



Irtiqa'a School Inspection

AY 2023/24

International Academic School

Rating: Acceptable

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School Information

General Information		
	Name	International Academic School
	Esis Number	9285
	Location	14, Al Mawthouq St, Shakhbout City, Abu Dhabi, 23674
	Website	http://www.ias.sch.ae
	Telephone	024488868
	Principal	Ahmed Mohamed Awad
	Inspection Dates	16 to 18 Jan 2024
	Curriculum	American

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	390
Number of Emirati students	286
Number of students of determination	12
Largest nationality group of students	UAE - Yemen - Egypt

Information On Teachers

Number of teachers	30
Nationalities	Egypt - India - Syrian Arab Republic
Number of teaching assistants	1

Changes since the previous inspection

Since the last inspection, the school's overall performance has remained acceptable.

The progress that students make in the elementary and middle phases of English has improved from acceptable to good. The school has implemented a systematic improvement strategy to improve the quality of teaching, and together with effective subject leadership, this is beginning to have an impact.

In science, the progress of older students has regressed and is now at an acceptable level in high school. This is because scientific methods are not always understood or applied.

Since the last inspection, teaching and assessment have remained acceptable overall but have improved to be good in KG. This is due to the strong understanding of most teachers in KG of how to apply their knowledge to support children's learning and progress. Teachers now use time and resources effectively to engage children in active learning.

Health and safety, including arrangements for child protection/safeguarding and care and protection, have remained good. The school continues to have rigorous procedures to ensure safeguarding. Student care and support continue to be good in kindergarten, elementary, and middle school and have improved to good in high school. This is due to the personalized academic and career guidance for students in grades 11 and 12, which helps them plan for the next phase of their education.

Since the last inspection, the overall leadership and management have remained acceptable. However, the governing board has improved from acceptable to good. The board now provides much support for the school's leadership team. The managing director regularly and effectively challenges them, ensuring accountability for improving the school. Demonstrating a thorough understanding of the school's work.

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

The school has benchmarked students' attainment against international standards. The school participates in the TIMSS international assessment to benchmark students' attainment in mathematics and science in grades 4 and 8. The school participates in the PISA international assessment, which enables the school to compare the mathematical, reading, and scientific literacy skills of students in high school against international standards. The school does not participate in PIRLS. Leaders are aware of the targets that are set for the school in TIMSS and PISA.

The school improvement plan (SIP) includes priorities for the development of skills in reading and problem-solving. Leaders are aware of the importance of developing the skills tested in international assessments. However, a dedicated action plan focused on improving results in TIMSS and PISA and meeting targets has not yet been explicitly developed.

Leaders have ensured that all students are aware of the importance of standardized and international assessments. Students regularly access practice questions in mathematics and science that test their skills in international assessments, and this is evident in their notebooks.

Leaders provide teachers with regular professional development and training throughout the year. Teachers have been trained in questioning techniques and problem-solving to promote students' deeper understanding.

The school is committed to engaging parents in their child's education. As part of this commitment, the school communicates a wealth of information about the importance of all external assessments, including the international assessments TIMSS and PISA. The school provides information sessions and ensures that parents are well-informed about the purpose of international assessments.

Performance in standardized and international assessments

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

Standardized Assessments

- Students participate in MAP assessments in reading, mathematics and science in grades 3 to 10. There are 3 cycles of MAP conducted each academic year. Comparing results for individual students in consecutive cycles of MAP indicates improving results for individuals and confirms that there is positive academic growth from their starting points. However, the accurate analysis of attainment and the academic growth between consecutive cycles of MAP for all students was not reliably presented.

International Assessments: TIMSS, PISA, PIRLS

- Students in grades 9, 10, and 11 participated in the PISA 2022 international assessments. The results in reading literacy, 364.8, mathematical literacy, 388.7, and science literacy, 379.9, are all below the international standards and the set target.
- In TIMSS 2019, Grade 4 and Grade 8 students' results in mathematics and science were in the lowest benchmark range. In Grade 4, mathematics and science scores of 379 and 393, respectively, indicate that elementary-level attainment in these subjects is below the lowest international benchmark, with girls performing better than boys. In Grade 8, scores of 357 and 365 in mathematics and science indicate that middle school-level attainment is below the lowest international benchmark. The proportion of students that attained results benchmarked at the intermediate level ranged between 9% - 14% overall, with only 1% - 4% of the students achieving scores within the high benchmark range and no students scoring within the advanced benchmark range.

Reading

The school has a coordinated approach to reading, with subject and phase leaders working together to promote reading skills across all grades.

The school library has over 4,475 high-quality books in English and Arabic, including those that promote UAE heritage and Emirati culture. A digital library is also available, and many library books are selected to support the curriculum. The range of books is appropriate for children and students of all ages and includes fiction and nonfiction titles.

The school has several reading programs, including the 'Big Read' initiative, which challenges students to read a set number of books in a given time. Reading is included in the School Improvement Plan (SIP), with milestones for improvement and regular assessments in the MAP to inform progress. Teachers receive regular professional development opportunities to support the development of reading and reading comprehension skills. Reading is integrated into all subjects, and students are encouraged to read collaboratively in groups during lessons and outside of English and Arabic classes.

The school provides comfortable reading spaces in the library and has weekly library reading lessons to track students' reading comprehension and habits. Regular assessments are conducted each term to inform the teaching of reading. Reading logs are used to track students' reading comprehension and reading habits.

Strengths of the school

- Children in KG achieve good standards in all subjects apart from science. Students make good progress in English in the KG, elementary, and middle phases.
- Students' personal development and their understanding of Islamic and Emirati cultures are well-developed.
- Attendance levels across grades are high.
- Teaching in KG is effective in meeting most children's needs in most subjects.
- The school has effective arrangements for health and safety across all phases, keeping the entire school community safe.
- The school provides effective care and support in meeting the needs of children and students in all grades.
- The school values the partnership with parents and regards them as valuable partners.
- The Managing Director leads the school's governance effectively.

