, Eid celebrations and Book Week. Parents are proactive in the way they raise funds to aid families that are financially affected by COVID-19. The Parents-Teachers Association (PTA) acts as a strong link between parents and the school. For example, before COVID-19, the PTA arranged coffee mornings for parents to meet and to share their views about the school's strengths and what needs improving. This also provides the opportunity for the senior leaders to get to know parents and to respond to their requests. The school leaders, teachers and other staff regularly seek parents' views on a range of school initiatives, through questionnaires, surveys and meetings, and act promptly on, comments and suggestions made by parents. For example, the school has provided support and guidance to parents on how to help their children learn phonics at home. It has also sought the opinions of parents on the provision of computers and access to internet at home. This has resulted in more provision of technology equipment, training for teachers on how to deliver remote learning and more supply of computers for students to use at home. Parents say that their children learn very well and families were able to cope with remote learning during COVID-19. A few parents have expressed their views that they have not received enough updates on how the school is improving after COVID-19. They would also appreciate more enrichment activities to enhance their children's learning. The school communicates with parents using a wide range of effective methods



INSPECTION SYSTEM

and strategies, including the newsletters, e-mails and phone calls. Before COVID-19, parents attended the open evenings in the school. During COVID-19, meetings were online. Parents would appreciate more involvement in the activities of the school once COVID-19 restrictions are lifted. Parents speak highly of the teachers' efforts and the way they keep them very well informed about how their children are progressing. The school has a comprehensive system to report termly on students' academic progress, personal and social development. This also includes strengths and next targets as confirmed through the discussions with several parents and the scrutiny of a large sample of students' reports. For example, the reports include their children's academic achievement, efforts, targets, behavior, attitudes to learning, relationships and attendance. Parents say that their children like to come to school. For example, they say that their children in KG have friends to play and are able to sound out unfamiliar words. Parents are impressed with the way teachers are innovative in their use of a wide range of resources that motivate their children to learn, as evidenced during remote learning due to COVID-19. In the elementary phase, parents talk about the variety of activities and videos that teachers used to facilitate learning in English and science. The school has established strong links with community groups, including health professionals to provide guidance and support on COVID-19, and the Red Crescent to raise funds to support other families. The school has also forged very strong links with schools following the same curriculum in the UAE and beyond. The school leaders also work in partnership with Sharjah University, for example, on how to train teachers to improve their pedagogy of teaching mathematics and science in the high phase. The school has also established very strong links with international establishments, for example, on the

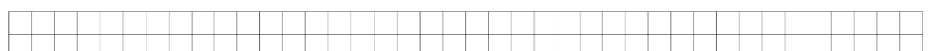


INSPECTION SYSTEM

teaching of the American curriculum and assessment systems such as MAP. Teachers also liaise with schools from the United States of America to share best practice in teaching and learning. The school has also formed very strong links with training companies from the United Kingdom to strengthen the school's safeguarding policies and procedures. The school leaders also work with the Space Center in Alabama to enrich the curriculum, such as guidance on the teaching of physics in the school.

Next steps with parents and partners:

1. Provide more information for parents on how the school has improved due to COVID-19 challenges.
2. Offer more enrichment activities for students across all subjects and phases as requested by parents once permitted to do so.
3. Re-engage parents in events and activities that they can attend in the school once permitted to do so.





INSPECTION SYSTEM

PS6: Leadership and management

6.4 Governance

Internal Evaluations	Elements	External Evaluations
The Governing body at ICS-Mushrif is represented by the owners of International Community School. The Head Office was based within the school until August 2021 thus playing a vital part in the day to day running of the school. The Education Advisor recently reviewed the school and shared areas of strength and areas to improve; thus being an constructive critic of the school. Through frequent meetings between the Head Office and the Principal it ensures that the school, and its leaders are held to account. The Head Office is informed of the achievements of the school and is kept updated with any significant changes. As the original school, the Vision and Mission established at ICS-Mushrif is now used across the 5 other schools within the company. The positive influence and vision has now replicated at other branches. The Principal is able to request additional resources, including staffing, through proposals and discussions based on the needs of the school. Although no longer based in the school, the Head Office do have an impact on the overall performance of the school.	6.4.1 Involvement of stakeholders 6.4.2 Ensuring accountability 6.4.3 Influence on the school	The school's governance benefits from representation from parents, staff, school leadership, educational consultants and the local community. There are governors responsible for teaching and learning, leadership and management, curriculum, finance, buildings, welfare, health and safety, including safeguarding. Governors have attended training by external professionals to help them strengthen their roles to support the school and to act as critical friends. They bring new knowledge and expertise to the school and contribute very well to the work of the school. For example, before COVID-19, governors visited classrooms and observed lessons. Health and safety team checked the school's health and safety policies and procedures and conducted learning walks to ensure that students are safe and secure. Currently, governors undertake remote meetings with the senior management team to ensure that the school is progressing. However, there is no student representation within the governing body. The governing body regularly seeks the views of the wider community to acquire a wider knowledge and understanding of the school's strengths and needs. Governors support the work of the school very well and help ensure it meets the needs of the students and parents. For example, the governors have ensured that there is sufficient internet and electronic equipment for teachers to deliver the curriculum. They have also provided computers for students to use at home. They have also advised the leadership team to ensure that staff and students receive support on mental health and wellbeing. Governors liaise between parents and the school. For example, they deal with any complaints, suggestions, comments and



