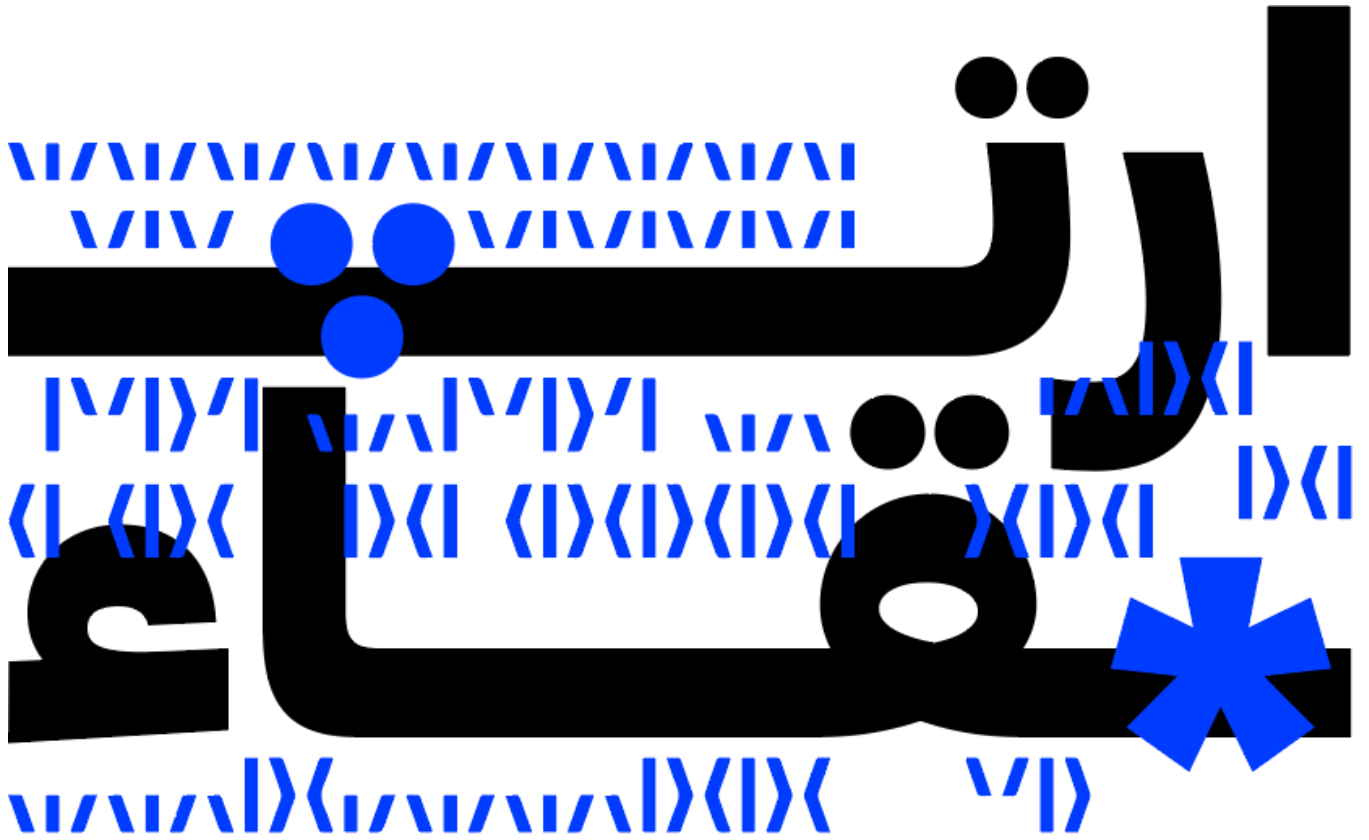




Irtiqa'a School Inspection

AY 2024/25

Oasis International School

Rating: Good

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School Information

General Information		
	Name	Oasis International School
	Esis Number	9127
	Location	63, At Talliy St, Al Jimi, Al Ain, 33371
	Website	http://oasisalain.com
	Telephone	037821001
	Principal	CHETHIKULATH KADIR ABDUL MANAF
	Inspection Dates	28 to 31 Oct 2024
	Curriculum	Indian

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1847
Number of Emirati students	2
Number of students of determination	17
Largest nationality group of students	India - Pakistan - Sudan

Information On Teachers

Number of teachers	135
Nationalities	India - Egypt - Pakistan
Number of teaching assistants	8

Changes since the previous inspection

Since the previous inspection, the school's overall performance has remained good.

The school has doubled in size from 912 students to 1804 enrolments at the time of this inspection visit.

Students' attainment in Islamic education has improved since the previous inspection, moving from acceptable to good in phases 1, 3, and 4, while phase 2 remains at acceptable. Progress has similarly improved from acceptable to good in phases 1, 2, and 4, with phase 3 continuing to be acceptable. In Arabic as a second language and UAE social studies, consistent improvement across all phases has raised ratings from acceptable to good, except for progress in social studies in phase 4, which remains acceptable.

Arabic as a first language has shown notable advancement in phase 1, with attainment improving from acceptable to good and progress making a significant leap from acceptable to very good, as most students are now making better than expected progress as indicated in their internal assessment results. Achievement in phase 2 remains at good. The improvements in Arabic-medium subjects are attributed to students' performance in both internal and external assessments. However, there is still significant variation in the quality of teaching across all subjects. Teachers often rely on a limited range of teaching strategies and do not effectively utilize resources that promote discussion and develop students' language skills.

Attainment and progress in English for phase 3 have declined from good to acceptable. In phase 2, attainment has also regressed from good to acceptable, though progress has remained good. In contrast, phase 1 has maintained good achievement, and phase 4 continues to show good attainment, although progress in phase 4 has declined from good to acceptable.

Achievement in mathematics remains consistently good across all phases. There have been some changes in science: attainment in phases 1 and 4 has regressed from good to acceptable, while phase 2 has remained at an acceptable level.

In phase 3, science achievement has declined from very good to good, and in phase 4, from good to acceptable, due to the need for further development of scientific thinking, investigative skills, and the ability to conclude. While progress in science has remained good in Phase 1, it has improved from acceptable to good in Phase 2.

As a result, students' learning skills remain good across all phases where they have a genuine interest in learning. Their involvement in lessons is also substantial.

Students' personal and social development, as well as their innovation skills, were not assessed in the previous inspection. However, during the current evaluation, students' personal development is rated as very good. This can be attributed to their positive and responsible attitudes and behaviors throughout the school day, as well as their punctuality. In contrast, their understanding of Islamic values and awareness of Emirati and world cultures is more limited; this aspect is considered acceptable in phases 1 and 2, and good in phases 3 and 4. Students' social responsibility and innovation skills are evaluated as good across all phases.

Teaching quality is generally good across all phases, but there are inconsistencies, particularly in how subjects plan for and address the diverse learning needs of students during lessons. Although assessment information is now analyzed more thoroughly, it is not yet fully integrated to differentiate learning effectively, which is essential for supporting and challenging all identified groups, especially higher achievers. Overall, the quality of assessment has declined from good to acceptable in phases 2 and 3, while it remains good in phases 1 and 4.

Performance standard 4 was not reported on during the previous inspection, and it is now evaluated as acceptable in both curriculum design and adaptation. Further improvements are needed in using assessments to tailor the curriculum to meet the needs of all students and student groups. Additionally, the planning and delivery of the curriculum do not sufficiently and consistently support the developing learning needs of all students across phases.

Health and safety have regressed from outstanding to very good across all phases. While students are aware of child protection and anti-bullying policies, there is room to enhance provisions for potential risks and mitigation measures. Care and support have also regressed from good to acceptable. The school does not offer in-school support services (ISSS) for students with additional learning needs, including students of determination.