Key Recommendations

1. Improve students' achievement in all key subjects across all grades to reach at least good levels by:

- focusing on the development of language skills in Arabic and English.
- ensuring students apply scientific methods when planning and conducting experiments and investigations in science.
- developing students conceptual understanding of mathematics through the use of appropriate hands-on manipulatives and the correct mathematical instruments.

2. Strengthen teaching and assessment processes in all phases of the school to reach at least good levels by:

- differentiating learning tasks so they are matched to individual students' needs.
- setting higher levels of challenge in learning tasks.
- tracking the progress and measuring children's attainment in KG.
- ensuring there is an accurate assessment procedure and analysis of all the available assessment information in grades 1 to 12 in all subjects to provide reliable measures of students' attainment and progress.
- using reliable data to inform teaching.
- setting higher expectations for daily reading in English.

3. Improve the capabilities of leaders at all levels by:

- ensuring there is greater accuracy of school self-evaluation informed by accurate and reliable analysis of the school's data.
- empowering subject leaders so they can follow up on the development of their subjects by dedicating the appropriate amount of leadership time.
- establishing a system of accountability across all levels of leadership to ensure that the responsibility for driving change is not solely placed on the principal.
- engaging parents to improve punctuality so that all students arrive at school on time.
- ensuring that lesson start and finish times are adhered to by all.

Overall School Performance: **Acceptable**

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students’ achievements

Islamic Education

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



Holy Qur’an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school’s analysis of internal attainment data at the end of the 2022/2023 academic year against the MoE curriculum standards shows that most students in elementary and high school attain levels that are above curriculum standards. The large majority of students in middle school attain levels that are above MoE curriculum standards. This high level of attainment does not align with the student’s knowledge and skills in observed lessons.
- There are no external, standardized, or international assessments in Islamic education. In the Grade 12 national examination, most students’ attainment levels are above curriculum standards.
- In lessons and their recent work, most elementary, middle, and high school students demonstrate knowledge and understanding of Hadeeth and Islamic rules, etiquette, and values that are in line with curriculum standards. However, their ability to relate this knowledge to their real-life experiences and their own lives is less developed, as is their broader knowledge of Islamic principles and values.
- The school has not provided students’ attainment data for the last three years.
- The school’s analysis of internal assessment data indicates that most students in all grades make better-than-expected progress. Across elementary, middle, and high school, teachers assess students’ individual starting points with a baseline test, and results at the end of units of study are compared with baselines.
- In lessons in all grades, most students make expected progress against learning objectives that are aligned with curriculum standards. They are making progress in identifying the key message in Hadeeth. Their ability to compare different types of Hadeeth is steadily developing.

- The school does not conduct a refined analysis of the progress of different groups. Lesson visits indicate boys and girls make similar progress in all phases. In lessons, students with additional learning needs, including students of determination, make the expected progress toward their individual goals. Higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Raise students' attainment in all grades to at least a good level, focusing particularly on Hadeeth and Islamic etiquette and enabling students to make links with their personal lives.
2. Extend student's knowledge and understanding of Islamic principles and values across all grades.
3. Promote students' skills in applying their knowledge of Hadeeth, Islamic rules, etiquette, and values to their real-life experiences.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data at the end of the 2022/2023 academic year against the MoE curriculum standards shows that most children in KG and students in elementary and middle school attain levels that are above curriculum standards. The large majority of students in high school attain levels that are above curriculum standards. This high level of attainment does not align with the student's knowledge and skills in observed lessons.
- There are no external or standardized assessments to measure students' attainment in Arabic across the grades, and there are no international assessments in this subject. In the Grade 12 national examination, most students' attainment levels are above curriculum standards.
- In lessons and their recent work, most children in KG and students in elementary, middle, and high phases demonstrate listening and reading skills, including reading comprehension skills, that are in line with curriculum standards. Their speaking and writing skills using accurate and proficient standard Arabic are less well developed.
- The school has not provided students' attainment data for the last three years.
- The school's analysis of internal progress data indicates that most children and students in all grades make better than expected progress. Across the elementary and middle and high school, teachers assess students' individual starting points using diagnostic baseline tests at the start of each academic year. Results in end-of-unit tests aligned to MoE curriculum standards are compared to measure the amount of progress.
- In lessons in KG, the majority of children make better-than-expected progress in identifying the sounds and sight of letters. They make limited progress in developing their early reading and writing skills. In all other grades, most students make the expected amount of progress in developing their Arabic language skills. Their progress in using standard Arabic is limited.
- The school does not conduct a detailed analysis of the progress of different groups. However, evidence from lesson observations indicates that both boys and girls make similar progress in all phases. During

lessons, students with additional learning needs, including students of determination, make the expected progress towards their individual goals.

- On the other hand, higher-attaining students do not always make the progress they are capable of during lessons.

Next Steps:

1. Improve language skills in all grades, with a particular focus on writing skills.
2. Promote children's and students' use of standard Arabic, applying correct pronunciation and grammar rules consistently.
3. Improve all students' language proficiency in speaking more fluently with appropriate expression and intonation.

Arabic as a second language

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

Findings:

- For students studying Arabic as a second language, the school did not provide internal attainment data for the academic year 2022/23.
- There are no external curriculum-linked, standardized, or international assessments in this subject.
- In lessons, most students in elementary, middle and high phases demonstrate listening and reading skills that are in line with expected levels when taking into account the number of years they have studied this subject. However, their communication skills are weaker and their writing skills are underdeveloped.
- The school did not provide records of students' attainment data for the last three years.
- The school did not provide internal progress data for the academic year 2022/23 for this subject.
- In all lessons, most students are making expected progress in developing their Arabic language skills, with more rapid progress in reading and listening is more rapid than in writing in speaking.
- The school does not conduct a detailed analysis of the progress of different groups. However, lesson observations indicate that boys and girls are making similar progress. There are currently no students with additional learning needs studying Arabic as a second language.

