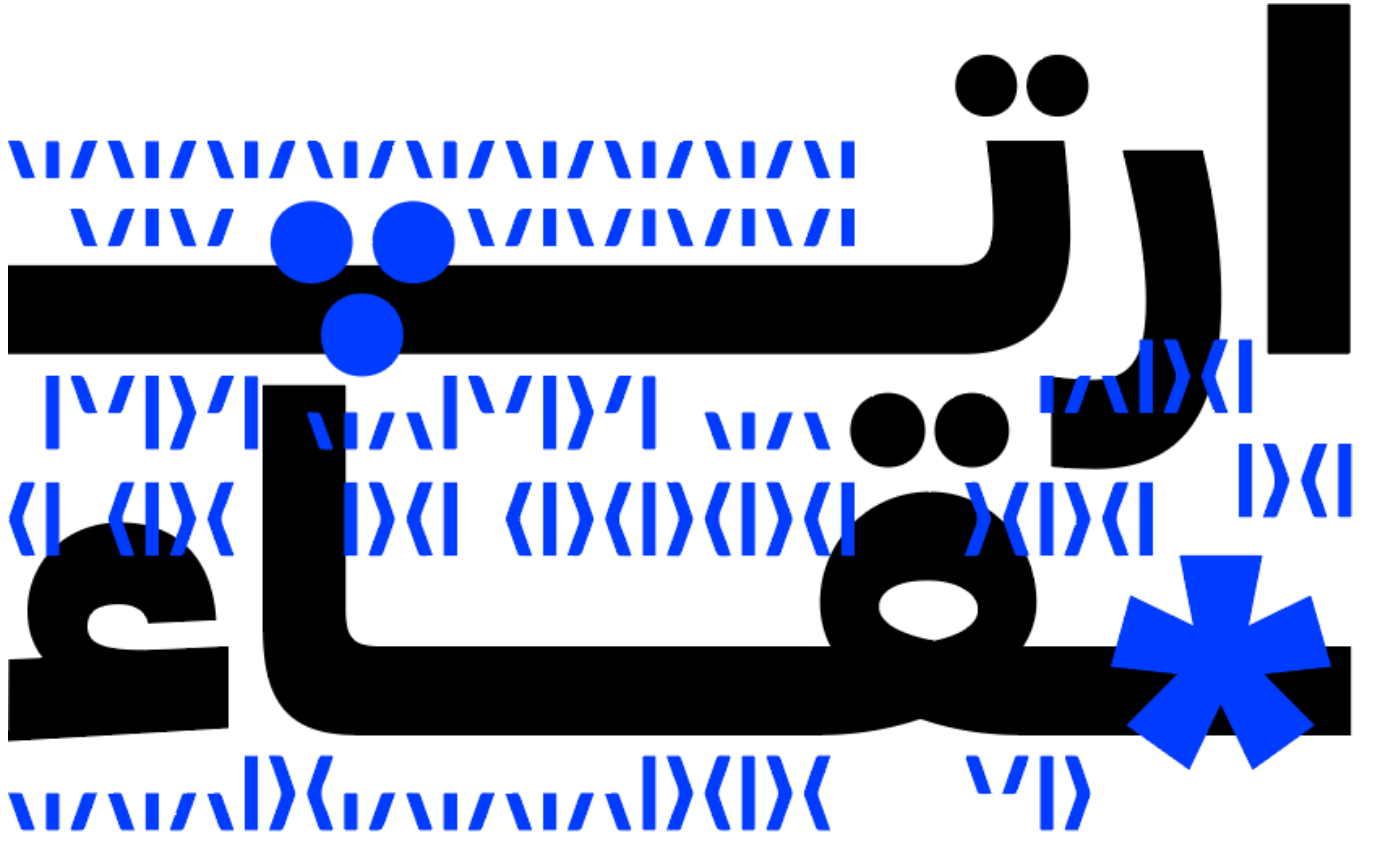




Irtiqa'a School Inspection

AY 2024/25

Pakistani Islamic Private School

Rating: Good

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School Information

General Information		
	Name	Pakistani Islamic Private School
	Esis Number	9169
	Location	61, Al Ajyal St, Al Muwajji'i, Al Ain, 30059
	Website	http://www.pipsalain.com
	Telephone	037677878
	Principal	ABDUR RASHID IMAM KHAN
	Inspection Dates	04 to 07 Nov 2024
	Curriculum	Pakistan

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	946
Number of Emirati students	0
Number of students of determination	2
Largest nationality group of students	Pakistan - Afghanistan - Bangladesh

Information On Teachers

Number of teachers	43
Nationalities	Pakistan - United Arab Emirates - Sudan
Number of teaching assistants	4

Changes since the previous inspection

Since the previous inspection, the school's overall judgment has progressed from acceptable to good, highlighting improvements in the quality of core areas.

Arabic medium subjects have demonstrated improvement with no regression being observed across phases. Students' attainment in Arabic as a second language has improved in Phases 1, 3 and 4 and progressed from acceptable to good while in Phase 2 it remained at acceptable. Progress has also improved from acceptable to good across in Phases 1, 2 and 3, while in Phase 4 progress is rated as acceptable due to most students making the expected progress in lessons. Both students' attainment and progress in UAE social studies have improved from acceptable to good across all phases, this level of improvement is attributed to students' performance in lessons and in their work. Similarly, students' achievement in Islamic Education has improved from acceptable to good across all phases, driven by enhanced teaching practices and stronger student performance in lessons and assessments.

Attainment in English Medium Subjects (EMS) has shown some improvement, with most phases maintaining their previous levels and no signs of regression. In English, student attainment remained consistent, with Phases 2 and 3 at acceptable and Phase 4 at good. In Phase 1, while attainment stayed at acceptable, progress improved from acceptable to good. In mathematics, attainment remained at acceptable across all phases. However, progress improved from acceptable to good in Phases 1 and 4, while it remained at acceptable in Phases 2 and 3. In science, notable progress was observed across all phases, with students' progress improving from acceptable to good. Students' attainment in science remained at acceptable in Phases 1, 2, and 3, but improved from acceptable to good in Phase 4.

As a result of improved students' progress, learning skills have advanced from acceptable to good across all phases. This is also due to the school adopting a more independent and active teaching style, which contributes to enhanced student engagement.

Performance Standard 2 (PS2), related to students' personal and social development and their innovation skills, was not evaluated in the previous inspection but is now rated as good in personal development for Phases 1, 2, and 3 and acceptable in Phase 4. Students' understanding of Islamic values, awareness of Emirati and global cultures, and social responsibility is rated as acceptable across all phases. Social responsibility and innovation skills is rated as good across all phases.

Teaching quality has seen a similar pattern as students' learning and has progressed from acceptable to good across all phases. The school has adopted a more independent and active approach to teaching, fostering greater student engagement and autonomy. The availability and quality of resources are limited due to financial constraints. However, teachers demonstrate creativity in sourcing and utilizing their own materials to effectively support teaching and learning. Assessment has improved from acceptable to good in Phases 3 and 4, however in Phases 1 and 2 the rating has remained at acceptable. There are consistent systems of assessment in place, but teachers, particularly in Phases 1 and 2, are not using it effectively to plan tasks which meet the needs of all students.

Performance Standard 4 (PS4), which pertains to curriculum design and adaptation, was not included in the previous inspection process. However, the curriculum design is currently rated as good across all phases, while curriculum adaptation received a rating of acceptable.

