



Irtiqa'a School Inspection

AY 2023/24

Philippine Emirates Private School

Rating: Acceptable

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School Information

General Information		
	Name	Philippine Emirates Private School
	Esis Number	9250
	Location	122, Khalifa City, Abu Dhabi 23236
	Website	http://www.philippineemiratesprivateschool.ae/
	Telephone	025858041
	Principal	GINA REYES SENORA
	Inspection Dates	26 to 29 Feb 2024
	Curriculum	Philippine

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	275
Number of Emirati students	0
Number of students of determination	4
Largest nationality group of students	Philippines - USA - Nepal

Information On Teachers

Number of teachers	16
Nationalities	Philippines - Uganda

Performance in standardized and international assessments

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

Standardized Assessments

- Students participate in IBT standardized assessments in English, mathematics, science and Arabic second language for students in grades 3 to 9.
- IBT data was shared with the inspection team during the inspection visit.
- In Arabic as a second language (ASL) in grades 3 -9, IBT standardized assessment results indicate attainment levels are above the international benchmark standards.
- In English IBT standardized assessment results indicate attainment levels in grades 3 and 4 are below international benchmark standards, whereas in grades 5 to 8, attainment levels are above the international benchmark. In Grade 9, IBT results suggest that attainment levels are in line with international standards.
- In mathematics in grades 3 -9, IBT standardized assessments results suggest attainment is in line with international standards.
- In science in grades 3 - 9, IBT standardized assessment results indicate attainment levels are above international standards in grades 3 -8. In Grade 9 results suggest attainment levels are in line with the international standards.

Reading

The school has a small library that caters to grades 1 to 12 and holds approximately 200 Arabic books, 400 English books, and 100 Filipino books. There is a mix of fiction and non-fiction books in the Arabic and English sections, although the Filipino books are mainly reference books. There is no librarian and there are no scheduled lessons in the library. However, students in all grades have the opportunity to visit the library weekly and choose a book to read for pleasure. Often, during this time, the teacher will read a book to the class. Students also have access to the internet in the library and can use this to search for suitable reading material, although this is not an E-Library facility. Students are encouraged to borrow books from the library and a record book is kept at the entrance so teachers and students can record borrowed books. The classrooms do not incorporate additional reading facilities although children in KG have their own reading area and visit the library occasionally.

The school has an action plan to improve reading and comprehension in all three languages by ensuring the library is sufficiently equipped with appropriate books and students are given more opportunities to read and write in English, Arabic, and Filipino. The plan includes the implementation of a reading policy encouraging students to actively use the library during breaks and extend their English, Arabic, and Filipino reading skills, and reading at home with reports for parents to complete. However, reading mainly takes place through the curriculum textbooks. Reading is integrated into most subjects through the textbooks and tracked across all grades by the classroom teacher in lessons through reading comprehension, vocabulary, written work, reading out loud, and other classroom assessments. Teachers keep their own records, and there is no whole school assessment data on students' reading levels. Teachers are not specifically trained to improve their practice in teaching reading skills.

The school holds a book fair twice a year, which they invite book companies, parents, and students to attend. Occasionally, the students are entered for competitions; however, this has not occurred during this academic year. Students read in Arabic and English at the morning assembly. There are no extracurricular activities for reading skills. However, additional summer enrichment classes are planned.

Strengths of the school

- Children in KG make at least the expected progress in English, mathematics, and science.
- Attendance levels are consistently at high levels. Students are punctual on arriving at school.
- Relationships between staff and students are courteous.
- Parents' involvement in the school makes a positive contribution.
- Leaders are committed to improving students reading skills and there is an action plan to improve reading and comprehension in all three languages.

Key Recommendations

1. Improve students' attainment and progress to a consistently good or better level in all subjects and phases

by:

- improving children's and student's attainment and progress in Arabic and English literacy so that language skills, particularly in reading, extended writing, inference skills, and spoken language.
- improving students' scientific skills in independent investigations, and inquiry in all phases.
- improving students' mathematics knowledge and skills, including mental mathematics so they can solve problems in all phases.
- improving students' collaboration skills to engage in dialogue and discussions and develop communication skills.
- developing children and students' critical thinking, problem-solving, inquiry, and independent learning skills in lessons across subjects and phases.

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

- improving lesson planning, dedicating more time to student active learning, and less extended teacher-led delivery.
- improving teachers' planning to ensure a variety of resources are used in lessons to support and personalize the different ways students learn across all phases.
- ensuring teachers have active, focused, and engaging interactions with students that challenge students thinking and prompt thoughtful and meaningful responses.
- ensuring teachers use age-appropriate and motivational strategies in KG and provide children with regular opportunities to learn through play and experiential learning to find things out for themselves.
- ensuring that teachers plan work that is differentiated and effectively supports the lower-attaining students and challenges the higher-attaining students across all subjects and grades.
- raising teachers' expectations of what students can achieve so they are sufficiently challenged in all lessons and grades.