Next Steps:

1. Raise students' attainment in listening, reading, writing, and speaking, with a specific emphasis on writing and speaking skills.
2. Improve students' accurate use of standard Arabic using correct pronunciation and grammar rules.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- For students in grades 1 to 9 attainment in social studies is measured against the Ministry of Education (MoE) curriculum standards. The school has analyzed internal assessment data and suggests attainment for almost all students in grades 1 - 9 is above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external, national, standardized or international social studies assessments for grades 1 - 9.
- In lessons and their recent work, students demonstrate knowledge and skills that are in line with MoE curriculum standards in grades 1 - 9. In elementary, students can use maps to identify borders and neighboring countries of the UAE. However, their understanding of the geographical structure of the UAE is limited as are their navigation skills related to the geography of the UAE. In the middle school and in Grade 9, a few students have misconceptions about the government's role in the UAE and how this is impacting their lives.
- The school did not provide students' attainment data for the last three years.
- In grades 1 to 9, teachers evaluate students' initial level of proficiency by conducting diagnostic baseline tests at the beginning of each academic year. They also carry out end-of-unit tests that are aligned with the Ministry of Education's curriculum standards. The school's analysis of the progress data shows that most students are making better progress than expected.
- In grades 1-9, most students make expected progress in understanding UAE's geography and history.
- The school does not conduct a detailed analysis of the progress of different groups. In general, Emirati students make progress in their lessons at a similar rate to other students, with no noticeable differences. Both girls and boys achieve similarly as well. Students with additional learning needs, including students of determination, make progress according to their individual goals. However, higher-attaining students do not necessarily make accelerated progress in their lessons from their starting points.

Next Steps:

1. Improve student's navigation skills related to the geography of the UAE.

English

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good ↑	Good ↑	Acceptable

Findings:

- The school did not provide any attainment data in English for KG children. The school’s analysis of internal assessment data at the end of the 2022/23 academic year against Virginia state standards indicates that most students in grades 1–12 attain levels above curriculum standards. This high level of attainment does not align with external assessments and observations of students' knowledge and skills in class.
- The school has no external assessments for KG. There are no external curriculum-linked assessments in English. The school has conducted the Measures of Academic Progress (MAP) standardized assessments in grades 3 to 10. However, the school did not complete an accurate analysis to provide accurate measures of students’ attainment. The school participated in the Program for International Student Assessment (PISA) in 2018 and 2022. The results of PISA 2022 in reading literacy at 364.8 indicate that attainment in high school was below international standards in reading literacy.
- In lessons and their recent work, the majority of children in KG attain above curriculum standards. Most students in all grades in elementary, middle, and high demonstrate listening, understanding, speaking, and reading skills that are in line with curriculum standards. Reading comprehension is underdeveloped in elementary grades. Students in the high phases demonstrate an adequate level of confidence and depth of understanding when they are engaged in presentations, debates, and discussions. Students in elementary and middle school are less confident in presenting. In high school, older students in Grade 12, in particular, can speak fluently and write extensively for various purposes.
- The school did not provide an analysis of students' attainment data for the past three years for any of the phases.
- The school didn't provide internal progress data for KG. In the elementary, middle and high phases, the school’s analysis of internal assessment data indicates that most students make better than expected progress in relation to their individual starting points and toward the expectations of the Virginia state standards.
- In lessons, the majority of children and students in the KG, elementary, and middle phases make better than expected progress in developing their reading, writing, listening, and speaking skills, while most students in

the high phase make the expected progress. In KG and lower elementary, children and students' use of performing arts skills in presentations and public speaking is developing. In examining online information and how the media influences beliefs and behaviors, high school students' skills of analysis are emerging.

- The school does not track or analyze assessment data for the progress of groups of children and students across the school. In lessons, boys and girls make similar progress in KG and elementary. In lessons in middle and high school, in the girls section, students make better progress than students in the boys section. The majority of children and students with additional learning needs, including students of determination, make better-than-expected progress toward their targets. Higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve students' English and presentation skills, enabling them to share their learning in elementary and middle school confidently.
2. Improve students' English reading comprehension skills to raise their overall attainment.

Mathematics

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

Number and quantity and their use

Space and shape

Change relationship, algebra and trigonometry

Uncertainty, chance, data and data display

Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school does not conduct internal assessments to measure children’s attainment in mathematics in KG. For students in grades 1 to 12, attainment is measured against the Virginia State standards. Internal assessments have been analyzed by the school which suggests attainment is above curriculum standards for most students.
- In KG, there are no external assessments. There are no curriculum-linked external exams in mathematics for elementary, middle or high school. However, the school has conducted MAP standardized assessments for students in grades 3 to 10. The analysis of the results presented by the school does not provide an accurate analysis of attainment. In the most recent international assessment TIMSS in 2019, students in grade 4 and 8 in Mathematics have reached the low international benchmark. In PISA 2018 and 2022, the mathematical literacy skills of students were also benchmarked. Results of PISA 2022 at 388.7 indicate that students' attainment in the high phase was below international benchmark.
- In lessons in KG, the majority of children demonstrate knowledge and skills in counting, number and measuring that are above curriculum standards. In lessons and their recent work, most students in elementary, middle and high school demonstrate mathematical knowledge, skills and understanding that are in line with curriculum standards. In KG, children are gaining new mathematical knowledge and applying their skills in adding and subtracting to understand place value. The foundations for geometry and recognizing shapes are emerging. In elementary, middle and high school, most students develop a range of mathematical concepts including algebra, geometry and statistics. Learning in mathematics is usually abstract and students in all grades are less confident in connecting their learning to real life and solving problems connected to the real world.
- The school did not provide an analysis of attainment data for the past three years.
- In KG, the school does not track the amount of progress children make from their starting points or over time. In all grades, teachers assess students’ individual starting points in baseline tests at the start of each term. End-of-term internal assessments aligned to the Virginia State Standards are conducted in each grade. Results are compared to measure the amount of progress students make each term. Analysis of the progress tracking data indicates that the majority of students make better than expected progress from their starting points.