The health and safety of students has improved from acceptable to good because even though school buildings are old, leaders keep them maintained, ensuring that all statutory requirements, including those relating to child protection, are in place. As a result, students are safe. Care and support have remained at an acceptable level across all phases of the school. The school does not offer in-school support services (ISSS) for students with additional learning needs, including students of determination. Additionally the identification rate of students of determination is very low, currently at 0.2%.

The effectiveness of leadership has improved from acceptable to good. The school leadership has demonstrated a better understanding of best teaching practices, learning, and assessment, resulting in improved student performance in internal and external assessments, though this improvement is not consistent across all assessments, particularly MAP and PISA. Self-evaluations and improvement planning has remained at acceptable as self-evaluation is evident but lacks rigor. Partnerships with parents and community has improved from acceptable to good. The school successfully encourages parents to engage as active partners in their children's learning and utilizes their expertise to enhance student outcomes. Comprehensive and regular reporting on student progress provides parents with detailed insights into their children's academic development. Governance has remained at an acceptable rating as it is not robust in holding leaders accountable for student outcomes. Management, staffing, facilities and resources has also remained at an acceptable level.

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

The school demonstrates a strong commitment to benchmarking students' attainment against international standards by actively participating in key global assessments to measure student performance. In 2022, students participated in the PISA (Programme for International Student Assessment) but did not meet the set targets for all three subjects: mathematics, science, and reading. The school had also taken part in the TIMSS (Trends in International Mathematics and Science Study) assessment in 2019, reflecting its ongoing efforts to evaluate and improve student outcomes against global benchmarks.

To address performance gaps and strengthen student readiness for international assessments, school leaders have made strategic curriculum modifications. These adjustments aim to provide students with the skills and knowledge necessary to successfully tackle the demands of such assessments. Teaching strategies have been refined to support students in developing competencies that are critical for success in international benchmarks, such as problem-solving, conceptual understanding, and analytical thinking.

Professional development for teachers plays a key role in this process. Teachers participate in regular, tailored workshops focused on the competencies highlighted in international assessments, ensuring that their instructional methods are aligned with global standards. In their lessons, most teachers actively promote critical thinking, question analysis, and question-answering strategies.

Performance in standardized and international assessments

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

Standardized Assessments

Students in Phases 2,3, and 4, participate in MAP (Measures of Attainment and Progress) assessment in English, mathematics and science.

In the most recent assessments in 2024, in all grades and subjects, students' attainment and progress are weak.

In AY2023/24, student attainment in the MAP assessments for Math, English, Language Use, and Science reveals that less than three-quarters of students across Grades 3 to 9 meet the expected international benchmark levels. Similarly, student progress data shows that only a majority, make the expected progress against international benchmark.

International Assessments: TIMSS, PISA, PIRLS

15-year-old students participated in the PISA 2022 international assessments. The results in reading literacy at 327.9, mathematical literacy at 338.8, and science literacy at 356.4 are all below the international standards and below the set target.

In 2019, students in Grades 4 and 8 participated in the TIMSS assessment for the first time. Grade 4 students achieved scores within the low international benchmark, with an overall score of 462 in mathematics and 442.7 in science. Similarly, Grade 8 students scored within the low international benchmark, attaining 472.2 in mathematics and 454.5 in science.

Reading

The school has a reading plan which outlines the expectations for KG students and a separate one for students in grades 1 through 12. There is a library, used by students in grades 5 to 12 and a reading room for students in KG to Grade 4. Both are equipped with appropriate furniture. There are 3000 books in English, Arabic and Urdu, but predominantly English. In the reading room, there are approximately 300 books in both English and Arabic. Books in the library are housed in glass-fronted cabinets, while those in the reading room are on low-level bookshelves, making them accessible for these young students. Both areas contain both fiction and non-fiction books. However, there was no evidence of other reading material, such as magazines. The library has six computers for students to use. Both the library and reading room are only open to students during the weekly period allocated to each class. During these periods, students select books to borrow to read at home. Neither the library nor the reading room are available at break times. Some classrooms have reading corners, but not all. This is partly due to the size of the rooms, which are small. There are no other reading areas around the school.

Baseline tests are carried out at the beginning of each academic year from KG1 to Grade 12. Additionally, there are monthly tests to assess students' phonics knowledge in the lower grades, and students' ability to comprehend, infer and analyze texts in the higher grades. Reading skills are assessed at the end of term summative assessments. When gaps in knowledge and skills are identified through tracking, intervention programs are

implemented to close these gaps. Students from KG1 are taught to read systematically. They learn to segment and blend sounds to make words. Reading skills are progressively developed as students move through the school. Students in Grade 1 begin to retrieve literal information, progressing to inference and analysis as they gain expertise and confidence. Students in Phase 4 are highly competent readers. The school makes use of free, on-line reading resources to supplement the library stock.

The school participates in reading competitions and events, such as Book Lovers Day. Students discuss books, write evaluative book reviews, and exchange books with their friends. The school organized a reading and writing competition, helping students to understand the link between reading and writing. Students are entered for the Spelling Bee competition, where four students gained a first prize in different age groups.

Students are expected to read at home during the holidays and to write reviews of the books they have read. These reviews are eloquently written.

Strengths of the school

- Students across the school demonstrate strong communication skills in English.
- Students demonstrate very positive attitudes towards learning, exhibit responsible behavior, and maintain cordial relationships.
- Students' ability in all phases to link their understanding of Islamic values to current, global issues.
- Capacity for continuous improvement demonstrated by leaders' awareness of development areas and the implementation of new initiatives.
- The positive partnerships between the school and the parents.

Key Recommendations

1. Raise students' achievement in all subjects and phases, particularly phases 1 and 2, by:

- ensuring that activities are appropriately matched to the ability and learning needs of all students.
- providing more opportunities for students to use technology to support their independent research skills.
- providing further opportunities across all phases, for students to develop, use, and apply skills of independent research, innovation, creativity, and problem-solving.
- providing time in lessons for students to develop spelling, grammar, and punctuation skills, particularly in phases 1 and 2, and apply these to their extended pieces of writing, in both Arabic and English.

2. Improve the quality of teaching, learning, and assessment by:

- improving the classroom management and organization skills of teachers, particularly in Phase 1.
- supporting teachers to use assessment within their lessons to adapt the activities to meet the emerging needs of the students.
- ensuring that all teachers, particularly those in phases 1 and 2, use assessment information to plan their lessons.
- improving the quality of marking and feedback provided by all teachers, and in all phases, but particularly in phases 1 and 2, so students know what they need to do to improve their work, in a manner appropriate to their age and stage of development.

3. Strengthen leadership and management by:

- ensuring that the SEF is evaluative rather than descriptive and contains areas for improvement and that

leaders at all levels rigorously use and apply the framework when making judgments.

- strengthening the procedures for the identification of students of determination and those who may be gifted or talented.
- ensuring that all documentation pertaining to the care and support of students is appropriate and relevant to the school.
- ensuring that the Individual Education Plans and Advanced Learning Plans for students of determination and those who may be gifted or talented, contain SMART targets, which are included in lesson plans.
- strengthening the role of governors in monitoring the school and holding leaders accountable for student outcomes.