Leadership and management have maintained a consistent rating since the previous inspection, except for self-evaluation and improvement planning, which have regressed from good to acceptable. While the school's self-evaluation assesses its performance that aligns with internal data, understanding its priorities could be enhanced and improved. Leaders have a strong grasp of best practices in teaching and learning, particularly concerning the achievement of ACER IBT test results, and they emphasize the focus on scientific skills. However, their understanding of assessment, grading scales, and benchmarking standards is less well-developed.

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 participated both in the TIMSS (Trends in International Mathematics and Science Study) assessment in 2023, and the PISA (Program for International Student Assessment) in 2022. The results for TIMSS (Trends in International Mathematics and Science Study) assessment are not yet available.

The school has not achieved their Scientific Literacy, Mathematical Literacy and Reading Literacy targets in the most recent PISA assessment.

There is a general awareness of international benchmarking assessments, and the school promotes the importance of doing well and making a more global comparison. The school has provided additional curricular support for mathematical content domains and has introduced examples of PISA-style and IBT-style questions in most mathematics, science and English lessons. Teacher questioning skills have been specifically developed through professional development courses to ensure that students are more familiar with the reasoning domain, particularly in mathematics and science.

Performance in standardized and international assessments

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

Standardized Assessments

ACER IBT is used as an external assessment for grades 3-9. Students' outcomes in Arabic and Islamic education in grade 12 are benchmarked against Ministry of Education standards. IBT results for the school year 2023/24 indicate outstanding attainment in science and mathematics, and acceptable attainment in English. These results do not align with the school's internal results.

This is an improvement in English and science in IBT from the overall results obtained during the previous two academic years.

International Assessments: TIMSS, PISA, PIRLS

The school entered 15-year-old students in the Program for International Student Assessment, PISA 2022. The results in reading literacy 365.2, mathematical literacy 363.1 and in scientific literacy 372.5 are all below the international averages and below the school targets.

The school participated in Trends in International Mathematics and Science Study, TIMSS 2023 and is awaiting the results.

Reading

The school has two well-equipped libraries, one serving the lower phases and the other the upper phases. Both are well stocked with age-appropriate fiction and non-fiction reading materials in both languages, with over 10,000 books in total. Approximately 2,050 of these books are Arabic fiction with 2,040 being English fiction.

Books are organized for easy student access, and students have weekly time-tabled library lessons, and are free to go to the library in their break times and after school hours. There is a well-qualified librarian who supports students and supervises library self-reading sessions where class groups come to the library during class time to read. There is a formal reading policy to promote reading in both Arabic and English.

Reading for comprehension is further promoted in lessons in English and Arabic, and both departments have produced detailed action plans to underpin the reading policy.

The school's reading program is coordinated by members of the English and Arabic departments. The coordinators organize reading activities and competitions using class diagnostic assessments in Arabic and English. These assessments include a combination of computer and paper-based assessments that monitor students' skills in independent reading.

In phase 1, the development of reading skills is addressed through the systematic teaching of phonics. In addition, parental support is sought to promote reading at home, each week the librarian sends every student in grades 1 and 2 a story through the on-line portal to read at home with their parents. Parents are also encouraged to join a commercial scheme where they can support their child's reading in Arabic. Parents are encouraged to support the school's promotion of reading by donating age-appropriate books that are no longer required at home. These are incorporated into the school library or the classroom libraries.

The school has participated in national reading initiatives and competitions such as the group reading competition and National Reading Day activities. Students are encouraged to write reviews of the books they read and these are bound by the school and kept in the library for other students to read. Students are also encouraged to read newspapers and write their own newspaper articles.

Students' reading proficiency success is celebrated through awards and certificates which are presented during assemblies.

Strengths of the school

- Students in the upper phases exhibit highly positive attitudes toward their learning, engaging effectively in collaborative activities and demonstrating strong interpersonal skills.
- Students' positive behavior and the respectful relationships between students, their peers, and teachers create a supportive and inclusive environment, conducive for learning.
- The school's safety arrangements, including child protection protocols, keep students safe and secure in school.
- The principal's vision and direction for the school are shared by most school leaders, promoting unified approaches to improving the school.
- The partnerships with the parents, particularly the quality of communication and the reports the parents receive on their children's progress, ensure parents are well-informed and engaged in their children's education.

Key Recommendations

1. Consolidate the improvements in student achievement in Arabic as a second language, UAE social studies and Islamic education, and address the decline in student attainment and progress in English and science by:

- improving the pace of lessons by promoting effective planning of learning activities and time-management to enable students to finish all planned activities and reflect on their learning.
- providing further opportunities to practice extended reading and writing in English and Arabic.
- providing more challenging activities for the more able and appropriate support for the less able in lessons.
- exposing students to a wider range of reading texts in English and providing more opportunities for speaking

in realistic contexts and developing students' extended writing across the school.

- improving students' skills of prediction, observation and recording in all phases and enhancing their experimentation skills in phases 3 and 4, particularly in chemistry.
- improving students' research skills using a range of sources, including digital technology.

2. Embed strategies for effective teaching and learning consistently across all subjects, particularly in Phase 1 to further accelerate students' progress in lessons by:

- ensuring phase 1 curriculum provides opportunities for students to investigate, explore and develop an understanding of their immediate and wider environment through play-based learning approaches.
- meeting the individual needs of all learners more consistently within lessons, particularly students with additional learning needs, including students of determination, low attaining students, and the gifted and talented.
- ensuring consistent opportunities are provided for students to think and reflect on their responses to questions, give more extended answers, consolidate their learning, and develop the appropriate language and critical thinking skills.
- analyzing internal and external assessment data robustly against national and international benchmarks and ensuring that teachers understand and use the outcomes to plan and deliver learning activities to meet the needs of all students.
- implementing questioning techniques that require students to give extended responses in lessons and promoting their critical thinking skills.
- ensuring teachers' assessment and feedback are consistent, aligned to curriculum outcomes and provide students with next steps to improve.
- providing targeted professional development for all teachers on strategies that develop students' enterprise and research skills.

3. Strengthen the school's procedures for monitoring, evaluation and planning of lessons by:

- revising the current observation checklist for monitoring and evaluating lessons to include a greater emphasis on the students' learning skills and their attainment and progress.
- providing additional training for all leaders in evaluating learning in lessons.
- using the analysis of assessment outcomes and of students' achievements in classroom observations to inform detailed improvement planning for subjects.
- reviewing student achievement in relation to these improvement plans at regular intervals throughout the year and adjusting where necessary.
- making more effective use of the external assessment data analysis to benchmark more accurately students' achievement and the overall evaluations of the school's provision.

Overall School Performance: Good

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students’ achievements

Islamic Education

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



Holy Qur’an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school’s analysis of internal assessment data at the end of the AY2023/24 indicates that most students in phases 1, 3, and 4, and the large majority in phase 2 attain levels above curriculum standards. This high level does not align with the levels of students’ knowledge and skills observed in lessons.
- The MoE assessment results for Grade 12 indicate outstanding attainment.
- In lessons and their recent work, the majority of students in Phases 1, 3, and 4 demonstrate subject knowledge, skills, and understanding above curriculum standards, while most students in Phase 2 attain levels in line with curriculum standards.
- Non-native students experience difficulties in accurately reciting the Holy Qur’an and Noble Hadiths.
- Over the past three years, internal assessment data indicates consistently outstanding attainment in Phase 1 and very good attainment in Phase 2. Data indicates that attainment improved from good in the AY2021/22 to steady outstanding in the last two academic years in Phases 3 and 4.
- The school’s analysis of internal assessment data indicates that a large majority of students in Phases 1 and 4 and the majority in Phase 2 make better than expected progress over time and from their starting points, while most students in Phase 3 make the expected progress.
- In lessons, the majority of students in Phases 1, 2, and 4 make better than the expected progress, while most students in Phase 3 only make the expected progress from the starting point against learning objectives

aligned to curriculum standards.