- In lessons in KG, the majority of children make better than expected progress toward learning objectives in line with curriculum standards. In elementary, middle and high school, most students make the expected progress in lessons.
- The school does not conduct a detailed analysis of the progress of different groups. However, lesson visits indicate that girls make more progress than boys, especially in higher grades. In all grades, there are no noticeable differences between the amount of progress Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination make the expected amount of progress toward their individual goals and targets. Higher-attaining students have only occasional opportunities to extend their learning. Consequently, their progress is similar to that of other students, and they do not always make the rapid progress they are capable of.

Next Steps:

1. In elementary, extend students conceptual understanding and accelerate progress through the use of more hands-on manipulatives in lessons.
2. Accelerate students' progress, especially in the boys' section, ensuring their learning tasks are completed in full and there is correct use of all mathematical instruments.
3. Improve students' skills in applying their mathematical knowledge, reasoning, and thinking to solve complex problems.

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

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

Findings:

- In KG, the school did not provide attainment data in science. For students in grades 1 to 12, attainment is measured against the expectations of the Next Generation Science Standards (NGSS). Internal assessment data has been analyzed by the school and suggests attainment for most students in the elementary and middle phases is above curriculum standards. Internal data suggest that in the high phase, most students attain above curriculum standards in biology, and a large majority of students attain above curriculum standards in chemistry. The high levels of attainment in elementary, middle and high phases do not align with external assessments or the level of students' knowledge and skills observed in lessons.
- There are no external assessments for KG. There are no external curriculum-linked assessments in science subjects. In MAP standardized assessments in grades 3 to 10, the school’s analysis was incomplete in providing accurate measures of students’ attainment. In the international assessment Trends in Mathematics and Science Studies (TIMSS 2019), students' attainment in science in grades 4 and 8 was at a low benchmark level. In PISA (2018 and 2022), the scientific literacy skills of high school students were benchmarked, and results suggest that most students' levels of attainment were below international benchmark.
- In lessons and their recent work, most children and students in all phases demonstrate scientific knowledge, understanding, and skills that are in line with curriculum standards. In KG, children's knowledge and understanding of nature and matter is emerging. Students in elementary are beginning to apply their skills and scientific knowledge and understanding. Students in the middle and high phases conduct planned experiments, usually in the laboratory, and are starting to apply scientific methods to derive simple conclusions from their investigations.
- The school did not provide students’ attainment data for the last three years.
- In KG, as children gain knowledge and develop skills in science, their progress is regularly observed by teachers. However, the school provided no internal progress data for KG to show their progress. In elementary, middle, and high phases, teachers assess students’ individual starting points in diagnostics tests at the start of each academic year. End-of-term tests aligned with the curriculum standards are conducted,

and results are compared with baselines to measure progress from starting points. Analysis of progress tracking data suggests that most students make more than the expected progress.

- In lessons in KG, most children make the expected progress in developing the scientific skills of exploration and investigation. Initiating investigations and exploring through hands-on resources is rare and hinders more rapid progress. In elementary and middle phases, most students make the expected amount of progress in understanding nature and matter and gain new learning in chemical reactions, learning to balance chemical equations. In high school, most students make the expected amount of progress in physics, biology, and chemistry. Older students in middle and high school occasionally plan and conduct laboratory experiments using scientific methods, analyze results and derive their conclusions. Engagement in experiments and practical investigation is limited and impedes the ongoing development of their scientific skills.
- The school does not conduct a detailed analysis of the progress of different groups. The evidence from lesson visits indicates that boys progress similarly to girls in all grades. Overall, there are no noticeable differences in the amount of progress Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. In lessons, higher-attaining students in all grades do not always make progress at the rapid rate they are capable of.

Next Steps:

1. Improve scientific skills for children and students to accelerate their progress in science.
2. Improve students' skills to initiate investigations and explore following the scientific method.

Learning Skills

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

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

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

Findings:

- Students throughout the school are enthusiastic about their lessons and enjoy learning. In KG, children initiate their own learning as they navigate between learning centers. Students in all grades occasionally take responsibility for their own learning. This is stronger in the girls' section where they take pride in the work they produce. Students in all grades refer to rubrics as a reminder of what they need to improve and how they might succeed.
- Interactions and collaboration among children in KG have a positive effect on their learning and progress in most subjects. Students in all grades generally collaborate adequately and contribute to a positive learning environment in lessons. Students interact and communicate adequately with their teachers and peers.
- Children and students in all grades connect their learning to the real-world and use their own experiences when explaining their ideas. Older students make meaningful links between subjects, particularly between English and social studies.
- The use of learning technology for research and independent inquiry is adequate in almost all lessons in the higher grades of the school. In KG, children can find things out for themselves. Children and students' critical thinking and problem-solving skills are emerging. Innovation and enterprise skills are evident for a small number of students across all grades but not all. In the high school, older students run their own baking business to fund end of year celebrations.

Next Steps:

1. Promote students' sense of responsibility for their learning.
2. Improve students' independent inquiry and research skills using learning technologies, especially in elementary.
3. Improve all students' innovation and enterprise skills.