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

- ensuring internal assessment processes are robust and coherent and providing valid and accurate measures of students' achievements.
- using assessment data more rigorously to inform and adapt lessons and personalize learning so that all students and identified groups of students make the progress of which they are capable.
- ensuring that assessment data is used effectively to monitor and track students' progress both individually and as groups.
- ensuring self and peer assessment is implemented effectively to identify strengths and areas for improvement.
- providing constructive written feedback to students on how to improve their work and the next steps in learning.

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

- improving the KG-taught curriculum to include opportunities for children to learn through play and develop their inquiry, exploration, and independent learning skills.
- strengthening the review and adaptation of the taught curriculum to meet the educational needs and personal development of all groups of students
- ensuring purposeful cross-curricular links are planned between subjects to enhance students' transfer of learning between different subjects in all phases.
- providing sufficient curricula and extracurricular choices to develop students' talents, interests, and aspirations, and enhance academic and personal development.
- ensuring the curriculum provides sufficient opportunities for students to develop their understanding of the UAE's history and heritage.

5. Improve the protection, care, guidance, and support of students without delay and as a priority by:

- strengthening the schools' procedures for implementing the child protection policy and ensuring it is understood and signed by parents, staff, and students.
- ensuring the buildings and equipment are well maintained, especially the outdoor areas and the science

laboratories.

- promoting healthy eating and healthy lifestyles across all phases.
- appointing a female nurse without delay.
- ensuring students are provided with effective personal and academic guidance, advice, and career guidance.

6. Strengthen the care and support for students by:

- appointing a specialist inclusion coordinator to lead the school's work to identify and support students with additional learning needs.
- strengthening the processes for the identification and support for students for determination.
- aligning with best practices and meeting all expectations of ADEK's inclusion policy.

7. Improve the effectiveness of leadership to reach at least a good level by:

- setting a clear and ambitious strategic direction that is shared with the whole school community.
- clearly defining leadership and middle management roles and delegating responsibility effectively so all staff have clear roles and responsibilities.
- ensuring the self-evaluation process accurately identifies strengths and areas for improvement based on robust evidence and data, and accurately informs the school improvement planning.
- ensuring school improvement plans are linked to self-evaluation, reviewed regularly, and contain appropriate, achievable, and timely actions and goals and have a positive
- ensuring the school is adequately staffed and that staff receive regular professional development and are suitably deployed in the school to support and raise students' achievement.
- ensuring the school has the specialist facilities and resources required to support the curriculum, promote and support effective teaching and learning, and raise the achievement of all groups of students.

Overall School Performance: **Acceptable**

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Not Applicable	Weak	Not Applicable	Not Applicable
	Progress	Not Applicable	Weak	Not Applicable	Not Applicable
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	Not Applicable	Weak	Weak	Weak
	Progress	Not Applicable	Weak	Weak	Weak
UAE Social Studies	Attainment	Not Applicable	Weak	Weak	Not Applicable
	Progress	Not Applicable	Weak	Weak	Not Applicable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 indicates that most students in the primary phase attain levels above expectations for Non- Arab Muslim students. (The total number at the school is 13 in grades 1, 2, 5 and 6). This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for Islamic Education.
- In lessons and their recent work, less than three-quarters of students learning Islamic Education demonstrate knowledge of Islamic teachings, etiquette, and the Holy Qur'an that are at least in line with the expectation. Of the students taking Islamic Education in grades 1, 2, 5, and 6, less than three quarters demonstrate an adequate understanding of the pillars of Islam, such as prayers, purity, and ablution. Students in grade 6 demonstrate a basic knowledge of how Islamic social values such as honesty and trustworthiness impact their lives and daily practices. Only a few students demonstrate a basic knowledge of prescribed verses from the Qur'an and of Prophet Mohammad's (PBUH) biography and his companions.
- The school does not have three years of attainment since it opened in the academic year 2022/23.
- Internal data analyzed by the inspection team during the inspection indicates that most students make better than expected progress in relation to their starting points. This does not match what was observed in lessons and in students' work.
- In the lessons, only a majority, less than half of students across all primary grades make the expected progress in relation to learning objectives and develop their knowledge of Islamic teaching and purposes. A

small number of students make minimal progress in recalling prescribed short verses from the Holy Qur'an.

- The school does not analyze assessment data to track the progress of boys and girls or other groups of students. In lessons, all students make similar progress to their peers. Lower-attaining students do not always receive sufficient support to make the expected progress. Higher-attaining students are not challenged in lessons and do not make the progress they are capable of.