- The school's analysis of progress data shows that in phase 1, most girls, high attainers, students with additional learning needs, including students of determination, and gifted and talented students and a large majority of boys make better than expected progress. In Phase 2, while most low attainers and students with additional learning needs, including students of determination, a large majority of high attainers, and a majority of boys and girls make better than expected progress, less than three-quarters of gifted and talented students make the expected progress. In Phase 3, most girls and gifted and talented students, and a large majority of high attainers make better than expected progress. However, most boys and few low attainers make the expected progress. Available data in Phase 4 indicates that most girls and high attainers and a majority of the boys make better than expected progress.

Next Steps:

1. Enhance students' comprehension of subject-specific concepts and terminology across all phases.
2. Develop Phase 2 students' understanding of the Prophet's (PBUH) biography.
3. Improve non-native students' reading literacy and pronunciation to strengthen Qur'anic and Hadith recitation skills.

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 	Good	Not Applicable	Not Applicable
	Progress	Very Good 	Good	Not Applicable	Not Applicable

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 academic year against the Ministry of Education (MoE) curriculum standards indicates that most Phases 1 and 2 students attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has administered the International Benchmark test (IBT) to benchmark students' attainment in Arabic in grades 3 - 9. Students' IBT results in the AY2023/24 indicate very good attainment in Phases 2, 3 and 4.
- In lessons and their recent work, the majority of students in Phases 1 and 2 demonstrate listening, reading, and comprehension skills above the curriculum standards.
- The school's analysis of internal assessment data indicates that the majority of students in Phase 1 and the majority in Phase 2 make better-than-expected progress over time and from their starting point at the beginning of the academic year.
- In lessons and their recent work, a large majority of students in Phase 1 and majority in Phase 2 make better than expected progress from the starting point against learning objectives aligned to curriculum standards.
- The school's analysis of progress data shows that boys make better progress than girls in Phase 2, while both make similar progress in Phase 1. A large majority of boys and girls in Phase 1, and boys in Phase 2, make better-than-expected progress from their starting point based on learning objectives aligned with curriculum standards, while the majority of girls in Phase 2 make better-than-expected progress. Most high attainers in Phases 1 and 2 and students with additional learning needs, including of determination in Phase 1 make better than expected progress from the starting point against learning objectives aligned to curriculum standards. In lessons, students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Lower- and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Provide additional reading support for KG students to strengthen independent word reading skills.
2. Enhance students' speaking skills in standard Arabic in Phases 1 and 2.
3. Improve the writing skills in Phases 1 and 2, enabling students to write at length with accurate grammar and punctuation.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Good ↑	Good ↑	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good ↑	Good ↑

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 against expectations per year group indicates that most students in Phases 1 and 2 and a large majority in Phases 3 and 4 attain levels above curriculum standards.
- The 2023/24 Arabic MoE exam results indicate that most Grade 12 students attain levels that are above curriculum standards, while the Arabic CBSE results for Phase 4 indicate that the large majority of students attain above curriculum standards. Additionally, ACER IBT results indicate that the large majority of students in Phases 2, 3, and 4 attain levels above curriculum standards.
- In lessons and recent work, the majority of students in all phases demonstrate levels above curriculum standards. Students demonstrate listening, speaking, and reading skills above expectations.
- Over the past three years, internal assessment data indicates that attainment has been consistently outstanding in Phase 1, while in Phase 2 it fluctuated between very good in the AY2021/22 and Acceptable in the AY2022/23, improving to outstanding in the last academic year. In Phases 3 and 4, attainment improved from acceptable in the AY2021/22 and 2022/23 to very good in the last academic year. External assessment data indicates consistent Outstanding attainment in the Arabic MoE exam over the past three years, while Arabic CBSE results have fluctuated between very good in the AY2021/22 and outstanding in the AY2022/23, with regression to very good in Phase 4 in the last academic year. In IBT, students' attainment improved from weak in the AY2021/22 and 2022/23 to very good in the last academic year.
- The school's analysis of internal assessment data indicates that the large majority of students in all phases make better-than-expected progress over time and from their starting points against learning objectives aligned with curriculum standards.
- In lessons and their recent work, the majority of students across phases make better than the expected progress in developing their listening, understanding, speaking, and reading skills.
- The school's internal assessment data indicates that the large majority of boys across all phases make better-than-expected progress. Most girls in Phase 3, the large majority in Phases 2 and 4, and the majority in Phase 1 make better than expected progress. While most high attainers in Phase 2 make better than expected progress, less than three-quarters in Phase 3 and few in Phase 4 make the expected progress. Most high attainers in Phase 1 and the large majority in the other phases make better than expected progress. Most students with additional learning needs, including students of determination, make better than expected progress in phases 1 and 2. While most gifted and talented students in Phase 4 make better than expected progress, most gifted and talented students in Phase 1 and less than three-quarters in Phase 2 make the expected progress.

Next Steps:

1. Enhance students' speaking, reading fluency, comprehension and literacy skills across all phases.

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	Good ↑	Good ↑	Good ↑	Good
	Progress	Good ↑	Good ↑	Good ↑	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phase 1 and the large majority in phases 2, 3, and 4 attain levels 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, or international social studies assessments for all grades.
- In lessons and students' work, the majority of students across all phases demonstrate levels of knowledge, skills, and understanding above the curriculum standards.
- Over the past three years, the school's internal data indicates fluctuating attainment across all phases. In Phase 1, attainment regressed from outstanding in the AY2021/22 to very good in the AY2022/23 and improved to outstanding in the last academic year. In phases 2 and 3, attainment regressed from good in the AY2021/22 to acceptable in the AY2022/23 and improved to very good in the last academic year. In Phase 4, attainment regressed from very good in the AY2021/22 to good in the AY2022/23 and improved to very good in the last academic year.
- The school's analysis of internal assessment data indicates that the majority of students in Phase 1 and the large majority in Phases 2 and 3 make better than expected progress over time and from their starting point at the beginning of the academic year, while most students in phase 4 make the expected progress.
- In lessons and recent students' work, the majority of students in phases 1, 2 and 3 make better than expected progress, while most students in phase 4 make the expected progress against appropriate learning objectives in line with the curriculum standards.
- The school's assessment data indicates that the majority of boys make better than expected progress in phases 1, 2, and 3, while most make the expected progress in Phase 4. Girls make better progress than boys, where most girls in Phase 3, the large majority in Phase 1, and the majority in Phases 2 and 4 make better than expected progress. Available data indicates that most low attainers in phases 2 and 3 make better than expected progress. Most high attainers in phases 1 and 2 and the majority in phases 3 and 4 make better

than expected progress. While most students with additional learning needs, including students of determination, in Phase 1 make better than expected progress, less than three-quarters in Phase 2 make the expected progress. Most gifted and talented students in phases 1, 2 and 3 make better than expected progress, however less than three-quarters in Phase 4 make the expected progress.

Next Steps:

1. Strengthen alignment between assessment data and observed performance by ensuring that internal assessment results accurately reflect students' knowledge and skills demonstrated in lessons and their work across all phases, particularly in Phase 4.
2. Enhance targeted support for specific student groups, particularly students with additional learning needs and gifted and talented students in Phase 4, to ensure they consistently make better-than-expected progress.