Overall School Performance: **Good**

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good ↑	Good ↑	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good ↑	Good ↑
Arabic as a first language	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Arabic as a second language	Attainment	Good ↑	Acceptable	Good ↑	Good
	Progress	Good ↑	Good ↑	Good ↑	Acceptable
UAE Social Studies	Attainment	Good ↑	Good ↑	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good ↑	Good ↑
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good ↑	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Acceptable	Acceptable	Good ↑
Science	Attainment	Acceptable	Acceptable	Acceptable	Good ↑
	Progress	Good ↑	Good ↑	Good ↑	Good ↑
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	Good	Good	Good	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
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	Acceptable	Acceptable	Good ↑	Good ↑

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students’ achievements

Islamic Education

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



Holy Qur’an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school’s analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students attain levels that are above the curriculum standards in Phases 3 and 4. This high level of attainment does not align with the levels of students' knowledge, skills and understanding observed in lessons. However, the large majority of Phase 2 students and the majority of Phase 1 students attain levels that are above the curriculum standards.
- The school has administered the Federal Board of Intermediate and Secondary Education (FBISE) test to benchmark students’ attainments. External examinations results in AY 2023/24 indicate that most students in grades 9 and 12 attain levels that are above international standards, while the large majority of students in grade 10, and the majority of students in grade 11 attain levels that are above these standards. The results of the MoE ministry exam for grade 12 at the end of the academic year 2023/24 indicate that most students attain levels that are above the standards.
- In lessons and in their recent work, the majority of students in all Phases demonstrate levels of knowledge, skills, and understanding that are above curriculum standards.
- Internal assessment data indicates that attainment over the past three years has shown varied progress across Phases. In Phases 1, 2, and 3, attainment improved from acceptable in the academic year 2021/22 to good in 2022/23. In 2023/24, attainment further improved to very good in Phase 2 and outstanding in Phase 3, while it remained consistently good in Phase 1. In Phase 4, attainment was consistently good during the academic years 2021/22 and 2022/23, before improving to outstanding in 2023/24.
- The school’s analysis of internal assessment data for the AY2023/24 indicates that the majority of students

across all Phases make better-than-expected progress over time and from their starting points.

- In lessons and in their recent work, majority of students across all Phases make better-than-expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The majority of boys and girls also make better-than-expected progress across all Phases, except in Phase 1, where most boys make expected progress. Progress for low attainers varies between Phases: most in Phase 4, the large majority in Phase 3, and the majority in Phase 1 make better-than-expected progress. However, in Phase 2, most low attainers make expected progress. High attainers perform consistently well, with most in Phases 3 and 4 and a large majority in Phases 1 and 2 making better-than-expected progress. Students of determination, including most students with special needs across all Phases, and most gifted and talented students in Phase 2, make expected progress. However, the majority of gifted and talented students make better-than-expected progress in Phases 1, 3, and 4.

Next Steps:

1. Improve Quran recitation skills, particularly in Phases 1 and 2.
2. Strengthen understanding of subject terminology and concepts in all phases.
3. Deepen understanding of the roles of Islamic scholars and their contributions over time.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students attain levels that are above the curriculum standards in Phases 3 and 4. This high level of attainment does not align with the levels of students' knowledge, skills and understanding observed in lessons. However, the large majority of Phase 2 students and the majority of Phase 1 students attain levels that are above the curriculum standards.
- The school has administered the Federal Board of Intermediate and Secondary Education (FBISE) test to benchmark students' attainments. External examinations results in AY 2023/24 indicate that most students in grades 9 and 12 attain levels that are above international standards, while the large majority of students in grade 10, and the majority of students in grade 11 attain levels that are above these standards. The results of the MoE ministry exam for grade 12 at the end of the academic year 2023/24 indicate that most students attain levels that are above the standards.
- In lessons and in their recent work, the majority of students in all Phases demonstrate levels of knowledge, skills, and understanding that are above curriculum standards.
- Internal assessment data indicates that attainment over the past three years has shown varied progress across Phases. In Phases 1, 2, and 3, attainment improved from acceptable in the academic year 2021/22 to good in 2022/23. In 2023/24, attainment further improved to very good in Phase 2 and outstanding in Phase 3, while it remained consistently good in Phase 1. In Phase 4, attainment was consistently good during the academic years 2021/22 and 2022/23, before improving to outstanding in 2023/24.
- The school's analysis of internal assessment data for the AY2023/24 indicates that the majority of students across all Phases make better-than-expected progress over time and from their starting points.
- In lessons and in their recent work, majority of students across all Phases make better-than-expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The majority of boys and girls also make better-than-expected progress across all Phases, except in Phase 1, where most boys make expected progress. Progress for low attainers varies between Phases: most in Phase 4, the large majority in Phase 3, and the majority in Phase 1 make better-than-expected progress. However, in Phase 2, most low attainers make expected progress. High attainers perform consistently well, with most in Phases 3 and 4 and a large majority in Phases 1 and 2 making better-than-expected progress. Students of determination, including most students with special needs across all Phases, and most gifted and talented students in Phase 2, make expected progress. However, the majority of gifted and talented students make better-than-expected progress in Phases 1, 3, and 4.

Next Steps:

1. Enhance grammar skills to improve clarity in both verbal and written communication.
2. Provide opportunities for students to engage with more complex texts and authentic ASL materials to strengthen their comprehension and analytical skills.
3. Encourage students to use a broader range of vocabulary and sentence structures in both spoken and written ASL, with a focus on creativity and fluency.

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 ↑	Good ↑

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the majority of students in Phases 1 and 4 attain levels above the curriculum standards, while the large majority of students in Phase 2 and most in Phase 4 attain levels above curriculum standards.
- The school has no external national or international assessments for UAE social studies.
- In lessons and their recent work, the majority of students in all phases demonstrate levels of knowledge, skills, and understanding that are above the expectations.
- Internal assessment data indicates that attainment over the past three years has been consistently good in Phase 1, while in Phase 2 attainment has seen an upward trend, progressing from acceptable in the AY2021/22 to good in the AY2022/23 and continues to improve to very good in the last academic year 2023/24. In Phase 3, attainment fluctuated, being rated good in 2021/22, dropping to acceptable in 2022/23, and improving to outstanding in 2023/24. Similarly, in phase 4, attainment fluctuated from acceptable in 2021/22 to very good in 2022/23, before regressing to good in the 2023/24 academic year.
- The school's analysis of internal assessment data for the AY2023/24 indicates that the majority of students across all phases make better-than-expected progress over time and from their starting points.
- In lessons and recent work, the majority of students in all phases make better than the expected progress in developing their understanding of the national identity, history of ancient civilizations, world geography, and global environmental issues.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. Results indicate that the majority of boys, girls, high attainers, and gifted and talented students make better-than-expected progress in all phases, except for boys in Phase 2, where most make expected progress. Most low attainers and students with additional learning needs including students of determination make expected progress in Phases 2 and 3, while the majority of low attainers make better-than-expected progress in Phases 1 and 4. However, no data is available for students

of determination in Phases 1 and 4.

Next Steps:

1. Enhance understanding of subject-specific terminology and concepts, particularly in phases 1 and 2.
2. Expand students' knowledge of the UAE heritage and culture, especially in phase 1.