Next Steps:

1. Raise all students' achievement in all areas of Islamic education, with a focus on deepening their understanding of the prescribed verses from the Holy Qur'an.
2. Extend students' understanding of how the various Islamic etiquettes influence their lives and can be applied in real-life.
3. Ensure students gain knowledge and a deeper understanding of Prophet Mohammad's (PBUH) life, teachings, and his followers and companions.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data, provided during the inspection visit, indicates that at the end of the academic year 2022/23, the majority of students across all phases who are learning Arabic as a second language (ASL) attain levels that are above curriculum standards. This data was further analyzed by the inspection team and indicates that in the primary phase, less than three-quarters of students in grades 3, 4, and 5 attain levels that are at least in line with curriculum standards. However, most students in grades 1, 2, and 6 attain levels that are above curriculum standards. In junior and senior high phases most students attain levels that are above curriculum standards. The number of years students have been learning Arabic varies amongst students. 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) during 2022/23 to benchmark students' attainment in Arabic as a Second Language in grades 3 -9. In Arabic as a second language (ASL) in grades 3 -9, IBT standardized assessment results indicate attainment levels are above the international benchmark standards.
- In lessons and their recent work, less than three-quarters of students learning Arabic for more than two years across the phases demonstrate listening, speaking, and reading skills in line with expectations. Students who have been learning Arabic for more than two years can copy basic words and text in neat handwriting but rarely write using memorized words and phrases. They can read simple words but only a few students understand their meaning. Students learning Arabic for more than four years in phases 3 and 4 can occasionally understand simple phrases but they read them phonetically in English.
- The school does not have three years of attainment since it opened in the academic year 2022/23.
- Internal progress data analyzed by the inspection team during the inspection visit indicates that most students across all grades make better than expected progress in relation to their starting points and curriculum standards. However, this does not match what was observed in lessons and students' work.
- Only a majority, less than half of all students across the phases make the expected progress in lessons in developing their listening and speaking skills. They make minimal progress in developing their writing and reading skills across all phases.
- The school does not analyze assessment data to track the progress of boys and girls or other groups of students. In lessons, students with additional learning needs, including students of determination, make similar progress. Lower-attaining students do not always receive sufficient support to make the expected progress. Higher-attaining students are not challenged in lessons and do not make the progress they are capable of.

Next Steps:

1. Raise students' attainment and progress to at least a good level in speaking, reading, and writing in Arabic.
2. Expand all student's vocabulary with a wider range of words, ensuring the meaning is understood.
3. Improve students' writing skills to achieve greater accuracy in simple sentences.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data, provided during the inspection visit at the end of the academic year 2022/23, indicates that most students in primary and junior high phases are above the Ministry of Education (MoE) 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 assessments for social studies.
- In lessons and their recent work, less than three-quarters of students in primary and junior high phases demonstrate knowledge and skills that are in line with MoE curriculum standards. In the primary phase, they demonstrate a basic knowledge of UAE history and heritage. In the junior high phase, students have a basic knowledge and understanding of the work of the UAE Government.
- The school does not have three years of attainment data since it opened in the academic year 2022/23.
- Internal data analyzed by the inspection team during the inspection indicates that most students across all grades make better than expected progress in relation to their starting points and curriculum standards. However, this does not match what was observed in lessons and students' work.
- In lessons and students' recent work, in primary and junior high phases, only a majority of students, less than half, make the expected progress.
- The school does not conduct internal analysis that considers the varying needs of different groups of students. From lesson observations, boys and girls make similar progress from their starting points. Students with additional learning needs, including students of determination make expected progress. However, higher-attaining students and gifted and talented students do not always make the progress they are capable of.

Next Steps:

1. Raise students' attainment and progress to at least a good level across all phases, focusing on maximizing progress in lessons.
2. Enhance students' knowledge and understanding of the structure and work of UAE Government.
3. Improve students' understanding and knowledge of the history and heritage of the UAE and how this has influences future priorities related to the environmental and sustainability.

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data, provided pre-inspection, indicates that at the end of academic year 2022/23, the majority of children and students across all attain levels that are above curriculum standards. This data was further analyzed during the inspection and the analysis suggests that in KG and primary phases, most students attain levels that are above curriculum standards. However, data for Grade 4 shows that less than three-quarters of students attain levels at least in line with curriculum standards. In the junior high, less than three-quarters of students attain levels that are at least in line with curriculum standards. In Grade 8, data indicates most students attain levels that are above curriculum standards. In the high phase in Grade 11, a large majority of the students attain levels that are above curriculum standards, whereas less than three-quarters of the students in Grade 12 attain levels that are in line with curriculum standards. These levels of attainment do not align with the levels of students' knowledge and skills observed in lessons.
- The school has administered the International Benchmark Test (IBT) during 2022/23 to benchmark students' attainment in English in grades 3 -9. IBT standardized assessment results indicate attainment levels in grades 3 and 4 are below international benchmark standards, whereas in grades 5 to 8, attainment levels are above the international benchmark. In Grade 9, IBT results suggest that attainment levels are in line with international standards.
- In lessons and their recent work, most children and students demonstrate listening, speaking, reading, and writing skills at least in line with expectations. Children in KG can identify basic words but sometimes find using phonics skills in reading words challenging. In primary, junior and senior high, most students demonstrate adequate listening, speaking, reading, and writing skills. However, students' reading comprehension skills to extract information from their reading or make inferences about what might happen next are limited.
- The school does not have three years of attainment data since it opened in the academic year 2022/23.
- Internal data analyzed by the inspection team during the inspection indicates that most children in KG, and students in primary and junior phases, make better than expected progress in relation to their starting points and curriculum standards. There is no progress data provided for senior high students. However, this does

not match what was observed in lessons and students' work.