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

Personal Development

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

Findings:

- Children and students have positive and responsible attitudes toward their learning in all grades across the school, especially in the girls' section. In KG, children enjoy learning and respond well to teachers’ and other adults' instructions and feedback. In elementary, middle, and high school, students can take responsibility for their learning and are proactive about what to do to improve.
- At 97%, attendance is very good. However, punctuality in morning arrival times and lessons after lunch is variable.
- The behavior of children and students in all grades is consistently positive. They are respectful and courteous to their peers, student prefects, and teachers. Students understand and strictly adhere to school rules and follow guidance for health and safety. Instances of bullying, including online, are rare.
- Students maintain friendly relationships with one another and with all teachers and staff, offering support to each other.
- Children and students adopt healthy eating habits, making wise food choices each day. They participate in many learning activities to raise awareness of safety and healthy lifestyles. Students engage in all the physical activities offered by the school.

Next Steps:

1. Promote students' greater self-efficacy in taking more responsibility for their learning at a level appropriate for their age.
2. Improve students' punctuality, especially on arrival at school.
3. Improve students' readiness to start lessons promptly and on time after lunch breaks.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- In all grades, students demonstrate a clear understanding, respect, and appreciation for Islamic values and the impact of Islam in their lives. This is reflected in many displays around the school.
- Across the school, children and students demonstrate a clear understanding and appreciation of UAE heritage and Emirati culture. This is evident through students' projects, presentations, wall displays, and the artifacts that are collected to celebrate the UAE's culture, history, and literature. They enthusiastically participate in Flag Day and National Day celebrations. Students take pride in the UAE's visionary leadership, which ensures continued growth and success. Only occasionally do students participate in activities outside the classroom or external trips and visits to enhance their understanding.
- Students have a clear understanding and appreciation of their own cultures. They eagerly participate in International Day celebrations and enjoy learning about food, national dress, and folklore dance in other world cultures. However, their knowledge of deeper elements of other world cultures, such as literature and history, and the common aspects and differences between UAE and these cultures is underdeveloped.

Next Steps:

1. Extend students' knowledge of other world cultures.
2. Broaden students' understanding and awareness of the heritage of the UAE through learning experiences beyond the classroom, including external trips and visits.
3. Deepen students' knowledge of the impact of Islamic values on the contemporary UAE.

Social responsibility and innovation skills

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

Findings:

- Students participate in initiatives that benefit the school community. They compete to gain support from their peers for key roles in the Student Council and the Prefect System. Students in leadership roles plan activities, including fundraising and volunteering, that help improve their school and the community.
- Students are usually well-motivated to learn. They occasionally take part in creative initiatives that promote enterprise and innovation. Overall, students' innovation and entrepreneurial skills are underdeveloped.
- Students are aware of the importance of protecting the environment. The Student Council demonstrated their commitment, leading a project on water desalination and all students' knowledge and responsibility for sustainability and conservation are less evident.

Next Steps:

1. Improve all students' innovation skills through inspiring projects that enable them to explore creative and alternative solutions to solve problems.
2. Improve students' skills of enterprise and entrepreneurship in lessons and through extracurricular activities.
3. Strengthen all students' understanding and awareness of sustainability and conservation and encourage greater levels of participation in environmentally friendly activities.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- In KG, teachers of Arabic, English, and mathematics have a strong understanding of how to apply their knowledge to support children's learning and progress. Most teachers in elementary, middle, and high school demonstrate secure subject knowledge and have an adequate understanding of how their students learn. However, in science, teachers rarely develop children's and students' scientific skills across the grades.
- Teachers in all subjects follow the school lesson planning format. Lessons are planned with appropriate learning objectives aligned with the curriculum standards and these are shared with students. Teachers apply the 5 phases of the Teacher Effectiveness Enhance Program (TEEP) in preparing their lessons. Plans are not always fully implemented across all subjects. However, teachers are more effective in the implementation of the planned lessons in KG in Arabic, English and mathematics. While the learning is planned for students of determination, the gifted and talented students are not mentioned in lesson plans. The classroom environments are conducive to learning, with helpful displays of exemplary work. Teaching resources are usually adequate. Resources are effectively used to encourage inquiry and playful learning in KG. In other grades, students are not always equipped with the hands-on resources, including manipulatives, and this affects their conceptual understanding. Teachers make effective use of the available lesson time.
- Teacher interactions with students are generally positive and ensure that they are engaged learners. Questioning is relevant but not consistent in challenging students to think more deeply or critically. Closed questioning technique is used by most teachers to direct or assess students' learning. Opportunities for discussion and dialogue are variable across the school and less consistent in the elementary phase and the boys' section.
- Teachers' use of strategies to meet the diverse needs of all students is adequate. Expectations and levels of challenge are frequently too low in most lessons in elementary and middle school. Teachers across all subjects provide general challenges. Planned learning activities are usually insufficiently personalized for different groups of students, especially the higher-attaining students. Consequently, the more able students are insufficiently challenged to accelerate their progress in line with their ability.
- Teachers sometimes motivate students to think critically and find solutions to problems through inquiry-based learning. However, there are not enough opportunities for students to initiate projects in all subjects since most of the learning is teacher-directed. Although teachers occasionally encourage students to conduct independent research and develop their learning skills, there is a heavy reliance on textbook work. As a result, innovation skills are not effectively promoted.

Next Steps:

1. Set higher expectations for students' progress in lessons.
2. Improve teachers' ability to meet the needs of different groups of students.

3. Expand range of activities for higher attaining students.
4. Provide regular opportunities to develop critical thinking, problem-solving and innovation skills in middle and high school.