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 ↓	Good
	Progress	Good	Good	Acceptable ↓	Acceptable ↓

Findings:

- The school's internal assessment data against the CBSE curriculum standards at the end of the AY2023/24 indicates that most Phase 1 students attain levels above curriculum standards, while most students in Phases 2, 3, and 4 attain levels in line with the curriculum standards.
- Students' attainment is benchmarked against external and international assessments. The 2023/24 ACER IBT English assessment results indicate that less than three-quarters of students in phases 2 and 3 and in grade 9 of phase 4 attain levels aligned with the national and international standards. In CBSE-English examinations of the AY2023/24, the majority of grade 10 students and the large majority of grade 12 students attain levels above national and international standards. In PISA 2022, the school did not meet the international average or its set target of 470.1, with a score of 365.2.
- In lessons and students' work scrutiny, the majority of students in phases 1 and 4 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards.
- Over the past three years, the school's internal assessment data indicates outstanding attainment in Phase 1. Meanwhile, in Phase 2, attainment regressed from good to acceptable in the AY2023/24. In Phase 3, attainment fluctuated, improving from good in the AY2021/22 to very good in the AY2022/23, then regressing to acceptable in the AY2023/24. However, in phase 4, attainment has improved from weak to acceptable in the AY2023/24. ACER IBT results consistently indicate weak attainment over the past three years, whereas CBSE-English results fluctuated between very good in the AY2021/22, outstanding in the AY2022/23, regressing to very good in the last academic year.
- The school tracks students' progress over time and from their starting points at the beginning of the academic year. Progress data indicates that the large majority of students in Phases 1 and 4 and most students in Phase 2 make better than expected progress, while less than three-quarters of students in Phase 3 make the expected progress.
- In lessons and students' work scrutiny, the majority of students in phases 1 and 2 make better than expected progress, while most students in phases 3 and 4 make the expected progress.

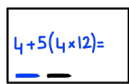
- The school tracks the progress of groups of students. Data indicates that in phase 1, the large majority of boys and girls, and most high attainers, students with additional learning needs, including students of determination and gifted and talented students, make better than expected progress. In phase 2, the large majority of boys, girls, high attainers, and gifted and talented students, and most students with additional learning needs, including students of determination, make better than expected progress. Groups' progress is lower in the higher phases, as in phase 3, only a majority of high attainers make better than expected progress, while most girls and less than three-quarters of boys and gifted and talented students make the expected progress. In phase 4, the large majority of girls make better than expected progress, while most high attainers and less than three-quarters of boys, low attainers, and gifted and talented students make the expected progress.

Next Steps:

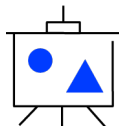
1. Strengthen students' reasoning and argumentation skills through targeted teaching strategies that encourage critical thinking and reasoning.
2. Enhance students' attainment and progress in ACER IBT standardized assessment across grade 3 to 9.
3. Accelerate the progress of different student groups in phases 3 and 4 by ensuring differentiated instruction and targeted support.

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:



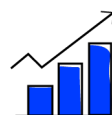
Number and quantity and their use



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	Good	Good	Good
	Progress	Good	Good	Good	Good

Findings:

- The school's internal assessment data against the CBSE mathematics curriculum standards at the end of the AY2023/24 indicates that most students in Phase 1 attain levels above the curriculum standards, while most Phase 2 students and less than three-quarters of students in Phase 3 and 4 attain levels in line with the curriculum standards.
- The 2023/24 ACER IBT mathematics assessment results indicate that most students in phases 2 and 3 and in grade 9 of phase 4 attain levels above national and international standards. In CBSE-mathematics examinations of the AY2023/24, less than three-quarters of grade 10 and most grade 12 students attain levels aligned with national and international standards. In PISA 2022, the school did not meet the international average or its set target of 493.1, with a score of 363.1. The school participated in the TIMSS 2023 assessment and is awaiting the results.
- In lessons and students' work scrutiny, the majority of students across phases demonstrate levels of knowledge, skills, and understanding that are higher than the curriculum standards.
- Over the last three years, students' attainment in phase 1 fluctuated, regressing from outstanding in the AY2021/22 to very good in the AY2022/23 and improving to outstanding in the last academic year. In phase 2, students' attainment regressed from good in the AY2021/22 to acceptable over the last two academic years. Similarly, in phase 3, students' attainment regressed from acceptable in the AY2021/22 to weak over the last two academic years. In phase 4, however, attainment has consistently been weak over the last three years. ACER IBT assessment data indicates that students' attainment has consistently been outstanding over the past three years, however CBSE assessment data indicates consistent weak attainment over the past three years.
- The school tracks students' progress over time and from their starting points at the beginning of the academic year. Progress data indicates that the large majority of students in Phase 1 and the majority in Phase 2 make better than expected progress, while less than three-quarters in phases 3 and 4 make the expected progress.
- In lessons and students' work scrutiny, the majority of students across all phases make better than expected progress.

- The school tracks the progress of groups of students. Data indicates that in Phase 1, most high attainers and the large majority of boys and girls make better than expected progress, while less than three-quarters of students with additional learning needs, including students of determination, make the expected progress. In the other phases, groups' progress is lower, whereas in Phase 2, only a majority of high attainers make better than expected progress, while most boys and less than three-quarters of girls, gifted and talented students, and students with additional learning needs, including students of determination, make the expected progress. In Phase 3, most high attainers and less than three-quarters of boys, girls, and gifted and talented students make the expected progress. In Phase 4, the large majority of girls and the majority of high attainers make better than expected progress, while most gifted and talented students and less than three-quarters of the boys and low attainers make the expected progress.

Next Steps:

1. Develop targeted support strategies to improve students' attainment in CBSE examinations, particularly for Grade 10 students.
2. Increase and enhance opportunities for practical mathematics activities to improve investigative skills.
3. Accelerate the progress of different student groups in phases 2, 3 and 4 by ensuring differentiated instruction and targeted support.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 1 attain levels that are above curriculum standards, while most students in Phase 2 and less than three-quarters in Phase 3 and in Phase 4 grades 9 and 10 attain in line with curriculum standards. In grades 11 and 12 of phase 4, less than three quarters of students attain in line with curriculum standards in physics and chemistry, and most students attain in line with curriculum standards in biology.
- The 2023/24 ACER IBT science assessment results indicate that most students in phases 2 and 3, and in grade 9 attain levels above national and international standards. In CBSE examinations of the AY2023/24, most students attain levels in line with the national and international standards in grade 10 science, and in grade 12 physics, chemistry and biology. In PISA 2022, the school did not meet the international average or its set target of 480.2 with a score of 372.5. The school participated in TIMSS 2023 and is awaiting the results.
- In lessons and their most recent work, most students in phases 1, 2 and 4 attain levels in line with curriculum standards, while a majority of students in phase 3 attain levels above curriculum standards. In phases 1, 2 and 3, students demonstrate limited skills in performing practical and hands-on tasks, and in using scientific vocabulary. In Phase 4, students' representation and reasoning skills are still developing.
- School's internal assessment data over the last three years indicates consistent outstanding attainment in phase 1, weak attainment in grades 9 and 10 science and acceptable attainment in grades 11 and 12 in biology. Attainment in Phase 2 indicates a downward trend with students' attainment regressing from very good to good and acceptable over the last three years. In Phase 3, students' attainment regressed from acceptable in the AY2021/22 to weak in the last two academic years. In grades 11 and 12, physics attainment improved from weak in the AY2021/22 to acceptable in the AY2022/23, however regressed to weak again in the last academic year. While grades 11 and 12 chemistry attainment improved from good in the AY2021/22 to very good in the AY2022/23, it substantially regressed to weak in the last academic year. ACER IBT assessment data indicates an upward trend with students' attainment improving from weak to good and outstanding over the past three years. CBSE assessment data indicates consistent acceptable attainment in grade 10 science, and in grade 12 physics and chemistry. In grade 12 biology, students' attainment fluctuated between acceptable in the AY2021/22 and good in the AY2022/23, regressing to acceptable in

the last academic year.