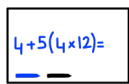
- In lessons, most of the children and students make at least expected progress in developing listening, speaking, reading, and writing skills in relation to appropriate learning objectives from starting points aligned with curriculum standards. However, the rates of progress vary and are not consistent across all grades.
- The school does not analyze and track the progress of groups of students. In lessons, students with additional learning needs, including students of determination and lower-attaining students, make similar progress, although they do not always receive sufficient support to make expected progress in relation to their targets. Higher-attaining students are not recognized or challenged in lessons. They do not make the progress they are capable of.

Next Steps:

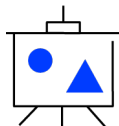
1. Raise attainment and improve students' language skills to at least a good level, with a focus on speaking, reading, and writing skills.
2. Accelerate children's and students' progress in developing reading comprehension skills.
3. Ensure children in KG expand their vocabulary and improve their speaking and early writing using a wider range of nouns and adjectives.

Mathematics

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



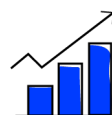
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's analysis of internal assessment data provided pre-inspection visit indicates that at the end of the academic year 2022/23, in the primary phase, the majority of students attain levels in line with curriculum standards, and in phases 3 and 4, most students attain levels that are in line with curriculum standards. This data was further analyzed during the inspection and indicates that most children in KG attain levels that are above curriculum standards. In phases 2, 3, and 4, less than three-quarters of students attain levels at least in line with curriculum standards in most grades. These levels of attainment do not match what was observed in lessons and students' work.
- The school has administered the International Benchmark Test (IBT) during 2022/23 to benchmark students' attainment in mathematics in grades 3 -9. IBT standardized assessments suggest attainment is in line with international standards.
- In lessons and their recent work, most children and students across all grades demonstrate adequate mathematical knowledge, skills, and understanding that are in line with curriculum standards. In KG, children demonstrate numeracy skills in counting, sorting, and recognizing patterns. In the primary phase, students demonstrate mental math skills that allow them to perform calculations swiftly and accurately. Measuring skills are less well-developed. Across all grades, students are less confident in applying their skills to solve problems.
- The school does not have three years of attainment data since it opened in the academic year 2022/23.
- Internal data analyzed by the inspection team during the inspection indicates that most children and students make better than expected progress in relation to their starting points and curriculum standards. There is no progress data provided for senior high students. However, this does not match what was observed in lessons and students' work.
- In lessons and their recent work, most children and students make the expected progress. In KG, most children and students in the primary are building on their numeracy skills and making progress in the four operations.
- The school does not conduct analysis of the progress of different groups of students. From lesson

observations, boys and girls make similar progress against their starting points. Students with additional learning needs, including students of determination make expected progress. However, higher-attaining students and gifted and talented students do not always make the progress they are capable of.

Next Steps:

1. Raise attainment and improve students' mathematical skills to at least a good level, with a focus on problem-solving.
2. Enhance students apply their mathematical knowledge and apply reasoning skills to justify their answers.
3. Ensure all students have secure mental mathematics.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

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

Findings:

- The school's analysis of internal assessment data, provided pre-inspection, indicates that at the end of academic year 2022/23, in most phases, the majority of students attain levels above curriculum standards, and in phase 4, most students attain levels that are in line with curriculum standards. This data was further analyzed during the inspection and suggests that most children in KG and lower primary phase attain levels that are above curriculum standards. In grades 4 to 6 of the primary phase, less than three-quarters of students attain levels at least in line with curriculum standards. Junior high phases indicate the majority of the students attain levels that are above curriculum standards, and in the senior high phase, less than three-quarters of the students attain levels that are in line with curriculum standards. These levels of attainment do not match what was observed in lessons and students' work.
- The school has administered the International Benchmark Test (IBT) during 2022/23 to benchmark students' attainment. In science in grades 3 - 9, IBT standardized assessment results indicate attainment levels are above international standards in grades 3 -8. In Grade 9 results suggest attainment levels are in line with the international standards.
- In lessons and recent work in all grades, most children and students demonstrate scientific knowledge and understanding that are in line with the curriculum standards. In KG and primary phases, their understanding of earth sciences is less developed. In the junior high phase, students demonstrate an adequate knowledge of scientific methods. In all grades, students' scientific inquiry, investigation, and practical and laboratory skills are underdeveloped.
- The school does not have three years of attainment data since it opened in the academic year 2022/23.
- Internal data analyzed by the inspection team during the inspection indicates that most children in KG and students in the primary and junior high make better than expected progress in relation to their starting points and curriculum standards. There is no progress data provided for senior high students. However, this does not match what was observed in lessons and students' work.
- Most children and students across the phases make expected progress in developing their knowledge in a

range of science concepts appropriate for their grade. They make insufficient progress in applying their knowledge and skills in practical investigations.