Assessment

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

Findings:

- In KG, there are no internal assessments for English, mathematics, and science. In grades 1 to 12, internal assessment processes are generally in alignment with the Virginia state standard in English and mathematics and the Next Generation Science Standards (NGSS) in science. In Arabic, Islamic education, and social studies, internal assessments are aligned with the MoE curriculum standards in all grades. There are regular cycles of internal assessment, and processes are consistent across the school, with the aim of measuring students' academic achievement across all core subjects. However, internal assessments are not always reliable in giving an accurate measure of children's and students' knowledge, skills, and understanding.
- The school benchmarks students' attainment in high school in English, mathematics, and science against international standards by participating in the PISA international assessment. Standardized assessments are also conducted using MAP in grades 3 to 10 in English, mathematics, and science. There are three cycles of MAP each academic year. The results of individual students in consecutive cycles of MAP are compared to track improvements. Students' attainment in grades 4 and 8 is benchmarked through participation in the TIMSS international assessment. There are no standardized or international assessments to benchmark students' attainment in Arabic.
- In all grades, diagnostic baseline tests are conducted at the beginning of the year. There are end-of-term internal assessments in core subjects. The school conducts a basic analysis of assessment data, with some attempts to ensure a comprehensive data set to evaluate students' progress. The school's analysis is unreliable. The school does not conduct a refined analysis of progress data for the different groups of students. Consequently, there is no progress data for different groups of students, including low and high-attaining students, or comparisons of achievements of boys and girls.
- Teachers make adequate attempts to use assessment information to inform teaching strategies to meet the learning needs of students of different abilities. However, planned learning is usually insufficiently challenging, particularly for high-attaining students. There are occurrences where teachers identify areas where students may need additional support or challenge and make adjustments to planned teaching accordingly. However, this is inconsistent in most lessons.
- Teachers have an adequate understanding of most children's and students' strengths and weaknesses. There is a lack of personalized support to address individual needs across the school. Teachers usually share success criteria and engage students in self and peer assessments to help them improve their learning and skills. Most teachers provide oral feedback in addition to opportunities for peer feedback. However, it is frequently highly optimistic and lacks constructive advice. Written feedback is inconsistent across the school.

Next Steps:

1. Improve the rigor and accuracy of assessment procedures and data analysis across the school so that there is more reliable and accurate information about students' achievements.

2. Analyze assessment information regularly to track the academic progress and achievements of different groups of students.
3. Set clear expectations and strengthen processes for using assessment information in lesson planning.
4. Create differentiated lesson plans that cater to the individual needs of all students across all phases of the school.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Virginia State Standards (CCSS) for English and mathematics, the Next Generation Science Standards (NGSS) in science, and the Ministry of Education (MoE) curriculum for Arabic, Islamic education, and social studies. The school curriculum is broad and balanced and offers all children and students age-appropriate learning opportunities in a range of interesting subjects. The taught curriculum is relevant to children and students and is designed to ensure students gain knowledge. There is less focus on the acquisition and application of learning and scientific skills in grades 1- 12. In KG, the curriculum provides sufficient opportunities for children to initiate their learning and develop their creativity skills.
- The continuity and progression of learning are organized around the four phases of the taught curriculum in core subjects. The taught curriculum is planned to take into account students' existing knowledge and skills. Children in KG are adequately prepared for the next phase of learning as they start Grade 1. However, students in elementary, middle, and high school do not always achieve the levels expected by the end of the phase. The curriculum is taught adequately to meet the needs of most groups of students, except the higher-attainers.
- The range of curricular options provides ample choices that develop children's interests and aspirations in KG. Children rotate among learning centers and choose activities to initiate learning. The school offers a range number of curricular choices in the high school, including elective subjects. Choices are based on students' interests, such as World History and Personal Finance. Students are also provided with extracurricular choices in physical education, music, and art.
- Cross-curricular links are usually planned, but they do not always ensure that students effectively transfer their knowledge and skills between different subjects. There are meaningful links between Arabic, Islamic education, and social studies. These are well-planned by teachers. In other subjects, cross-curricular links are superficial and do not always ensure the transfer of students' knowledge and skills, especially in literacy and numeracy.
- The school conducts biweekly and termly reviews of the taught curriculum following the cycles of internal assessments. Reviews are conducted to ensure that all the curricula are fully aligned and meet the expectations of the Virginia state standards, NGSS, and the MoE curriculum. However, reviewing the curriculum to identify gaps in student's knowledge and skills and in meeting the needs of the different groups of students is limited.

Next Steps:

1. Review the curriculum to ensure sufficient focus on developing students' learning and scientific skills across all grades.
2. Conduct rigorous and thorough reviews of the taught curriculum to identify gaps in children's and students'

knowledge and skills, ensuring the review takes account of the needs of different groups of students.

3. Provide regular cross-curricular opportunities for students to make meaningful connections between core subjects.

Curriculum adaptation

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

Findings:

- The taught curriculum is modified to meet the learning needs of those with additional learning needs. The Head of Inclusion modifies the curriculum for 121 identified children and students with additional learning needs, including students of determination. This modification provides an appropriate tiered model of support for children and students through Universal Design for Learning, targeted intervention, and intensive and individualized intervention. Occasionally, in lessons, there are effectively planned modifications for students of determination, gifted, and talented. This is more consistent in English. Overall, adaptations to meet the needs of higher-attaining children and students are inconsistent across all subjects and phases of the school.
- In KG, children have opportunities to develop their creativity skills through independent learning centers and play-based activities. This promotes inquiry, exploration, and innovation. However, the development of innovation skills in other phases of the school is less evident. The curriculum in elementary, middle and high school in most subjects rarely provides sufficient opportunities for students to develop their enterprise skills. Enrichment experiences such as assemblies, inter-school events, and workshops are planned adequately to develop students' leadership skills. The extracurricular activities program does not provide enough opportunities for students to develop innovation and enterprise skills.
- The curriculum embeds a wide range of learning experiences and interesting opportunities for students to appreciate the UAE's heritage and culture. Children enjoy time in the heritage room, exploring interesting resources and artifacts. Students create displays and engage in presentations, assemblies, and workshops. In many lessons, there are opportunities to establish links with Emirati and UAE culture.