- School's internal assessment data for the AY2023/24 indicates that a large majority of phases 1 and 2 students and a majority of Phase 3 students make better than expected progress from the beginning of the academic year. In phase 4, less than three quarters of grades 9 and 10 students and of grades 11 and 12 students make the expected progress on science and chemistry respectively, while a large majority of grades 11 and 12 students make better than expected progress on physics and biology.
- In lessons and their recent work, the majority of students in phases 1, 2 and 3 make better than expected progress, while most students in Phase 4 make the expected progress.
- The school's internal assessment data for the AY2023/24 indicates that the large majority of boys in phases 1 and 2, the majority in phase 3, and in grades 11 and 12 biology make better than expected progress, while less than three-quarters in grades 9 and 10, and in grades 11 and 12 physics and chemistry make the expected progress. Most girls in phase 1, the large majority in grades 11 and 12 physics and biology and the majority in phases 2 and 3 make better than expected progress, whereas less than three-quarters of the girls in grades 9 and 10, and in grades 11 and 12 chemistry make the expected progress. Most high attainers in phases 1 and 2, the large majority in phase 3 and the majority in grades 9 and 10 make better than expected progress, whereas, in grades 11 and 12, most high attainers make the expected progress. While most gifted and talented students in phase make better than expected progress, less than three quarters of gifted and talented students in phases 2 and 3 and most in grades 9 and 10 make the expected progress. Data is only available for low attainers in grades 9 and 10 of phase 4, where less than three quarters make the expected progress. Available data further indicates that less than three quarters of students with additional learning needs, including students of determination, in phase 1 make the expected progress and most in phase 2 make better than expected progress. Overall, groups' progress in phases 3 and 4 is lower than that in phases 1 and 2.

Next Steps:

1. Increase opportunities for students in phases 1, 2, and 3 to engage in hands-on scientific activities and practical experiments.
2. Enhance students' representation, reasoning, and critical thinking skills to support more advanced scientific problem-solving and analysis, particularly in phase 4.
3. Accelerate the progress of different student groups in phases 3 and 4 by ensuring differentiated instruction and targeted support.

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	Good	Good	Good

Findings:

- In phases 1, 2, and 3, students generally exhibit positive attitudes towards learning and engage actively with lesson content, particularly with teacher guidance. However, some students occasionally become distracted during lessons and require intervention to stay focused. In phases 1 and 2, students are beginning to take responsibility for their progress, recognizing areas where they need improvement, but they remain dependent on teacher support to stay on task and develop independent learning skills. Students in phase 4 display a stronger sense of ownership over their learning, setting personal goals and independently managing tasks. They readily engage in technology-based projects such as research and presentations.
- Across the phases, students collaborate well in groups, fostering a positive classroom environment. However, collaboration skills vary; high-attaining students demonstrate stronger focus and responsibility, while others may need prompts to stay on task. In Phase 4, students communicate their learning more effectively through verbal explanations, whereas younger students, including those in KG, rely on both verbal and physical responses. In Arabic and UAE Social Studies lessons, interactions support learning, however there is scope to integrate more structured collaborative opportunities to deepen understanding and strengthen cross-curricular connections.
- Most students make clear connections between learning areas and real-world contexts. In almost all lessons, they show an awareness of UAE culture, using specific vocabulary to form sentences; however, cross-curricular connections are still emerging. In Phase 4, students demonstrate the ability to transfer knowledge across subjects, such as linking math and science concepts. There is scope to enhance phases 1 and 2 students' ability to integrate Social Studies and Arabic with other subjects, enhancing their contextual awareness and relevance.
- The use of learning technologies varies across phases. Phase 4 students demonstrate strong proficiency using technology for research and presentations, showcasing higher levels of inquiry and self-directed learning. In Phases 1 and 2, students less access to technology use for research or presentations. Opportunities to develop enterprise, critical thinking, and problem-solving skills are still developing across all phases due to insufficient technology resources.

Next Steps:

1. Enhance students' active participation in group activities and encourage deeper reflection on their contributions.
2. Provide opportunities for cross-curricular connections to engage students in interdisciplinary learning.
3. Expand the use of digital tools integrating learning technologies, especially in phases 1 and 2, to foster greater independence, curiosity, and research skills.

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

Personal Development

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

Findings:

- Students demonstrate positive and responsible attitudes through their respectful responses to instructions and critical feedback, while being well-organized and consistently following class routines.
- Students are frequently self-disciplined, aware of the school’s behavior policy. Bullying is rare, with students effectively resolving conflicts peacefully, fostering a positive learning community.
- Students from diverse cultures demonstrate mutual respect and acceptance of one another, regardless of nationality. Relationships among students and with staff are respectful and considerate.
- Students understand the importance of leading a healthy lifestyle through proper diet and regular exercise, demonstrating a secure understanding of safe and healthy living. Active participation in activities promoting healthy eating, such as Meatless Monday, includes observing younger students' lunchboxes to encourage healthy choices.
- Students' attendance is acceptable at 92.4% attendance rates. Students arrive at school and to lessons on time.

Next Steps:

1. Encourage students to lead health initiatives, expanding activities to promote healthy eating habits.
2. Improve the overall attendance to at least good across the school, focusing on Phase 2.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students develop an understanding of Islamic values and recognize their relevance and impact on everyday life in the UAE as they progress through phases. While they celebrate Islamic events, further support is needed to help them apply these key values to their lives and experiences.
- Across the school, students demonstrate a growing understanding of Emirati heritage and culture, further recognizing their significance to the people of the UAE as they progress through grade levels. The school supports this knowledge through projects, arts, and celebrations that allow students to express their appreciation for UAE heritage. Morning assemblies, including the singing of the UAE National Anthem, foster a daily connection to the culture, instilling a sense of belonging within the school community. Students celebrate national events with respect and enthusiasm, including National Day and Flag Day.
- Students, across the school, demonstrate a basic understanding about their own culture and celebrate it on occasion. However, their understanding may be somewhat isolated from other cultures. Global cultures are celebrated through events such as International Day, featuring food and performances from different countries. While most students know cultural diversity worldwide, their knowledge of similarities and differences is limited.

Next Steps:

1. Enhance connections between Emirati and global cultures to broaden students' cultural awareness.
2. Deepen students' understanding of global cultural diversity through more comprehensive learning experiences across the school and beyond.

Social responsibility and innovation skills

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

Findings:

- Students across the school demonstrate empathy, social responsibility, and a commitment to helping others through active involvement in social contributions. They willingly participate in various activities that positively impact the school community, including raising donations for orphans in collaboration with the Red Crescent.
- Students display a strong work ethic by actively designing and selling products during school events, showcasing their ability to manage business-related tasks. Participation in competitions like the First Lego League demonstrates students' teamwork, problem-solving skills, and technical expertise, while innovative ideas such as electronic tracking codes reflect their capacity for forward-thinking solutions.
- Students exhibit environmental responsibility and awareness through active engagement in sustainability initiatives. They participate in recycling programs, tree planting, and “Green Class” competitions, showcasing their commitment to preserving natural resources. STEM projects focusing on sustainability further highlight their ability to integrate environmental knowledge with practical action, demonstrating a proactive approach to addressing ecological challenges.