- The school does not analyze assessment data to track the progress of boys and girls or other groups of students. In lessons, students with additional learning needs, including students of determination, make similar progress. Lower-attaining students do not always receive sufficient support to make the expected progress. Higher-attaining students are not challenged in lessons and do not make the progress they are capable of.

Next Steps:

1. Raise attainment and improve progress to at least a good level, ensuring that students use scientific methods of predicting, measuring, observing, analyzing, and concluding.
2. Enhance students' ability to form hypotheses and make predictions.
3. Improve students' understanding in earth sciences in primary.

Learning Skills

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

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

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

Findings:

- Most children and students have positive attitudes to learning. However, this is more evident in mathematics and science, where children and students can work for short periods without teacher direction. In English lessons, students in KG, junior, and senior high can work independently for short periods. Students in Arabic follow teachers' directions as the majority of students are unable to access the language and move on to the next steps in learning. When asked, some students can articulate their learning, but not all students know how to improve their work. Peer and self-reflection are not an embedded feature of student learning and rarely seen.
- Students demonstrate productive teamwork skills and work collaboratively across all subjects. Students can communicate their learning adequately in most subjects, particularly in the higher phases.
- Students make a few connections with the real world, and between the different areas of learning. In Arabic and English language subjects, the transferring of literacy skills is made is now emerging.
- Students develop basic research and technology skills in lessons. However, in some higher grades, students use their mobile devices for research. Problem-solving skills are being introduced into mathematics and science. Critical thinking questions are occasionally directed in lessons, but their implementation and use are inconsistent. Overall critical thinking and problem-solving skills are under-developed.

Next Steps:

1. Ensure that all children and students know how to improve their work and have opportunities to engage in peer and self-reflection.
2. Ensure that students make more connections to the real world, and between the different areas of learning.
3. Ensure children and students develop critical thinking and problem-solving skills.

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

Personal Development

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

Findings:

- Children and students demonstrate responsible attitudes. Students show a willingness to learn and appreciate critical feedback. Students are developing more self-reliance.
- Students are respectful and adhere to school rules and policies in and out of lessons. They are courteous and friendly and contribute to an orderly learning community. However, a few students are restless and easily distracted in lessons, particularly in KG and the primary phase. This is mainly because the assignments and activities are not challenging and engaging for children and students.
- Relationships between the staff, teachers, and students are courteous and friendly. The students feel cared for at the school by teachers and staff, including the social worker. The students are generally sensitive to the needs of others and willing to support one another when needed.
- Students have general knowledge and understanding of the importance of following healthy eating habits. However, occasionally a few students bring unhealthy snacks and meals to school, which the teachers and staff overlook. The students occasionally participate in activities that promote healthy lifestyles within the school. 18% of students across the school maintain an unhealthy weight and are at risk or overweight.
- Attendance from the beginning of the year is 97%, and the students are generally punctual in arriving at school in the morning.

Next Steps:

1. Ensure that students are continuously engaged in active learning that challenges them and that they enjoy, so they do not disengage.
2. Ensure that students bring only healthy food and snacks into school.
3. Raise students' awareness of the importance of following a healthy lifestyle and making healthy eating choices, both at school and in their daily lives.

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:

- The students have an adequate appreciation and understanding of how Islamic values influence contemporary UAE society, and they apply these values in their daily lives. The students observe and identify Islamic events such as the Holy month of Ramadan.
- Students have a basic knowledge of the culture and heritage of the UAE. They participate in events celebrating the UAE culture such as National and Flag Days, as well as Commemoration Day. Links with the UAE culture are made at school generally, but they are inconsistent across the subjects. The school has dedicated sessions on Fridays, as part of the day their cultural activities, to promote the Emirati culture. The students also participate in activities hosted by the school, where they gain knowledge of the customs and manners of Emirati etiquette and traditions.
- The students have an appropriate level of knowledge of their own culture and portray it through dance and expression. They have a basic understanding and appreciation of the culture of the UAE. They celebrate other cultures during celebrations of the United Nations Day and the International Day of Peace. However, their knowledge and familiarity with other world cultures varies and might be limited.

Next Steps:

1. Enhance the students' understanding and appreciation of how Islamic values influence the lives of citizens living in the UAE.
2. Strengthen the students' knowledge of the UAE culture and heritage.
3. Enhance the students' knowledge and recognition of other world cultures.