English

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against Pakistan National Curriculum, indicates that the majority of students across all phases attain levels that are above curriculum standards. This level of attainment does not align with the level of skills and knowledge of students in lessons observed particularly in Phases 1, 2 and 3.
- The school has administered the Measure of Academic Progress (MAP) test to benchmark students' attainment in Grades 3 to 9. Assessment data for AY2023/24 indicates weak attainment across all grades in both the fall and spring MAP tests for Reading and Language Use. In the external Federal Board of Intermediate and Secondary Education (FBISE) examinations in AY 2023/24, most Grade 9 students attain levels that are in line with the international standards, while in Grades 10, 11, and 12, the majority of students attain levels that are above the international standards.
- In lessons and in their recent work, most students in Phases 1, 2, and 3, demonstrate levels of knowledge, skills, and understanding that are in line with curriculum standards.
- Over the past three years, the school's trends in internal assessment data across Phases 1 and 3 indicate that students' attainment was acceptable in AY 2021/22 and AY 2022/23, with an improvement to good in AY 2023/24. In Phase 2, students' attainment was acceptable in AY 2021/22 and has steadily improved to good in both AY 2022/23 and AY 2023/24. In Phase 4, attainment has consistently been good over the last three years. Additionally, student attainment trends in FBISE English have remained good throughout the past three years. The trends in MAP assessment remained weak for the past two years across all phases.
- The school's internal assessment data indicates for the AY2023/24, indicates that the majority of students in Phases 1, 2 and 4 make better than expected progress in relation to their individual starting points and the curriculum standards, while in Phase 3, most students make the expected progress.
- In lessons and in their recent work, most students in Phases 2 and 3 make the expected progress, while the majority in Phases 1 and 4 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

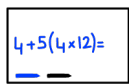
- The school analyzes assessment data to track the progress of various student groups, including students of determination and high and low attainers. Results indicate that girls demonstrate slightly better progress than boys, with the majority of girls across all phases making better-than-expected progress. Boys make better-than-expected progress in Phases 2 and 4, while most in Phases 1 and 3 make expected progress. Data further indicates that most low attainers in Phases 1, 2, and 3 make expected progress, while the majority in Phase 4 make better-than-expected progress. High attainers demonstrate solid progress, with most in Phase 4 and the majority in Phases 1, 2, and 3 making better-than-expected progress. Most students with additional learning needs, including students of determination, make expected progress in Phases 2, 3, and 4, with none identified in Phase 1. Gifted and talented students demonstrate consistent progress across Phases 1, 2, and 4, with the majority making better-than-expected progress, while a large majority in Phase 3 make better-than-expected progress.

Next Steps:

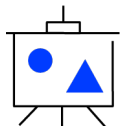
1. Introduce more complex writing tasks in Phase 4 that challenge students to produce well-structured, analytical, and creative writing to sustain their progress beyond curriculum standards.
2. Increase opportunities for structured discussions in Phases 2 and 3 to further develop students' speaking skills.
3. Accelerate the progress of low attaining students, especially in Phases 1, 2, and 3.

Mathematics

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



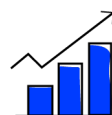
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's analysis of internal assessments for the AY 2023/24 against Pakistan National Curriculum indicates that in Phases 1, 2 and 4, the majority of students attain levels that are above curriculum standards. In Phase 3, most students attain levels that are in line with curriculum standards.
- The school has administered the Measure of Academic Progress (MAP) test to benchmark students' attainment in Grades 3 to 9. Assessment data results for the AY 2023/24 indicate weak attainment across all phases. In the external Federal Board of Intermediate and Secondary Education (FBISE) examinations in AY 2023/24, the majority of students attain levels that are above international standards in Grades 9, 11, and 12. In Grade 10, most students attain levels that are in line with international standards.
- In lessons and in their recent work, most students demonstrate levels of knowledge, skills, and understanding that are in line with curriculum standards.
- Over the past three years, the school's trends in internal assessment data indicate that students' attainment in phase 1 improved from acceptable in AY 2021/22 to good in both AY 2022/23 and 2023/24. In phases 2 and 4, attainment was acceptable in AY 2021/22 and 2022/23 and improved to good in AY 2023/24. In phase 3, however, students' attainment remained acceptable throughout the past three years. Additionally, the trends in students' attainment in FBISE math have remained acceptable throughout the past three years. The trends in MAP assessment remained weak for the past two years across all phases.
- The school's internal assessment data for the AY2023/24 indicates that in all phases, the majority of students make better than expected progress in relation to their starting points and the curriculum standards.
- In lessons and in their recent work, the majority of students in Phases 1 and 4 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards, while in Phases 2 and 3, most students make expected progress.
- The school analyzes assessment data to track the progress of various student groups, including students of determination and high and low attainers. Results indicate that girls demonstrate consistently solid progress, with the majority making better-than-expected progress across all phases. Boys show varied progress, with

the majority making better-than-expected progress in Phases 1 and 4, while most in Phases 2 and 3 make expected progress. Most low-attaining students make expected progress across all phases, while most high-attainers make better-than-expected progress in all phases. Students with additional learning needs, including students of determination, make expected progress. The progress of gifted and talented students is strong, with the majority in Phases 1, 2, and 3 and a large majority in Phase 4, making better-than-expected progress.

Next Steps:

1. Integrate structured problem-solving activities into lessons, focusing on developing students' critical thinking and reasoning skills from early grades.
2. Provide opportunities to help students improve calculation accuracy, with a focus on error analysis and self-correction strategies in Phase 2.
3. Accelerate the progress of low-attaining students and students with special educational needs in all phases.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

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

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against Pakistan National Curriculum indicates that the majority of students across all phases attain levels that are above curriculum standards.
- The school has administered the Measure of Academic Progress (MAP) test to benchmark students' attainment in Grades 3 to 9. Assessment data for AY2023/24 indicates weak attainment across all phases. In the external Federal Board of Intermediate and Secondary Education (FBISE) examinations for AY2023/24, the majority of students in Grades 9, 10, and 12 attain levels above international standards in Physics, while most students in Grade 11 attain in line with expectations. In Chemistry, most students in Grades 9 and 11 attain in line with international benchmarks, while students in Grades 10 and 12 achieve above expectations. In Biology, a large majority of students in grade 9 and the majority in Grades 10 to 12 attain levels above international standards.
- In lessons and in their recent work, most students demonstrate levels of knowledge, scientific skills, and understanding that are in line with curriculum standards. However, the majority of students in Phase 4 demonstrate levels of knowledge, skills, and understanding that are above the curriculum standards. In KG, students develop foundational inquiry skills, exploring their environment and understanding basic concepts of growth and survival. In Phase 2, students demonstrate a strong grasp of core scientific principles and engage in investigative learning, applying observation and reasoning skills. In Phase 3, students exhibit a secure understanding of key scientific concepts and demonstrate the ability to recall factual information accurately. In Phase 4, students' development in science is most pronounced, with a solid understanding of advanced scientific principles such as conservation laws and the ability to analyze and solve complex problems related to motion and interactions.
- Over the past three years, the school's trends in internal assessment data indicate that the attainment of students in Phases 1, 3, and 4 was acceptable in AY 2021/22 and 2022/23 and improved to good in AY 2023/24. Attainment of students in Phase 2 was acceptable in AY2021/22 and improved to consistently good in AY 2022/23 and 2023/24. The trends in MAP assessment remained weak for the past two years across all phases.

- The school's analysis of internal assessment data for the AY2023/24 indicates that the majority of students in Phases 1, 2, and 3 make better than expected progress in relation to their starting point and curriculum standards. However, most students in Phase 4 make the expected progress.
- In lessons and in their recent, the majority of students across all phases make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. Internal data indicates that boys and girls make similar progress in Phases 1, 2, and 3, with the majority making better-than-expected progress, while most boys in Phase 4 make expected progress. Most low-attaining and gifted and talented students make expected progress in Phases 2 and 4, while the majority in Phases 1 and 3 make better-than-expected progress. High attainers demonstrate solid progress, with most students making better-than-expected progress across all phases. Most students with additional learning needs, including students of determination, make expected progress in Phases 2 and 3.

Next Steps:

1. Enhance students' inferencing, prediction, and investigative skills across all phases to deepen their understanding of scientific concepts.
2. Strengthen students' knowledge and understanding of life sciences by promoting a more independent, hands-on, and practical learning approach.
3. Accelerate the progress of students with special educational needs across all phases through targeted support and personalized learning strategies.