Next Steps:

1. Enhance leadership opportunities by involving students in planning and leading community service and environmental projects.
2. Expand innovation programs by introducing sessions to help students improve their entrepreneurial skills and develop solutions to real-world challenges.
3. Provide more opportunities for students to engage in sustainability initiatives both within the school and through partnerships with various organizations.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers consistently apply their knowledge of their subjects and of how students learn, which is a strength in the upper phases, where some teachers are highly competent. In KG, most teachers possess good subject knowledge, though there is scope to further improve early years pedagogies.
- Teachers deliver the school-formatted lesson plan diligently and use time and resources effectively to enable students to be successful learners. Some teachers in the lower phases do not always make the best use of time. This is due to less appropriate student engagement techniques and personalized lesson plans. In KG, differentiation is evident in planning, however it is not always personalized to meet the needs of all learners.
- Across phases, most teacher-student interactions promote student engagement as active learners. More noticeably in higher phases, questioning promotes thought and considered responses, and dialogue engages students in meaningful discussions and reflection. Occasionally, teachers' direct style of instruction does not allow opportunities for peer discussion and reflection. In KG, most teachers ask open-ended questions supporting the development of critical thinking skills, though this is not consistent across the whole phase.
- Most teachers use strategies that meet the learning needs of students. They provide appropriate support for students; however, this is not always sufficiently personalized, resulting in less progress in lessons. Teachers do not provide sufficient individual support for students who are identified as not making sufficient progress through the curriculum.
- Teachers occasionally incorporate opportunities to develop students' critical thinking, problem-solving, innovation and independent learning skills. Positive examples of independent learning skills and problem-solving occur in the phase 4 learning environments, phase 2 STEAM, or outside the taught curriculum in clubs and extra-curricular activities.

Next Steps:

1. Improve teachers' pedagogy to engage students in their learning, particularly in phases 1 and 2.
2. Promote higher order thinking skills, independent learning and problem solving to improve student achievement.
3. Ensure that lesson planning is more personalized to classes, groups and individuals to enhance student progress.

Assessment

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

Findings:

- The school has consistent internal assessment processes across all phases linked to the school's curriculum standards. Internal assessment provides data on students' academic progress over time but with less focus on personal and social development. Assessment processes in KG are more orientated to personal development.
- The school regularly assesses grades 3 to 9 students' English, mathematics, and science performance, conducting the standardized ACER IBT assessments. Grades 10 and 12 students take the external CBSE exams, and grade 12 students take the MOE assessment in Arabic and Islamic education. The school also benchmarks students' attainment against international standards in both PISA 2022 and TIMSS 2023. In addition, internal and external assessments vary with one another across all assessed subjects. The school's assessment process does not adhere to ADEK benchmarking or CBSE grade standards.
- The school has a data analysis system that captures both formative and summative assessment data and tracks cohorts over time to identify trends. Data is analyzed at individual and group levels to measure progress for some groups within the school, including boys, girls, high attainers, and gifted and talented students. There is a scope for developing the processes of identifying low-attaining students and those with additional learning needs, including students of determination.
- Teachers use assessment data effectively to guide lesson planning, adjusting teaching strategies to cater to the needs of different students and meet curriculum expectations. Teachers use this data to track each student's attainment and identify those who need intervention due to poor performance in formative and summative assessments.
- Teachers have good knowledge of the strengths and weaknesses of students in their classes. They provide oral feedback to students in lessons and offer support and guidance where needed. Teacher written feedback in students' copybooks is inconsistent in providing the next steps for improvement. Opportunities for self-assessment and planned peer assessment are present in some lessons but are not consistently implemented.

Next Steps:

1. Ensure that the school's internal assessments align with ADEK and CBSE benchmarks to provide a more accurate measure of students' progress.
2. Make more use of external benchmarking to validate internal student data.
3. Improve consistency in written feedback by providing targeted next steps for improvement in all subjects.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Indian National Curriculum Framework (NCF) for grades 1 to 12. The school successfully prepares students for CBSE board examinations at the end of grades 10 and 12. In KG, the school follows a curriculum that blends practice from the NCF and the British early years foundation stage curricula. The school curriculum policy closely aligns with UAE national priorities and fully meets the MoE curriculum requirements in grades 1 to 12. The school curriculum offers a range of subjects and language choices for students in grades 1 to 8. However, the balance of knowledge and skills in the taught curriculum is inconsistent, particularly in mathematics, science, and English. Students in KG have fewer opportunities to explore their immediate environment through play-based approaches.
- Curriculum planning is systematic and focused on structuring learning to effectively deliver content in lessons. The progression maps prepared for all subjects ensure the vertical alignment of contents within a phase. However, the progression of learning in mathematics, science, and English lessons across grades is uneven. Students are adequately prepared for the next phase of education.
- Curricular choices are adequate for older students. Students in Phase 4 have a choice of studying core and extended mathematics. In the higher secondary phase, the school offers two streams, science and commerce, with four electives and one compulsory language. The curriculum offers broader art and physical education opportunities in the lower grades, fostering creativity and physical development. As students progress to higher grades, the focus shifts towards core subjects.
- All lessons are planned to include relevant cross-curricular links. However, the application of these links is inconsistent across subjects and phases. In Phase 4, students can apply mathematical skills to adequately learn science topics; however, the students' transfer of learning between subjects is inconsistent in other phases.
- The leadership team periodically reviews the curriculum at the beginning of each school term. Modifications take place based on the feedback from parents and teachers over time. The most recent modification led to the development of additional learning materials for grades 1 to 5 in all subjects. Modifications in grades 6 to 8 include developing critical thinking questions and assignments shared with students via the school learning management system. Teachers regularly review the curriculum in their monthly department meetings and discuss modifications to assessment and teaching practices in lessons. However, the impact of the curricular modifications is not yet evident in student outcomes.

Next Steps:

1. Provide better opportunities for KG students to investigate, explore and develop an understanding of their immediate and wider environment through play-based learning approaches.
2. Ensure that cross-curricular links are consistently applied across all subjects and phases to facilitate effective transfer of learning between subjects.
3. Ensure that curricular modifications effectively lead to consistently better outcomes across all phases and subjects.

Curriculum adaptation

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

Findings:

- Curriculum adaptation in the school is adequate. Teachers modify approaches using learning resources, including manipulatives, videos, and worksheets. Although these modifications adequately meet the needs of high and middle achievers in lessons, they do not meet the needs of low achievers and students with additional learning needs.
- The curriculum design is rich, providing opportunities to engage most students and incorporating relevant learning experiences in Phases 2, 3, and 4. A minority of students are engaged in extra-curricular programs, including sports and clubs, organized on Saturdays. Introducing the STEAM program in Phase 2 and the Robotics program in Phase 3 engages most students in technological innovation in these phases. While the curriculum provides adequate opportunities for social contribution and community involvement, student participation varies across the different phases. Additionally, students have limited opportunities to develop enterprise and innovation skills in lessons.
- The curriculum provides appropriate learning experiences integrated into the school curriculum through established links in lesson content, special assemblies, events, and celebrations to develop students’ clear understanding of UAE values, culture, and society.

Next Steps:

1. Ensure the curricular modifications by teachers are effective, leading to consistent progress of different groups of students.
2. Provide opportunities for all students to develop enterprise and innovation skills in lessons.
3. Expand learning experiences that enhance their understanding and appreciation of the UAE culture and heritage.