Social responsibility and innovation skills

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

Findings:

- Students have an adequate awareness of their responsibilities in the school, and a few are provided with responsibilities within the school community and take on leadership roles throughout the school as part of the Student Council. Students are assigned roles as class representatives, but their contribution around the school and in lessons is limited to mainly helping in organizing students' movements during assembly. Opportunities for students to participate in voluntary activities in the community beyond school are limited.
- Students enjoy participating in tasks and engaging in activities and projects. However, they do not often initiate them and rely too much on adults to help them. Students are rarely given opportunities to take on leadership roles. The projects and activities are mainly set and planned for by the teachers, and students heavily depend on their guidance and direct instructions. Students are not provided with sufficient opportunities to practice innovation, critical thinking, and problem-solving skills, either in lessons or beyond.
- Students show awareness of the importance of environmental sustainability and take part in a few activities and recycling projects. Students participate in the annual mathematics and science Olympiads and exhibit their work during science week. The students participate in a gardening project as part of their environmental awareness initiatives, but it is still in its early stages. Overall, there are insufficient opportunities for the students to participate in a wider range of activities that support conservation and sustainability, beyond the school community. The school is clean, and the students are encouraged to keep their environment and classrooms clean and tidy. Overall, students do not take sufficient care or take action to improve their surroundings.

Next Steps:

1. Encourage students to take on volunteering roles in school and in their community.
2. Ensure that students develop their innovation skills in lessons and beyond across the subjects and grade levels.
3. Enhance the students' awareness of environmental issues and encourage their participation in a wider range of activities that support conservation and sustainability, within and beyond the school community.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Teachers generally have secure knowledge of their subjects. Most teachers have an understanding of how children and students learn. Most lessons are structured to follow the textbook. Teachers direct the learning process, which limits opportunities for students to engage in active learning, collaborative group work, and discussions.
- Lesson planning, time management, and use of resources vary. Lesson plans follow a standardized format and include learning objectives that are shared with students. However, these objectives mainly focus on tasks to be completed in lessons rather than on explicit learning outcomes. Time is not always used effectively, and occasionally, lessons start late.
- Students are generally cooperative and willing to engage in their learning. While questioning is more effective in probing students' thinking in mathematics and science, it is inconsistent across the other subjects. Students are occasionally provided with opportunities to participate in collaborative activities, sharing ideas, and thinking about solutions to problems.
- Teaching strategies to meet the needs of groups of students are emerging. Overall, in most lessons, teaching strategies provide limited support for students with additional learning needs, including students of determination. Differentiated learning does not always challenge the higher-attaining students to enhance their progress.
- Teachers plan to develop students' critical thinking and problem-solving skills across the school. This approach is not systematic across all subjects. Where teaching is more effective, students are starting to take responsibility for their learning. Students' research skills are developing, but they have too few opportunities to use ICT and learning technologies.

Next Steps:

1. Improve the quality of teaching so that lessons are well planned, differentiated and resourced so that teaching is at least good in all lessons.
2. Strengthen teaching to promote students' active learning in all lessons.
3. Maximize all the available lesson time to ensure all groups of children and students make at least good progress toward clear learning objectives.
4. Ensure teachers plan learning tasks that develop students' skills, including the use of ICT and learning technologies.

Assessment

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

Findings:

- Internal assessment processes are aligned with the Philippine curriculum standards and provide information on students' attainment, progress, and personal development. Internal assessment: The school conducts regular internal assessments, including an end-of-year final assessment. Internal assessments are not always rigorous. The school's analysis does not provide an accurate overview of students' attainment and progress.
- The school benchmarks attainment in external IBT examinations in English, Arabic as a second language, mathematics, and science for students in grades 3 to 9. Results vary in subjects and grades and the school's analysis is inaccurate. There are no international assessments. There are no external board examinations.
- The school's information to track progress is limited. Assessments do not enable school leaders to track the progress of individuals or different groups.
- Assessment information is not always used to identify groups of students who are not achieving as well as they should. Gaps in learning are identified and inform curriculum implementation, lesson planning, and targeted interventions for lower attainers, students with additional learning needs, and students of determination.
- Teachers have reasonable knowledge about their children and students' learning in lessons. They do not consistently target questions to check the understanding of different groups of students or to measure their progress in the lesson. Feedback is provided verbally in lessons. Teachers do not routinely provide constructive feedback with written next steps in the student's workbook. Students occasionally participate in peer- and self-assessments about improve their learning.

Next Steps:

1. Improve assessment processes so that there is accurate and reliable information about attainment and progress and assessment data is at least good quality.
2. Conduct a more rigorous analysis of assessment data of the achievements of individuals and different groups of students.
3. Ensure teachers use accurate assessment data to plan differentiated learning matched to the different abilities of students in all lessons so that students' needs are met, and their progress is maximized.
4. Strengthen the processes for providing constructive written feedback to students to help them improve their work and understand what to do to improve.