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 all phases and subjects, students demonstrate positive attitude toward learning. In Phases 3 and 4 they are particularly keen to work hard and achieve good examination grades. As they progress through the school, students take on greater responsibility for independent learning. When given the opportunity, in Phases 1 and 2 students organize the resources they need to work on but depend heavily on the teacher and teaching assistant when present. In Phases 3 and 4, students willingly take on broader responsibilities such as acting as monitors, prefects and house leadership roles. They provide effective support to staff, for example, by making sure that everyone uses the stairways safely. Students of all ages play leading roles in assembly. In almost all subjects, students have a secure understanding of their own strengths though they are not always so sure about the next steps they need to take to improve their achievement.
- Students collaborate effectively in groups. However, a few students in Phases 1 and 2 are still developing their collaborative skills and do not always use group work time productively. Typically, in phase 2, students work together efficiently to analyze and categorize information. In phase 3, students collaborate on group projects, actively engaging in discussions to present and advocate for their ideas. Students communicate their learning effectively across subjects, particularly in Phases 3 and 4, where they are provided with greater opportunities to take on leadership roles in learning activities.
- Students generally make clear connections between subjects. For instance, in humanities lessons, phase 3 students enhance their communication skills through discussions on societal systems and structures. Across all subjects, students draw on their real-world experiences to develop essential skills. In mathematics, phase 2 students apply everyday concepts to develop numerical reasoning, such as calculating proportions and approximating values. In almost all lessons, students carefully consider relevant national identity themes to underpin their knowledge of UAE society and culture.
- Students demonstrate independent inquiry skills, exploring efficient strategies to solve complex problems and converting abstract ideas into practical solutions. While students utilize available learning resources, access to a variety of materials and tools in lessons is limited. Students make effective use of course books to develop their ideas, especially in Phases 3 and 4. The use of learning technologies is generally confined to designated areas, such as computer labs, with limited integration into everyday classroom learning. Students develop critical thinking skills, engaging in analytical discussions and problem-solving activities. By Phase 4, they are able to apply their broad learning experiences to present well-reasoned arguments on topics such as citizenship, societal roles, and ethical decision-making.

Next Steps:

1. Ensure that in all subjects and phases, all students assess their own work regularly and set their own improvement goals.
2. Improve students' independent research skills in all lessons by making better use of existing resources.
3. Improve students' collaboration skills in lessons in Phases 1 and 2.

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	Acceptable

Findings:

- Students exhibit positive and responsible attitudes in lessons across all phases in the school. They respond respectfully to staff instructions and interact well with their peers. In the lower phases, students display enthusiasm for learning, though they rely more on teacher support.
- Students behave well both in lessons and throughout the school. They are courteous to each other and the staff, contributing to a safe and orderly learning environment. Instances of bullying are rare.
- Students understand the needs and differences of others and readily help each other, fostering respectful and friendly relationships among students and staff. In lessons, students cooperate well with their peers and are often supportive of each other. The school maintains a safe, orderly, and inclusive atmosphere throughout, with staff generally fostering a supportive environment for students of determination.
- Students are aware of the importance of staying fit and healthy. Most students participate in physical education (PE) and are very active during break times. They receive advice on healthy living through classes, the school clinic, and information boards, which helps them make healthier choices related to their snacks and meals. However, since most children and students bring packed lunches and snacks, the school relies on parents to ensure compliance, highlighting the need for further promotion of healthy options.
- Attendance for the 2023/24 academic year stands at 94%, with higher attendance in phase 2 at 96% and lower attendance in phase 4 at 91%. While students generally arrive to lessons on time, some KG students experience delays at the start of the day due to late arrivals in private transportation.

Next Steps:

1. Promote student independence in lower phases by encouraging self-directed learning and reducing reliance on teacher support.
2. Enhance parental awareness of healthy eating to ensure students bring nutritious packed lunches and snacks.
3. Reduce late arrivals in KG by collaborating with parents and transport providers to ensure timely student drop-offs.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students have an adequate understanding of Islamic values, which is reinforced through their participation in events such as Ramadan charity activities, Prophet’s Day, and Eid Al Adha. These experiences help them develop a secure understanding of the relevance and impact of Islamic values on everyday life in the UAE. Boys and girls have appropriate access to separate prayer rooms and actively participate in morning assemblies. Classroom discussions further demonstrate students' understanding and appreciation of core Islamic values, including gratitude, forgiveness, and kindness.
- Students are involved in a range of activities to demonstrate their knowledge and appreciation of the Emirati heritage. They take part in educational trips to heritage sites across the UAE. KG students express their learning through simple yet meaningful drawings of traditional Emirati houses, attire for men and women, as well as iconic tea and coffee pots. In lessons, particularly in social studies, students proudly discuss Emirati heritage. They also participate in UAE national celebrations. However, students new to the UAE have a more limited understanding of the country's culture and history.
- Students from diverse cultural backgrounds demonstrate a strong understanding and appreciation of their own cultures. They actively embrace cultural differences, showing acceptance and respect for others. They engage collaboratively with peers from different backgrounds in celebrating the national days of their respective home countries. However, their knowledge of global cultures remains comparatively limited.

Next Steps:

1. Enhance students’ knowledge of the UAE culture and heritage.
2. Expand students’ knowledge of world cultures.

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 participate in activities that have a positive impact on both the school and the wider community. Students' participation in morning assemblies, cultural and charitable days, and sustainability activities reflect sound awareness of their responsibilities in the school community. They celebrate Book Lovers' Day to promote reading, Healthy Food Day, and Vegetables Day to promote healthy lifestyles.
- Students show a positive work ethic. They are punctual and demonstrate positive attitudes to individuals and in group work. They respond positively to instructions and show a willingness to learn. However, they do not always complete their work in a timely manner.
- Students are well aware of environmental issues, including sustainability. They participate in projects to improve their school environment and sometimes initiate them. KG students care for their classrooms, but their awareness of environmental issues is limited. Students participate in various environmental activities like Earth Day to build awareness about global environmental and sustainability challenges. However, their involvement in a wider range of environmental activities is limited to local surroundings.

Next Steps:

1. Expand and increase voluntary and environmental activities to further promote conservation and sustainability, both locally and globally.
2. Increase students' awareness of their responsibility towards the environment.

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 use their thorough knowledge of their subjects, and they effectively employ a range of strategies to motivate students and engage them in learning. However, their understanding of how students learn in phase 1 is less developed compared to the other phases.
- Lesson planning is thorough and designed to actively engage students in the learning process. A consistent lesson planning format is used throughout the school, with appropriate learning objectives aligned with curriculum standards shared with students. In some lessons, particularly in Phase 1, time is not managed effectively, and lessons are not always completed. Lesson plans do not consistently identify activities tailored for students of determination or those who are gifted and talented. Teachers work hard, with limited resources, to make the classroom learning environment attractive and supportive for students. Teaching resources across all subjects and phases are extremely limited. However, most teachers are creative in making their own resources to support students' learning.
- Teachers, particularly in phases 2, 3 and 4, question students effectively, developing their critical thinking and reasoning skills. They ask probing questions that encourage students to reflect and think for themselves. As a result, students gain confidence in their new learning and make good progress in the lessons. However, in some lessons, especially in phase 1, excessive teacher talk limits opportunities for student discussion and engagement.
- The expectations of some teachers in the kindergarten are too low. Although teachers differentiate tasks, this is not sufficiently personalized to meet the needs of all learners because teachers do not use the assessment information they have adequately. There is a greater focus on practical, activity-based learning and in allowing students to take responsibility for their learning. This is strongly evident in phases 3 and 4 but inconsistently so in phase 1. Teachers in all subjects in the upper phases provide challenge and support, but this is less evident in phase 1.
- Teachers, in all subjects in the upper phases encourage students' critical thinking and problem-solving skills through questioning but this is less consistent in the lower phases. Teachers in the upper phases are skilled in encouraging students to engage in independent learning, but this is less evident in the lower phases where there is a heavy reliance on worksheets.