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	Very Good ↓	Very Good ↓	Very Good ↓	Very Good ↓

Findings:

- The school has rigorous procedures for the safeguarding of students including child protection. There is a clearly documented policy shared with all the stakeholders through school diary and face to face orientations every academic year. All the staff are trained on safeguarding procedures, and students are well-aware of the procedures for the implementation of child protection policy. Regular orientation programs conducted by the child protection committee, along with supervision by school safety cadets and the display of rules and procedures, help raise awareness and ensure students are protected from all forms of bullying, including online.
- Arrangements to ensure students' health, safety, and security are effective. The clearly drafted health and safety policy is effectively implemented by the health and safety committee. All stakeholders receive regular updates on the policy and procedures. All the staff and students are aware of the rules and their responsibilities in keeping the school a very safe, clean and healthy place. The arrangements are thorough to ensure students are protected at all times in the school and on school transport. The school conducts regular emergency fire evacuation drills and is compliant with the Civil Defense regulatory requirements. While the risk assessments for maintaining safety inside the school building are adequate, the risk assessment and mitigation measures for ensuring student safety outdoors are not yet systematic.
- The school maintains effective standards in maintenance and record-keeping. Health and safety functions, including CCTV, clinic services, security, pest control, water quality testing, and tank maintenance, are effectively managed by external organizations. Regular monitoring and supervision by the health and safety team ensure that the school premises remain clean and hygienic, with waste disposal arrangements readily available. The school has two separate, well-equipped clinics staffed by two full-time qualified nurses each. Nurses provide regular medical services, including Body Mass Index (BMI) calculations and vaccinations. Essential medications are securely stored in a locked cupboard, with nurses supervising and administering them as needed. In partnership with the Ahilya Group, the school has access to on-call medical care, with a doctor available as required. Health records are comprehensive and securely maintained, with relevant information shared with the child protection officer.
- The school premises and facilities provide a safe environment for all members of the school community. The ramps, lift and specialist arrangements in the toilets ensure that all parts of the school are accessible to individuals with mobility or physical disabilities.
- The school effectively promotes healthy eating habits among most students. Routine checks, ongoing supervision, and creative initiatives encourage students to make healthy food choices and increase their awareness of nutritious options. The school canteen provides a sufficient selection of healthy foods, while the curriculum content adequately reinforces the importance of a balanced diet. Regular orientations led by

school nurses further support students in making informed dietary choices. However, the lack of shaded areas on playgrounds limits students' opportunities for outdoor physical activity.

Next Steps:

1. Enhance the quality of safety checks during the students' transition time.
2. Enhance the risk assessment procedures to ensure risk analysis and risk mitigation for all the outdoor activities.
3. Enhance student engagement in physical activities for improved healthy lifestyles.

Care and support

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

Findings:

- Relationships throughout the school are courteous and based on mutual respect. Behavior management procedures are adequate. Students understand the behavior management policies and regularly follow school routines. Parents are promptly notified of any incidents involving their children. Teachers build positive relationships with students, addressing their needs and fostering collaboration through activities such as school clubs, morning assemblies, and classroom interactions.
- The school has an adequate approach to promoting student attendance, maintaining accurate records of attendance and punctuality. Systems are in place to manage attendance, including follow-up on absences and lateness, with an acceptable attendance rate of 92.4%. Parents are promptly informed of actions taken by the school regarding unauthorized absences and lateness, and students consistently arrive on time for school and lessons.
- The school has appropriate procedures for identifying students with additional learning needs, with less than 5% of students identified as students of determination. No students of determination are identified in Phases 3 and 4. Well-qualified inclusion staff organize pull-out sessions and provide training to support students of determination and the gifted and talented within lessons. While the support facilitates adequate academic and personal progress, some sessions do not fully address students' needs.
- All students identified as having additional learning needs have individual educational plans (IEPs), and advanced learning plans (ALPs) are developed for the gifted and talented students. These plans are developed in consultation with parents, teachers, and students, ensuring that multiple perspectives inform the support strategies. However, the impact of these plans and teaching strategies are yet consistently realized throughout the school. Whilst these students are well-settled in lessons, there is scope to further develop their autonomy over time thereby preparing them for the next stage of their learning. The school does not provide in-school support services (ISSS) for students with additional learning needs, including students of determination. The gifted and talented students are not sufficiently challenged in lessons to make the progress they are capable of.
- The school effectively addresses students' needs and concerns, offering guidance on progress, health, and future education. Most students feel confident seeking help, with older students receiving appropriate advice on career choices and higher education pathways. The school fosters strong partnerships with local universities, offering informational sessions for students and parents and supporting Grade 11 students with university applications and career planning.

Next Steps:

1. Develop rigorous procedures to identify and meet the needs of students with additional learning needs, including students of determination.
2. Ensure consistent support for high attainers and expand support strategies for low attainers.
3. Develop autonomy in students of determination according to their individual capabilities, preparing them for the next stage of learning.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good

Findings:

- The principal has set a clear strategic direction for the school which is shared with the vice-principal and the school community. The middle leadership teams share the senior leaders' vision of an inclusive school which sets high standards for the students and staff, and which align with the UAE national priorities. However, the school identifies only one percent of its student population as having additional learning needs, including students of determination, which is notably low.
- The principal and the senior leaders work well as a team and take responsibility for key aspects of teaching, learning and assessment throughout the school. Senior leaders have good knowledge of the curriculum and best practice in teaching and learning; however, teaching in early years does not fully allow younger students to learn actively through exploration and play. Most middle leaders have a sound understanding of effective practice and are mostly successful in establishing a culture which promotes effective teaching and learning.
- Relationships throughout the school are good and are based on mutual respect. Middle leaders have been given greater responsibility for ensuring consistent and effective teaching and learning in lessons, while senior leaders hold them accountable for student performance within their respective areas. Morale throughout the school is positive.
- Leaders at all levels have a clear understanding of the improvements that need to be made in the school. They have identified key priorities for enhancement, including innovation and the effective use of assessment processes to boost student outcomes. They recognize the need for a more comprehensive approach to ensure that assessment data is utilized more effectively by teachers in their lessons. This aims to raise student achievement and develop the skills necessary for success, particularly in external assessments such as the international assessments of PISA, TIMSS, and PIRLS.
- Senior leaders have successfully improved key aspects of the school's operations. A growing awareness of collective accountability contributes to the ongoing improvement of school performance across all phases. They are generally successful in implementing strategies for enhancement, such as introducing a more rigorous approach to teachers' planning and following up on results to hold staff accountable. Despite the significant increase in student numbers since the previous inspection, student attainment in Islamic education, Arabic as a first and second language, and social studies, has improved to good levels across most phases. These improvements were not as evident in English and science where student attainment regressed, particularly in higher phases. Leadership has also ensured that the school complies with all statutory and regulatory requirements.

Next Steps:

1. Ensure that the school is fully inclusive by reviewing processes to identify students with additional learning needs.
2. Strengthen the role of middle leaders in improving student standards in lessons and assessments.
3. Develop a more comprehensive strategy to ensure teachers effectively use assessment data to enhance student outcomes, especially in external and international assessments.

School self-evaluation and improvement planning

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

Findings:

- The school employs an adequate approach to self-evaluation, having made a useful start in analyzing a wide range of data, including results from internal and external assessments. This data is used to inform the school's internal evaluation report and the school development plan. However, there is scope to improve data analysis. When combined with other forms of evidence that the school uses to evaluate subjects and performance standards, judgments are not consistently accurate to provide a true reflection of the quality of provision. Senior leaders have communicated the key areas for development to all staff and everyone is aware of their role in meeting the school's targets outlined in the school development plan.
- Teaching and learning are monitored and evaluated by senior and middle leaders, who have engaged in relevant professional development. However, evaluations lack a focused emphasis on students' learning and attainment in lessons. Additionally, benchmarking of internal and external assessment data is limited in scope and is not yet aligned with a sufficiently broad range of international standards, impacting the accuracy and depth of insights into student performance.
- The school development plan is generally well-constructed, identifies key areas for improvement and addresses all the priorities identified in the previous inspection report. Detailed action plans with measurable targets underpin the work to improve the school and meet the UAE's national priorities. However, more detailed action plans are required to prepare students for the PISA and TIMSS assessments. While the school development plan addresses the areas for improvement identified in the previous inspection report it does not encompass all of the development needs in the school, such as the challenges associated with a significant increase in enrolment over a short period of time.
- There has been some improvement since the previous inspection report, particularly in student achievement in Islamic education, Arabic first and second languages and social studies as a result of improvements in the overall quality of teaching in these subjects. However, student achievement in English and science has regressed since the previous inspection, largely due to the challenges posed by the school's expansion, with student numbers doubling since the last inspection. The school development plan must address these challenges to ensure consistent progress across all subjects.