Next Steps:

1. Plan for modifications that meet the needs of all students in every lesson consistently.
2. Adapt the taught curriculum in all subjects to meet the needs of higher-attaining children and students.
3. Provide sufficient opportunities for students to develop innovation and enterprise skills.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has rigorous procedures for safeguarding and protecting children and students, including health and safety arrangements. Child protection procedures are documented in written policies that are shared with stakeholders. The school is committed to protecting students from all forms of bullying, including cyberbullying. The school provides training in cyber safety by holding training workshops for students and parents.
- The school provides a safe, hygienic, and secure environment for all students and staff. Thorough safety checks take place regularly, and systematic routines are followed. The school conducts risk assessments before any sports or educational activities take place outside the school. All children and students are supervised at all times during the day in school and when traveling by bus.
- The school maintains records of regular fire drills. There are records for pest control that take place twice a month, and the water tank is regularly cleaned per municipality guidance. Records indicate that the school meets all legal requirements and is compliant with the Civil Defense requirements. All medication is kept in locked cupboards in the clinic, and nurses keep confidential records. There are records for the laboratories that follow strict procedures regarding chemical waste disposal, and there are records of all chemical substances that are kept in secure and locked cabins.
- The school ensures access to all premises and facilities, meeting the needs of students and staff with physical disability or mobility restrictions. All specialist facilities are accessible. The school provides a safe and secure classroom and indoor facilities for the children in KG. There are suitable outdoor spaces, although not all outdoor play equipment is surrounded by soft-landing flooring.
- The school prioritizes the promotion of healthy living. There are workshops to inform students about the importance of making healthy food choices. Older students in leadership roles occasionally lead workshops related to healthy living. Daily exercise and movement are encouraged during assembly, although these generally do not ensure that older students are enthusiastic participants.

Next Steps:

1. Ensure outdoor climbing and play equipment are surrounded by soft-landing surfaces.
2. Ensure older students have opportunities to plan and lead physical exercise activities that they enjoy and engage in.

3. Further strengthen safeguarding and child protection procedures in line with the best practices including maintaining records of attendance at mandatory safeguarding and child protection training for all employed staff.

Care and support

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

Findings:

- Teachers and other adults in the school have built strong, positive relationships with the students, whom they know very well. The entire school community has a culture of trust and respect. Effective systems are in place to encourage good behavior and conduct, and all students understand them. The school also shares its expectations with parents.
- The school is successful in tracking student attendance, as attendance levels are high overall. However, the school is less effective in ensuring students are punctual. Currently, students do not face any consequences for showing up late at school. The follow-up process for unauthorized absences is efficient, but the current systems for unauthorized lateness are less effective.
- The school has a comprehensive process for identifying students with additional educational needs. They have categorized 121 children and students based on their specific needs. The school maintains up-to-date records of diagnostic assessments conducted by qualified psychologists and therapists. They also have documented Learning Plans (DLPs), which include Individual Education Plans (IEPs) for students of determination. However, the school has not yet established a process to identify gifted and talented students and currently relies on recognizing them through their external achievements. The school has identified two gifted/talented students in sports who represent the UAE in cycling and basketball in international competitions. While the school celebrates its success, it has not yet created advanced learning plans (ALPs) to support its achievements.
- The Head of Inclusion oversees the support for those with additional learning needs, including students of determination. Personalized targets in IEPs are sometimes SMART and linked to individual categories of need. IEPs are accessible to teachers and enhanced by personalized curriculum accommodations and modifications guidance to help teachers support students in lessons. Teachers provide equitable access to education, particularly in English and mathematics, through an adaptive teaching approach to support the appropriate development of learning tasks during lessons. However, not all teachers are effective in tracking and monitoring progress and delivering best-inclusive practices. The head of Inclusion leads 1:1, and small group interventions and most learning needs are met. However, the support for gifted, talented, and higher-attaining children and students is not always effective in ensuring they make the progress they are capable of.
- The head of elementary, the social worker, and supervisors, along with teachers, provide trusted and well-informed information about the academic achievements of students. The care and guidance provided to support the well-being and personal development of children and students are effective. The open-door policy and the highly personalized guidance for students in grades 11 and 12 planning their next phase of education are highly appreciated by students and parents.

Next Steps:

1. Develop procedures to identify students who are gifted and talented. Provide them with sufficient challenge in lessons.

2. Enhance the procedures for implementing, tracking, and monitoring objectives in all documented learning plans (DLPs).
3. Ensure that gifted, talented, and high-achieving children and students reach their full potential through the implementation and careful monitoring of Advanced Learning Plans (ALPs).

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable

Findings:

- The school's senior leadership team, led by an experienced principal, is dedicated to promoting the UAE's national education priorities and inclusive education. The principal sets a clear direction and vision for the school, placing emphasis on an academically rigorous education that is supported by a student-centered and inclusive approach to learning. Additionally, the senior and middle leaders oversee multiple responsibilities and accountabilities.
- The principal, vice principal, and head of elementary form the senior leadership team. They demonstrate a secure understanding of the curriculum and best inclusive practices in teaching and learning, informed by external research. However, their understanding of effective assessment procedures is inconsistent. The implementation of Teacher Effectiveness Enhancement Program (TEEP) has been implemented to ensure consistency in classroom practice across the school. The impact of this initiative on raising academic standards is emerging.
- Communication amongst staff is effective. They are clear about their roles and responsibilities. There are professional and respectful relationships amongst all staff, and morale is positive. The principal adequately delegates responsibilities to a small but committed senior and middle leadership team, although they are assigned multiple subject and pastoral responsibilities. Consequently, there is a shared accountability for children and students' achievements.
- The principal and senior leaders are well aware of the school's areas of improvement. They have full confidence in the professional skills and expertise of the principal to drive change and improve academic achievement. The leadership team, led by the principal, has demonstrated sufficient capacity to enhance the school further. They understand the accountability for students' achievements and the overall performance of the school. The leaders have managed to improve some aspects of the school and ensure a more consistent approach to teaching. Additionally, they ensure that the school is compliant with all the statutory requirements.