Next Steps:

1. Ensure that all teachers consistently plan activities to meet the learning needs of all students.
2. Ensure that open-ended questioning techniques are used consistently across the school, but particularly in phases 1 and 2, to support students critical thinking and reasoning skills.
3. Ensure that teachers use time effectively, particularly in phase 1, to allow students to complete tasks to a high standard.

Assessment

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

Findings:

- Internal assessment processes are consistent, coherent, and aligned with curriculum standards. They provide accurate measures of students' achievement across all curriculum subjects, particularly in Phases 3 and 4. At the start of each academic year, from KG1 to Grade 12, students take a baseline assessment, followed by monthly assessments and end-of-term summative assessments. This process generates a valid measure of students' academic progress as well as their personal and social development.
- The school has efficient processes for comparing its students' performance with that of students internationally. Test and examination results are benchmarked against appropriate international standards. Leaders evaluate students' outcomes in English-medium subjects through participation in international assessments such as PISA (Programme for International Student Assessment) for Grade 9 and TIMSS (Trends in International Mathematics and Science Study) for Grades 4 and 8. All students from Grades 9 to 12 are entered for the Federal Board of Intermediate and Secondary Education examinations. In Arabic-medium subjects, all Grade 12 students sit for the Ministry of Education examination. Assessment results are analyzed to measure students' performance in skills and knowledge; however, the scope of comparisons is not always comprehensive.
- Assessment information is analyzed to identify strengths and weaknesses in students' attainment and to identify trends. The school analyzes all the data and tracks student progress against the baseline test from the beginning of the academic year. They track the progress of individuals, groups, and of parallel classes. Gaps in learning are identified and additional classes put in place to close these gaps. This information is available to teachers.
- Teachers, more so in the upper phases, understand the strengths and weaknesses of the students they teach. This is less evident in the lower phases of the school. Teachers provide feedback to students, but this is often generic and does not support students in understanding how to improve their work. This feedback cannot be accessed by the youngest students as they cannot decipher the adult handwriting. There is inconsistent use of self or peer-assessment techniques across the school.
- Teachers do not make full use of the assessment information they have to plan lessons which meet the learning needs of the students they teach. In the better lessons, most notably in the upper phases of the school, teachers are more successful in providing appropriate tasks to challenge and support the students. However, this is not a strong feature in lessons in the lower phases.

Next Steps:

1. Enhance the use of assessment data to inform lesson planning and ensure tasks are appropriately challenging and supportive for students across all phases, particularly in the lower phases.
2. Improve the quality of feedback by providing students with specific, actionable guidance on how to improve their work, and ensuring feedback is accessible to younger students.
3. Strengthen self and peer-assessment practices across all phases to promote student ownership of learning and deepen their understanding of progress and improvement areas.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school adheres to the Early Childhood Care and Education (ECCA) in KG, Pakistan National Curriculum for English, science, and math, and follows the Ministry of Education (MOE) requirements for UAE social studies, Arabic, and Islamic Studies. This curriculum framework has a clear rationale. It is broad, balanced and age-appropriate, and is relevant and effective in developing knowledge, skills and understanding. It provides educational experiences, allowing students to explore a variety of subjects that include creative, physical, and practical learning activities. The curriculum is balanced, with time allocated to both Arabic and English medium subjects, ensuring that all key topics are covered comprehensively. Content and activities are tailored to match age-appropriate expectations, with an emphasis on developing both knowledge and skills. The curriculum in all phases closely follows the requirements of the school's authorized/licensed curriculum and the national statutory requirements.
- The curriculum is planned so that learning builds well on students' prior achievements, learning and experiences. Progression in curriculum depth, skill enhancement, and conceptual understanding is generally sufficient to meet the needs of most students. The school is working to address gaps, with some planned transition activities from KG2 to grade 1 through collaborative planning. Although there are efforts to support younger students academically and personally through orientation activities like class visits and teacher introductions, these measures have not yet reached their full potential. In grades 1 through 6, progression maps have been developed to ensure systematic coverage of curriculum objectives, tracked through learning assessment tools. Knowledge and skills are structured to build upon previous achievements in all core subjects.
- The range of curricular options provides the upper phase students with ample choices. The curriculum allows senior students the opportunity to sit for various external exams such as FBISE in English, math, science, physics, chemistry, biology and Islamic studies. These options are good and allow students to select courses that match their interests and future career plans. Students' learning is enhanced through curricular choice, particularly for older students.
- Cross-curricular links are present within the curriculum, with lessons connecting content to UAE and real-world contexts. They support students' skills development and augment learning with meaningful examples from the real world. The school plans appropriate cross-curricular links that help students transfer their learning between subjects. Appropriately chosen opportunities to learn about UAE traditions and culture are integrated into the curriculum.
- The curriculum undergoes regular review every half-term, with weekly subject and middle-level leadership meetings. However, some gaps identified through internal and external assessments are not yet fully integrated into the curriculum review process. Horizontal and vertical alignment from grades 1 to 8 is still in progress, resulting in a curriculum that meets the needs of most students but requires further development.

Next Steps:

1. Develop more rigorous processes for curriculum review and enhancement to deepen students' knowledge, skills, and understanding.
2. Strengthen cross-curricular connections to real-world applications and other subjects for transferable learning.
3. Improve curriculum continuity and progression to better align activities with individual abilities and build on prior knowledge.

Curriculum adaptation

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

Findings:

- The school adjusts curriculum to meet most student groups' needs across all phases. These modifications are adequately reflected in teachers' planning and daily classroom practices, ensuring that students with diverse learning needs are supported. Students of determination have reasonable support throughout the school, while high-achieving students are accommodated suitably in lessons, though they would benefit from increased challenges.
- The curriculum includes an appropriate range of learning experiences designed to support both the academic and personal development of most students through extracurricular clubs, sports, and activities such as STEM, project exhibitions, environmental awareness programs, and educational field trips. However, opportunities for innovation, social contribution, and community engagement are limited.
- Some appropriate learning experiences are provided to develop students' understanding of the UAE's culture and society. The curriculum fosters an appreciation and understanding of Emirati culture, values, traditions, and heritage of UAE society. Initiatives like the National Identity project and celebration activities cultivate a sense of pride and belonging in the UAE culture and society.