Next Steps:

1. Further develop the processes for monitoring and evaluation of lessons to include a clearer focus on student learning.
2. Make more effective use of a wider range of analyses of internal and external assessment data to inform the school's internal evaluation documentation.
3. Ensure the school development plan reflects the challenges faced by the school in its continued expansion.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- Parental involvement in the school is effective. Parents regularly participate in various school events and orientation programs, making a positive contribution to student learning. A significant number of parents engage in school surveys, and their feedback leads to improvements in teaching and learning practices. While parents are aware of the international benchmarking programs that students undertake, their contributions to enhancing learning standards are not clearly evident in these areas. The parent council is well-established; however, members lack the empowerment to take on specific roles and responsibilities that could further improve learning outcomes.
- The school's open-door policy encourages effective communication with parents. Parents are highly satisfied with the communication methods which include emails, social media platforms, newsletters, school diary, WhatsApp groups, phone calls and face-to-face meetings. All parents are promptly informed about the updates related to their children's education. However, a few KG parents suggest the academic activity calendar be shared in advance for them to be prepared with the materials required for their children to successfully participate in school events. Further orientation is needed for parents of students with additional needs, including students of determination, to better understand the need for personalized support for their children.
- The school reports student achievements at the end of each school term. Report cards are detailed including information of student attainment and progress including their specific strengths and weaknesses in academic and personal development. The regular reporting about student progress through online applications and school diary, keep the parents informed and up to date with their child's learning. Student progress is discussed with the parents during scheduled face-to-face meetings. However, some parents prefer detailed discussions with teachers to devise an action plan to improve their child's learning based on the school reports.
- The school has developed strong and effective partnerships with both local communities and schools in India, fostering student participation in academic and sports competitions. The partnership with parents is well-established and impactful, with parents actively contributing to school events. Their involvement includes volunteering at school events, providing arts and crafts for decoration, conducting career orientation sessions, and accompanying students on field trips. The school's collaboration with the Red Crescent enables student participation in charity initiatives and donations. Through links with national and international organizations, students gain awareness and engage in environmental initiatives that contribute to achieving sustainable development goals.

Next Steps:

1. Empower the parent council by defining specific roles and responsibilities to make a greater impact on student academic outcomes.
2. Improve parental awareness of the need for personalized support, particularly for parents of students with special educational needs.
3. Enhance the links and partnerships with local, national, and international organizations for a greater impact on student personal and academic achievements.

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The school's governing board includes representatives of the school's owners with no formal representation of parents and other stakeholders. The governing body is informed about the school's day-to-day processes through regular parent and teacher surveys. A feature of the efforts the governing body makes to consult stakeholders is the regular meetings held with student council representatives. Members of the student council meet with the chair of the board and other board members to exchange their views of the school and how it can be improved. Meeting minutes are recorded, action points are noted, and appropriate actions are taken.
- The chair of the governing body stays actively involved with the school through regular visits and updates on its performance, holding senior leaders accountable for improvements. Governors know students' achievements and personal development, but their evaluation of the school's progress is insufficient to provide strong oversight. While they generally challenge the school effectively, their approach lacks the rigor needed for full accountability. Governors do not clearly understand how the school monitors and evaluates performance or uses assessment data to track student progress.
- The governing board's representative is involved in developing the school improvement plan and ensures that the school meets all the statutory requirements and is staffed appropriately and resourced to support effective teaching and learning. However, additional resources are required to support the development of a wider range of teaching strategies, particularly in phase 1.

Next Steps:

1. Apply more rigor to the scrutiny of the school internal evaluation processes.
2. Monitor more robustly the development of the school development plan and action plans and subsequently monitor their implementation.
3. Provide additional learning resources to support a wider range of teaching strategies throughout the school but particularly in phase 1.

Management, staffing, facilities and resources

Performance Indicator	Quality judgement
Management, staffing, facilities and resources	Very Good

Findings:

- Almost all aspects of the day-to-day management of the school are very well organized, with established procedures and routines that are highly effective. The principal, along with the senior leadership team (SLT), takes an active and visible role in the management of the school, addressing any issues quickly and efficiently. Key personnel, including the SLT, health and safety officers, and school counselors, hold regular meetings to facilitate communication and proactively address emerging concerns. Safety protocols, such as identification checks for parents during student pick-up times, have been implemented to ensure a secure environment. Using systems like Class DoJo aids in monitoring student behavior, contributing to a positive learning environment. The management practices are very well organized and instrumental in maintaining an orderly and supportive school culture, fostering a safe and nurturing environment for all students.
- The school is effectively staffed to fulfil its vision and mission, with most staff members suitably qualified and specialized in their respective subjects. The low turnover rate of 5% reflects a stable workforce, promoting continuity within the learning environment. Currently, 56 new teachers have joined, supported by a comprehensive induction program that includes ongoing professional development (CPD) of 75 hours focused on classroom management and adaptive teaching strategies. While the majority of teachers hold qualifications relevant to their subjects, some assigned to core subjects like Mathematics, Sciences, Arabic, Islamic Studies, Social Studies, and English have general qualifications in Education rather than subject specialists. Recruiting additional teachers with specialized subject knowledge is advised to enhance content delivery. The school offers regular professional development for all staff, and further individualized training, especially on differentiated instruction, would better support the varied learning needs of students. Expanding CPD to include personalized coaching on adaptive teaching strategies would ensure that lessons are both challenging and accessible for all learners.
- The school boasts high-quality, modern facilities that actively support student achievement and curriculum delivery. Specialized resources, including two libraries, science and ICT labs, music and art rooms, mathematics and robotics labs, and a dance studio, create a learning environment that enhances educational engagement. The early years outdoor play area is well-equipped with resources like tricycles to support motor skill development. The school prioritizes safety and accessibility, with over 150 CCTV cameras, emergency preparedness measures, and an on-site nurse to ensure student well-being. Ongoing renovations and facility enhancements reflect the school's commitment to providing an optimal learning environment. Adding shaded areas to playgrounds would further enhance student comfort and expand outdoor options, especially during hot weather. Maintaining well-equipped, accessible, and safe learning spaces will continue to foster a positive and supportive environment for student success.
- The school utilizes a wide range of relevant resources to support effective teaching and learning, including interactive whiteboards in almost all classrooms and well-stocked specialist rooms tailored to the curriculum requirements. However, there is a pressing need to enhance support for gifted and talented (G&T) students, as current provisions remain limited. Although the school's School Development Plan (SDP) addresses this area, further efforts are needed to ensure G&T students receive adequate recognition and support in the classroom. Increasing resource allocation for G&T identification and support, along with targeted lesson plans, will help meet the needs of these high-potential students. The school could benefit from investing in advanced technological tools to prepare students for a technology-driven future. Integrating more high-tech resources into the curriculum would support the educational foundation and equip students with the

skills to thrive in a digital world.

Next Steps:

1. Allocate resources to better support Students of Determination (SoDs) and G&T students, including individualized lesson plans and tailored classroom resources.
2. Align teacher development programs with school priorities and subject-specific needs, emphasizing differentiated instruction and adaptive teaching strategies.
3. Invest in high-tech resources and tools to support an innovative curriculum that prepares students for a technology-oriented future, ensuring they are equipped to achieve their full potential.

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