Next Steps:

1. Establish a clear leadership structure and ensure that middle leaders are not burdened with multiple responsibilities. This will enable them to focus more on enhancing their leadership skills in their respective subjects.
2. Provide necessary training and empower middle leadership to reduce the dependence on the principal.
3. Allocate sufficient time for senior and middle leaders to fulfill their duties and responsibilities. Ensure that they are held accountable for improving the aspects of the school that they are responsible for.

School self-evaluation and improvement planning

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

Findings:

- The school’s self-evaluation (SEF) is informed by internal assessments and the achievements of individuals who participated in MAP standardized assessments. Self-evaluation judgments about the school's performance are highly optimistic and do not accurately represent the student's academic achievement and personal development. The school’s view of its overall performance is subjective because this is not rooted in sufficiently reliable assessment data.
- The monitoring of teaching and learning is systematic. Regular cycles of lesson observation are conducted by the principal, vice principal, and head of elementary. The observation forms monitor the implementation of the 5 phases of TEEP and inform the professional development of teachers. Lesson monitoring is not yet focused on the impact of teaching on students’ progress.
- The school improvement plan (SIP) is based on the school self-evaluation (SEF) and identifies areas for improvement. Improvement targets are mostly SMART (Specific, Measurable, Achievable, Relevant, and Time-bound). The SIP is reviewed termly, and targets are adjusted.
- The actions to improve teaching over time across the school are beginning to ensure greater consistency in classroom practices in all subjects but are not yet impactful on students' achievements. The school has sustained an overall acceptable performance.

Next Steps:

1. Enhance the precision of the school's self-evaluation by using dependable and accurate data analysis to support the assessments made regarding the academic accomplishments of students.
2. Ensure that the self-evaluation process is realistic and dependable enough to inform decisions regarding school improvement.
3. Revise the teaching monitoring criteria to consider the progress of children and students

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- Parents at the school demonstrate overwhelming confidence in the school's leadership and are avid supporters of the school. The Parent Council is active and involved in many aspects of school life. They make a positive contribution to the school community and dedicate time and resources to whole-school events. Parents are valued partners of the school. Most parents are wholeheartedly satisfied with the quality of education provided by the school.
- Communication channels are varied, and parents are satisfied with the communications they receive. Parents say they are well informed about their child's education and personal development. The head of inclusion maintains regular contact with the parents of students of determination.
- Formal reports are issued to parents at the end of each term. They provide relevant information about their child's academic achievements and personal development. However, reports do not consistently provide information about how students can improve in specific subjects. Parents can also meet with teachers to discuss their children's school reports.
- The school has established a small number of external partnerships in the locality, including other schools in the area, to coordinate sporting tournaments and competitive events. The school's connections with international organizations are limited to professional learning communities for leaders in their work to improve teaching further.

Next Steps:

1. Provide clear and precise reports to parents about the next steps in their child's learning in all subjects so that parents can help their child improve.
2. Extend partnerships with the international community beyond just professional learning communities so that they can have a positive impact on student's academic and personal growth.

Performance Indicator	Quality judgement
Governance	Good 

Findings:

- The Governing Board includes representation from most stakeholders, including the chair of the Parent Council. Teachers and students are not represented. Led by the Managing Director, governors are knowledgeable and well-informed about the school's day-to-day operations and plans to improve students' academic achievements further. There are regular visits to the school, weekly meetings with the principal, and monthly reports to ensure appropriate oversight of the school's work.
- The Managing Director maintains an appropriate balance of challenge and support for the school's leadership. Close monitoring ensures the school's aims and goals are achieved and that students contribute to the success of the UAE. The Managing Director ensures accountability for the school's success through the principal's performance management.
- The Governing Board exerts a positive influence on the school and continues to invest. There is a commitment to improving the school's infrastructure, providing all the necessary resources, and supporting the principal to ensure the school is fully staffed. The Governing Board fulfills its responsibilities and ensures all statutory requirements are met.

Next Steps:

1. Support the principal in increasing the number of middle leaders to create a more balanced leadership structure.
2. Track the progress made by leaders in enhancing students' academic performance and ensure transparency and accountability.
3. Ensure that the Governing Board has representatives from all stakeholders, including staff and students.

Management, staffing, facilities and resources

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

Findings:

- The school runs smoothly each day, with well-organized routines and a structured lesson timetable. However, both staff and students are not always punctual. The staff is qualified, though there has been a higher turnover rate than desired. The principal is dedicated to the ongoing professional development of all teachers to ensure consistency in teaching across the school. There are personalized training opportunities for teachers based on lesson monitoring observations.
- The school premises are sufficient, providing a spacious learning environment with all necessary specialized facilities to support the delivery of the curriculum. The school has a designated specialist leader for students with additional learning needs, including students of determination. The outdoor spaces are spacious and shaded, and the school provides full access to all areas of the site, accommodating those with mobility challenges.
- While the school's resources are adequate for the teaching of all subjects, there is a lack of hands-on manipulatives to support students in elementary grades, especially in mathematics and science. However, resources for students with additional learning needs, including students of determination, are adequate.

Next Steps:

1. Provide a range of hands-on manipulatives in mathematics and science to ensure that elementary students have access to the necessary resources to enhance their learning and understanding.
2. Focus on improving teacher retention rates and preventing high levels of teacher turnover.
3. Review the organization of the timetable to minimize transition times and ensure that all lessons start punctually on time.

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