Next Steps:

1. Enhance provision for innovation, enterprise, problem-solving, and critical thinking in subjects.
2. Adapt curriculum to meet better the needs of the SOD, low attainers, and high attainer students.
3. Expand opportunities that promote community engagement and entrepreneurial 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 of students including child protection. All school staff receive relevant annual training and termly updates. Additionally, any new staff arriving throughout the academic year receive training during their induction. There is a comprehensive Child Protection Policy that is regularly updated, accessible, and regularly shared with staff, students, and parents. The child protection team has been expanded to include the school counsellor and a leader from each phase. Children and students know how to stay safe within the school and who to talk to if anything arises. Assemblies and workshops for children and students provide constant reinforcement with safety tips. Additionally, auxiliary staff and social workers receive child protection training delivered by the school to meet high standards and familiarize them with school-specific procedures.
- The school campus provides a safe, clean, and hygienic environment for students and staff. Regular safety checks are monitored by the school operations team which ensures quality standards of cleanliness and safety, and daily reports are upheld. A range of safety procedures are in place which staff follow, taking responsibility for students' safety. Bus transport is not provided; therefore, students at the school are very well cared for as they move into the school. Incidents, or concerns are reported immediately and followed up with actions and communication with relevant authorities or parents, as necessary.
- The school buildings and facilities are well maintained. The school maintains accurate and secure records. All incidents recorded are reviewed and analyzed by the school management and full investigations are conducted if and when necessary. The school clinic staff keep medical records of all students and maintain their confidentiality. Medication is kept locked away and all staff know how and by whom it can be administered. Safety checks are frequent and thorough, and all recorded on appropriate sheets and forms. Health and safety teams conduct checks and risk assessments on all parts of the school to maintain students' safety. The school conducts regular emergency fire evacuation drills and is fully compliant with the Civil Defense regulatory requirements.
- The premises and facilities provide safe and inclusive environment that provides a safe and somewhat inclusive environment and meets the educational and physical needs of most of the students, especially for students of determination who have adequate specialist facilities on site.
- The school's promotion of safe and healthy living is systematically integrated into most aspects of school life. The school encourages students to make healthier lifestyle choices by providing nutritious food options and limiting the availability of items high in sugar and unhealthy additives. While some guidance on healthy living is offered, and efforts are made to restrict access to unhealthy food and drinks, there is still room to strengthen students' commitment to making consistent healthy choices. Students have ample opportunities for physical activity through structured PE lessons and unstructured play during break times. Outdoor play

areas are thoughtfully designed with adequate shading to protect students from sun exposure. Access to clean drinking water is ensured throughout the school, with dispensers available in classrooms and shared spaces.

Next Steps:

1. Systematically promote safe and healthy living into school life.
2. Ensure that the school maintains an accurate and secure records of health and safety measures.
3. Provision of better facilities for the students of determinations.

Care and support

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

Findings:

- Staff have courteous relationships with all students. Students behave well across the school, as they understand and follow the school rules. There are high levels of trust, courtesy and respect seen in all areas of the school, including break time. Staff and students are considerate of each other's needs. Students understand the school's rewards system and are keen to earn points to ensure excellence in attendance, academics, sports or cultural achievements.
- There are adequate systems in place for managing attendance and punctuality which ensure that students are regularly present and are punctual for morning assembly and lessons.
- The school's systems for identifying students of determination (SoD) are underdeveloped, though it demonstrates greater effectiveness in identifying gifted and talented (G&T) students. Currently, only two students are identified as SoD, representing less than 1% of the school population, while 33 students, or 3% of the school roll, are identified as G&T. There is no special educational needs coordinator at the school and the social worker acts as inclusion lead. School leaders rely on the results of baseline and periodic curriculum assessments, as well as input from teachers and parents, to identify students with special educational needs. This process has led to the identification of a larger group of low attainers.
- The quality of support for SoD, G&T students, high and low attainers is appropriate, however it is inconsistent across subjects and phases. Teachers' lesson plans accommodate high and low attainers, but they do not always effectively implement these plans during lessons. There is limited evidence that the curriculum has been modified to address the diverse needs of students. While individual education plans, advanced learning plans and remedial plans are in place, they are not consistently followed or applied in lessons. As a result, high attainers often lack challenging tasks, while low attainers and SoD do not receive the support necessary to accelerate their progress from their starting points. Additionally, the school does not offer in-school support services (ISSS) for students with additional learning needs, including students of determination.
- Routine systems adequately monitor student well-being and personal development. The social worker, nurse, counsellor and boys and girls section heads monitor students' wellbeing and provide support to help them overcome challenges and develop personal skills. The counsellor offers support to students when needed, such as during examination times. The social worker and counsellor work within guidelines and protocols. School leaders ensure that students are offered career guidance, starting in Grade 9. Additionally, the school has established growing links with universities in the UAE and in Pakistan, including campus visits and virtual meetings, to ensure students are well-prepared for higher education opportunities after graduation.

Next Steps:

1. Ensure that all teachers consistently provide effective support and challenge for low and high attainers, students of determination and the gifted and talented, in every lesson.
2. Ensure that there is a suitably qualified SENCO and inclusion leader in the school.
3. Enhance systems for identifying students of determination to ensure a more accurate and comprehensive identification process.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good 

Findings:

- The senior leadership team, comprising the principal and vice principal, is supported by a group of middle leaders, including section heads and subject leaders, who collectively set a clear strategic direction for the school. They are strongly committed to the UAE's national priorities of sustainability, tolerance, and inclusion. These priorities are clearly reflected throughout the school environment, particularly in fostering harmonious relationships among students of diverse nationalities. However, the absence of a trained special educational needs coordinator hinders the effective identification and support of students of determination. The school's vision and mission statements are effectively communicated to all stakeholders, reinforced by displays around the school that highlight a strong emphasis on UAE identity.
- Most leaders demonstrate a secure understanding of the curriculum and best practices in teaching, learning, and assessment. Senior and middle leaders effectively recognize and promote these best practices across the school. Outcomes in the Federal Board examinations are strong, although this is less evident in PISA and MAP (Measuring Academic Progress) assessments. However, outcomes in the Ministry of Education assessment, taken by Grade 12 students, have improved to an outstanding level. Internal assessments at the end of the 2023/24 academic year indicate improved student achievement across most subjects and all four phases. Leaders recognize the need to strengthen classroom management skills and ensure the consistent use of assessment to inform lesson planning and better meet the diverse learning needs of students.
- Relationships and communication are both cordial and professional. Roles and responsibilities have been delegated appropriately. Clearly defined job descriptions ensure that all members of staff are aware of their duties and expectations. Middle leaders have reduced teaching timetables to enable them to perform their leadership roles. Students are well supported and cared for. Morale is positive throughout the school.
- Senior leaders demonstrate a clear understanding of what they need to do to improve, particularly those relating to outcomes in international assessments. Leaders at all levels know that differentiation is inconsistent, particularly in phases 1 and 2. Students' use of technology is an area leaders are hoping to improve through the Bring your Own Device initiative. They believe this will support students in applying higher-order thinking skills, such as independent research. Leaders have the capacity to improve the school further.
- Leaders have been innovative and successful in developing aspects of the school and maintaining high school level performance. Accountability is collectively shared. Internal and external assessments provide the school with a wide range of information about the attainment and progress of students. However, this is not consistently used to ensure that tasks are precisely matched to the needs of the learners, particularly in the lower phases. Leaders have maintained, and improved, some aspects of the school's performance, such as English, mathematics and science in phases 3 and 4. Students in these phases regularly take responsibility for their learning. There is a much greater emphasis on active learning although this approach is not yet embedded practice across all grades. Leaders have maintained overall high school performance in the Federal Board examinations and have ensured that the school is compliant with statutory requirements.

Next Steps:

1. Enhance the consistent use of assessment data to ensure lesson tasks are appropriately matched to the learning needs of students, particularly in the lower phases.
2. Accelerate the introduction of the Bring your own device initiative to support the independent research skills of students in all phases.
3. Ensure that teachers receive appropriate coaching and training to enable them to address identified deficiencies in their teaching.