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 Philippine curriculum across KG, primary, junior, and senior high phases. The Philippine curriculum focuses on the 'Most Essential Learning Competencies' (MELCs) and incorporates the Ministry of Education (MoE) curriculum for the Arabic Medium subjects (AMS). The school curriculum has a defined rationale and is broad and balanced. The implementation of the curriculum in all subjects focuses mainly on imparting knowledge, and opportunities to develop learning skills are limited. In the KG and primary phases, the taught curriculum requires further opportunities for children and students to learn through play and develop their creativity and exploration skills. In junior and senior high phases, the taught curriculum provides limited opportunities for independent and project-based learning. The school's licensed curriculum meets the statutory requirements.
- The curriculum progression is based on the prescribed textbooks, and planning is aligned accordingly to ensure that course content is delivered each term. However, it does not always align with the existing knowledge or starting points of all groups of students. Consequently, gaps in student learning are not always adequately addressed, and as a result, not all students are prepared for the next stage in their education.
- In KG and primary, children and students have limited opportunities to choose activities or initiate their learning. In senior high, students have opportunities to choose between two strands of learning, accountancy, business, and management (ABM) or science, technology, engineering, and mathematics (STEM), in line with the philosophy of the Philippine curriculum. Across all grades, a range of curricular choices are offered in music, art, physical education, and health.
- Cross-curricular links are occasionally planned in lessons. There are adequate links in developing students' ability to transfer learning literacy skills between different subjects. The curriculum provides limited opportunities for independent learning, research, and critical thinking.
- The school adopted the Philippine curriculum in the academic year 2022/23, and following a review the school is implementing the newly modified and updated Philippine curriculum in English, mathematics and science next academic year. There is an over-reliance on the prescribed textbooks for content and sequencing of work rather than enhancing the taught curriculum to meet the needs of the different groups of students.

Next Steps:

1. Establish regular and comprehensive curriculum reviews, to ensure that the curriculum remains relevant and effective and meets the needs of all students.

2. Ensure the curriculum provision equips children and students with the knowledge and skills they need in readiness for their next stage of education.
3. Ensure that across all grades, the curriculum is further enhanced and aligned with student talents and interests.
4. Provide regular and well-planned opportunities for children and students across the school to make meaningful links between areas of learning across all subjects.

Curriculum adaptation

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

Findings:

- The school implements a few curriculum modifications. Modifications are planned to meet the needs of most groups of students and provide insufficient support for most groups of students in lessons. However, adaptations for meeting the needs of lower and higher-attaining students are planned but are ineffective. Opportunities in lessons to challenge the more able and gifted and talented students are limited.
- The curriculum is unimaginative and, children and students have few opportunities to develop their creativity and innovation skills through play-based learning. The curriculum in KG, primary, junior, and senior high is textbook-driven in most subjects and does not provide sufficient opportunities for students to develop their innovation skills. Extracurricular activities rarely provide opportunities for students to participate in social and community initiatives.
- The curriculum embeds appropriate opportunities for students to appreciate the heritage and culture of the UAE such as participation in assemblies and wall art displays. There are some adequate opportunities to establish links with Emirati and UAE culture in lessons. However, this is inconsistent across all subjects.

Next Steps:

1. Enhance curriculum modifications and adaptations to meet the diverse learning needs of all groups of students across all phases.
2. Enhance curriculum provisions with extracurricular activities that positively impact students' academic achievements and personal development.
3. Adapt the curriculum in all subjects to develop children's and students' creativity and innovative skills.
4. Ensure the curriculum provides appropriate learning experiences to enable students to develop a clear understanding of the UAE's values, culture, and society.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has adequate formal procedures for the safeguarding of students to ensure that all staff are trained in safeguarding and know what to do if a concern is raised. However, there is no coordination of this work that checks all stakeholders understand expectations. Parents are informed about the safeguarding and child protection policy when their child is enrolled. The school has an anti-bullying policy including cyber-bullying. Should incidents occur, reports are filed securely with the student counselor, and parents are informed. Anti-bullying posters are in corridors, and assemblies regularly refer to them.
- The school provides a safe environment for students and staff. Safety checks are frequent. Student supervision is effective, including during school transport. There are four school buses supervised by bus monitors. Student entry and exit to the school are monitored by a logit system, which links directly to the Department of Transport. The procedure is safe and secure. Students who arrive and leave the site in private cars are also checked in and out using the logit scanner system.
- Building and maintenance are mainly in sound repair although some parts of the outdoor areas and science laboratories are less well maintained. The school has a committee to organize emergency procedures. There are secure records kept and information is shared. The Civil Defense helps organize regular fire drills, including the school evacuation. Staff are all trained in fire procedures, and extinguishers are regularly maintained. The school maintains secure records of maintenance, risk assessments, and staff information. The school clinic is well-equipped and has one male nurse. The school is currently trying to appoint a female nurse. All medicines are kept securely in a locked cupboard. The clinic organizes regular BMI health checks for students and medical records are secure.
- The premises and facilities provide a safe physical environment. The playground is shaded and used for assemblies and physical exercise. There are ramps and a lift, so the site is accessible to all.
- The school's work to promote safe and healthy living is minimal and although this is occasionally addressed in assemblies. Daily assemblies include participating in some exercise. The benefits of healthy eating are occasionally the topic of presentations and have been observed in science lessons. At break time most students eat healthy snacks. The canteen is not fully functional. Students are encouraged to take regular exercise both out of school and in their PE lessons.