INSPECTION SYSTEM

compliments. They share their findings with the school to inform future improvements. Governors are aware of the school's key priorities and ask the school leaders the right questions about students' performance during COVID-19, holding leaders more accountable for students' performance. Before COVID-19, governors spoke to staff, students and parents and checked samples of students' work. They have shared their reports with the school's leadership and asked them questions about how the school acted on the recommendations noted in the previous inspection. However, recently they have not triangulated the school's attainment and progress data to identify any potential trends and/or patterns. Governors are beginning to put plans in place to ensure that the school continues to support students and parents and to involve them in activities to benefit students' learning as COVID-19 restrictions are gradually lifted. The owner supports the school, ensuring development priorities are supported financially and the provision of training is appropriate for the leadership team, teachers and support staff across the school. Due to COVID-19, governors undertake virtual meetings with the senior leadership team and ask how the school is improving. They provide support and challenge for the leaders. This has resulted in continuous improvement in the school. The school has eradicated acceptable attainment and progress in the school, and they are at least good. For example, in both English and mathematics, both attainment and progress are very good in the middle and high phases. They have ensured that teachers have received training and know how to deliver the required curriculum. The governing body ensures that the school meets statutory requirements, in relation to suitable teaching staff, resources to support students' learning, welfare, health, safety and security of the buildings. For example, governors have begun to undertake learning

		walks in the school to check that students are safe and secure. They also ask the school leaders questions, for instance, to find out whether staff are specialized in the subject they teach and have attended the relevant training to support teaching and learning.
--	--	---

1. Include student representation on the governing body to share students' views.
2. Re-engage fully in the activities to visit the school, to observe lessons, to check students' work in all subjects and phases and to interrogate the attainment and progress data across the school.
3. Ensure the school continues to support parents and students by providing extra-curricular activities to students and events for parents to attend as provision changes due to post COVID-19.



INSPECTION SYSTEM

PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
Through the direction of the SLT the support teams are effective in enduring the school is safe and organised in order for students and staff to be in an environment that supports learning. Procedures are in place to ensure safety and timetables/rotas ensure all students are supervised at all times. CPD is matched to the needs of the individuals and the schools requirements. All staff are qualified to teach in their area of expertise and are able to improve students achievements by teaching effectively. Premises of the school include specialist classrooms for Art and Music. There is a Swimming Pool, sports hall and two external fields/play areas. Access into and within the school through the use of ramps and a centrally located elevator. Resources are appropriate to the age and development of students. KG has had significant investment since the previous inspection to allow for continuous provision and the opportunity for the students to lead their own learning. Science laboratories are well stocked and meet the needs of students including those completing AP. The school has also made significant investment in ensuring the school is well resourced to meet the requirements to be an accredited IB school.	6.5.1 Management 6.5.2 Staffing 6.5.3 Facilities 6.5.4 Resources	The day-to-day management of the school, its procedures and routines are very well organized and have a positive impact on students' outcomes and personal development. This ensures that there is a calm and welcoming learning environment, where staff and students work in mutual respect. As a result, students make very good progress overall. The school continues to sanitize the buildings and buses and ensures that staff, students and visitors wear masks on the school's premises to keep the school community safe. Senior leaders welcome students when they arrive at the school, greet their parents and wish them a good day. Senior leaders and the building supervisors carry out learning walks in the corridors to ensure that students are punctual to lessons and ready to learn. The school is appropriately staffed to fulfil its vision. All teachers are suitably qualified. Support staff are very well trained in the jobs and extra responsibilities they hold in the school. For example, in the elementary phase, additional staff accompany SoD to the playground area, supervise them and attend very well to their needs. Through the performance management meetings with staff, leaders design training events that meet the needs of most staff. This has led to a positive impact on students' achievements. For example, teachers of mathematics and science have attended training to help strengthen students' critical thinking and problem-solving skills. Teachers of KG have received training to help them know how to support children's early literacy skills. However, few teachers, including those in KG, need more well-tailored training to help them develop their pedagogy skills in the subject they teach in all phases. Few middle leaders require bespoke



INSPECTION SYSTEM

training to help them fully carry out their responsibilities. The premises and facilities are of the highest quality. They are spacious and very well designed to meet the needs of all students. There is a range of specialist facilities, for example, in science, art, music, design and technology, ICT and robotics. There are outdoor areas and gym facilities to help students develop their physical skills and to promote their health and wellbeing. Since the previous inspection, the school has created a canteen and an outdoor space for senior girls to use. The libraries are very well deployed to help students read for pleasure. Computers are made available for students in all phases to use during the lessons. However, children in KG do not have a wide range of science resources to help them develop their skills to explore and investigate.

Next steps for managers:

1. Provide training for teachers to match their needs so that they can improve their teaching skills even further in all phases.
2. Offer training to middle leaders so that they know how to monitor their subjects and hold teachers more to account for students' performance.
3. Provide more practical resources in science for children in KG to explore and to find out how things work.

Next steps with ADEK:

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

recommendations from the ADEK inspection team;
areas identified by school leaders as requiring improvement;
other external reports that evaluate the outcomes of the school;
priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

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