School self-evaluation and improvement planning

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

Findings:

- The school follows an adequate approach to self-evaluation. Evidence is gathered from a range of sources, utilizing both internal and external data to drive school improvement. The self-evaluation process actively involves all staff, with information from staff reviews and other sources feeding into the planning process. However, the process could be further enhanced to strengthen the identification of key priorities. While general areas for improvement, such as the use of technology, are identified, there is a lack of specificity regarding subjects or performance standards.
- The monitoring of teaching and learning is regular and includes formal and informal lesson observations by both middle and senior leaders but is not sufficiently focused on their effect on students' achievement. There is a scrutiny of planning and books and teachers receive written feedback, but this is not sufficiently focused on the attainment and progress of the students within the lesson. The observation form used is closely aligned to the Ministry of Education inspection framework. Senior leaders are a regular visible presence in the school enabling them to gain a view of everyday classroom practice and of students' behavior. Teachers visit other classes to observe best practices within the school. There are also links with other schools nearby, which teachers visit again to observe strong practice.
- The school improvement plan is detailed and incorporates main key recommendations from the previous report. It has been recently updated to include measurable goals, timescales, responsible personnel, and associated costs. However, there is no clear indication of the success of previously implemented actions. The improvement planning process is sufficiently aligned with the school's strategic direction and the UAE's national priorities. Greater clarity is required on how these goals are aligned with the school's priorities as identified in the self-review.
- There has been progress in addressing most of the recommendations from the previous inspection report, with noticeable improvement since the last inspection. Progress towards meeting agreed improvement targets is sufficiently reflected in the school's improvement plan, particularly in relation to the recommendations from the previous report. However, reports on the standards and quality of the school's performance are more descriptive than evaluative, lacking a clear identification of strengths and areas for improvement. Most staff are actively involved in implementing improvement strategies. However, feedback provided to teachers should place greater emphasis on student learning and outcomes to ensure sustained improvement.

Next Steps:

1. Enhance the self-evaluation process by ensuring key priorities are clearly identified and linked to specific subjects and performance standards.
2. Focus lesson observation and feedback on the impact of teaching on student attainment and progress to drive sustained improvement in learning outcomes.
3. Strengthen improvement planning by including measurable indicators of success for previously implemented actions and ensuring alignment with priorities identified in the self-review.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good 

Findings:

- The school is successful in engaging parents as partners in the learning of their students and adequately takes initiatives to use parents' expertise to enhance students' learning. For example, one of the parents, a dental surgeon, contributed to health development activities, raising awareness of oral dental hygiene. Subsequently, students demonstrate progress, enjoying online reading and deepening their understanding of UAE culture and heritage. Additionally, the school's active parents' council encourages parents to participate in enhancing their children's personal and social development and provides guidance on how to do so. Moreover, parents contribute to school development and improvement planning through surveys and questionnaires conducted twice a year. However, despite the positive impact of parental involvement on raising students' standards, the number of parents actively participating in school initiatives remains limited.
- The school has a wide range of communication channels with parents that include social media applications, educational platforms, and regular emails in addition to phone calls. These communication systems and procedures ensure that parents are informed of their children's learning and development and that they are engaged as partners. Parent-teacher meetings are scheduled every term, during which teachers provide feedback to encourage parents to actively participate in their child's improvement planning. Parents of students of determination collaborate closely with the head of the middle section to ensure that all student needs are met.
- Reporting on students' progress is comprehensive, regular, and sufficiently detailed. Parents have access to a web-based system where they can effectively review their child's academic progress at any time. At the end of each term, parents receive written reports detailing their child's attainment and progress across all subjects, along with feedback on behavior and attitudes to learning. These reports also include teachers' comments for each subject, highlighting strengths and areas for improvement. However, the reports lack clearly identified next steps for further development.
- School's partnerships with national, and international communities are few and underdeveloped, limiting opportunities for students to benefit from diverse learning experiences.

Next Steps:

1. Increase the number of parents actively involved as partners in their children's learning and broader school life.
2. Establish effective local, national, and international partnerships, including collaborations with other schools to positively impact students' learning experiences.
3. Ensure that end of term reports include clearly identified next steps for students' development.

Performance Indicator	Quality judgement
Governance	Acceptable

Findings:

- The Board of Trustees has representation and consultation from all stakeholders and is chaired by the Ambassador of Pakistan. There are nine governors in total, and they regularly meet four times during the year, and take a keen interest in the school. The views of parents are gathered informally by governors who live in the community. There is no formal procedure for parents to express their views, although they can contact the school whenever they wish to do so. The school's self-evaluation form (SEF) is discussed and reviewed, as is the school's precarious financial position. Governors have adequate knowledge about the needs of the school.
- The Governing Board does not hold senior leaders sufficiently accountable. Governors visit the school when it is not in session, limiting opportunities to conduct observations of lessons or engage in conversations with students and staff. While they receive information from the principal about the school's performance and review data, their understanding remains limited to broader priorities, such as technology issue. They are less informed about specific aspects of the data, such as those related to some external assessments. Governors hold leaders accountable through a performance management process, however, this lacks rigor as it does not include specific targets related to student outcomes. The school is entirely self-funding, and finance is a standing item on governor meeting agendas.
- The Governing Board exerts some influence on the school's leadership and direction. Governors improve resources when it is financially possible to do so. They ensure that the school is appropriately staffed and that statutory requirements are met.

Next Steps:

1. Ensure governors conduct focused visits to the school that are aligned with school priorities.
2. Establish a formal procedure allowing parents to contact governors directly to express their views or concerns.
3. Meet with groups of staff and students to gather their perspectives on the school.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the day-to-day management of the schools are adequately organized. School leaders ensure that school procedures are efficient and organized to help students improve their learning outcomes. The timetable provides sufficient time for all curriculum areas to be appropriately covered. Movement around the school is efficiently planned and supervised. Students and staff are well aware of school routines, resulting in students almost always arriving on time for the start of lessons.
- The school is adequately staffed. Staff are deployed efficiently to help students improve achievement in all subjects. The professional conduct and promotion policies set out clear school procedures for managing, maintaining and motivating staff. Supervision and support arrangements are effective, which is evident in the impactful work of the school social worker. Teachers are appropriately trained for the subjects they teach and benefit from periodic professional development sessions, such as differentiation of lesson plans, and evaluating students' work. Teachers in all subjects and phases have equal opportunities to access suitable training.
- The premises are adequate, with access to a range of specialist facilities that support student curricular and extra curricular activities. The school provides subject-specific areas, including well-equipped laboratories for practical learning in science, computer studies. These facilities are equipped with essential resources to support research, investigation, and hands-on learning experiences. The library is sufficiently resourced with a diverse collection of fiction and non-fiction texts in multiple languages, along with access to digital tools that facilitate online reading and research. The school offers ample outdoor spaces, both shaded and unshaded, to support physical education, recreational activities, and team sports. Accessibility features, such as ramps, facilitate entry to the ground floor for individuals with mobility impairments, though access to upper floors is limited due to the absence of elevators. While the school currently has no students or staff with mobility impairments, this remains a potential area for future consideration. Student health and hygiene are well-supported through an on-site clinic, managed by a qualified nurse, as well as adequate hygiene and restroom facilities for male and female students.
- The school is adequately staffed. Staff are deployed efficiently to help students improve achievement in all subjects. The professional conduct and promotion policies set out clear school procedures for managing, maintaining and motivating staff. Supervision and support arrangements are effective, which is evident in the impactful work of the school social worker. Teachers are appropriately trained for the subjects they teach and benefit from periodic professional development sessions, such as differentiation of lesson plans, and evaluating students' work. Teachers in all subjects and phases have equal opportunities to access suitable training.

Next Steps:

1. Improve the range of resources and facilities in all classrooms to promote investigation, hands-on learning and effective use of technology.
2. Improve access to the library and laboratories on the first floor for all students and staff.
3. Improve displays in classrooms and maximize the use of space to facilitate effective group work.

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