Next Steps:

1. Prioritize improving the arrangements for health and safety, including safeguarding and child protection to at least a good quality without delay.

2. Check that all members of the school community understand the protocols for child protection and are aware of what to do should a concern be raised.
3. Appoint a designated leader to oversee the work of safeguarding and child protection.
4. Appoint a female nurse as a priority.
5. Ensure that all buildings, equipment, and outside areas are maintained and in sound repair.

Care and support

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

Findings:

- Relationships between staff and students are courteous. There is no formal behavior policy. Behavior and conduct in school is positive overall. Attendance is recorded daily and centrally by class teachers. Attendance rates are currently 97%. The school's attendance policy successfully promotes good attendance.
- The school has ineffective systems to identify and support students with additional needs, including students and students of determination (SoD). There are only informal identification procedures in the school. Class teachers notify the counselor if they suspect that a child or student may have learning difficulties. Parents also report on their children regarding learning and behavior. All students identified with additional learning needs are identified externally, and medical certificates are provided by parents to the school. All students of determination have an IEP (Individual Education Plan), which is monitored by the counselor and shared with the class teacher. There is no designated inclusion expert or coordinator.
- Limited support is provided to students with additional learning needs or those who are gifted and talented. The counselor leads interventions and provides additional help to read and understand exam questions, and in some cases, modified test questions are provided. However, there is minimal support in lessons. The school does not formally identify gifted and/or talented students.
- Wellbeing is monitored in the school but mostly through the class teacher, with occasional input from the counselor. Students have limited personal and academic guidance. They have received some guidance and information from universities visiting the school or students can independently organize a visit to alternative universities. Students are given surveys to determine university courses and are advised on the entrance exams and qualifications required. There is an Alumni Association, and the school follows up on the graduates who have left to know where they go and how well they are doing. Most students stay in the UAE once they have graduated.

Next Steps:

1. improve the care and support provided for children and students so that it is at least good quality.
2. Recruit a specialist inclusion coordinator to lead the school's work to identify and support students with additional learning needs.
3. Meet all expectations of the ADEK inclusion policy. Access expert support through ADEK's in-school services.
4. Ensure the school provides differentiated and focused support in lessons for students' additional learning needs.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Weak

Findings:

- The senior leadership team has a set direction and vision for the school, which was written collectively. The school is committed but not yet successful in providing inclusive education and does not currently have an inclusion coordinator. However, the counselor does provide individual support to the students with additional learning needs. Leaders ensure that the school meets the national education priorities for participating in standardized assessments.
- Senior leaders demonstrate basic knowledge of the curriculum, and their knowledge of best practices in teaching, learning, and assessment is underdeveloped. Although teachers receive training related to best practices, they rarely receive feedback relating to their own practice. Leaders rarely observe lessons. Assessment data is tracked by the school on the school's internal system, and teachers also maintain their own records. However, assessment data is not rigorously analyzed.
- Relationships and communication are unclear. There is a school organizational chart that outlines the roles and responsibilities of the leadership team and coordinators. Most decisions are made by the senior leadership team, there is little delegation of tasks. Teaching staff know what is required of them, but there is a general lack of efficiency, which leads to lessons starting late and low expectations. Morale is generally positive.
- Leadership is aware of the school's priorities for improvement. They realize the importance of enhancing the skills of their teachers and leaders in accurately evaluating teaching quality and improving students' attainment and progress. The current capacity of the leaders to improve the school is limited.
- The leaders advised that they have made improvements and are ensuring that the school is fully compliant and that they prioritize meeting all regulatory requirements.

Next Steps:

1. Strengthen leadership at all levels, raising expectations and setting clear and ambitious goals that are aimed at improving students' achievements and their personal development.
2. Ensure effective distribution of leadership with clear designations, roles, and responsibilities.
3. Ensure that the school is fully compliant and meets all expectations, especially regarding health and safety and the staffing of the clinic.

School self-evaluation and improvement planning

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

Findings:

- Self-evaluation is conducted with input from the parent-teacher council. The school self-evaluation was incomplete, and the school provided an updated document during the inspection visit. The school self-evaluation does not link to internal or external assessment data or accurately reflect provision in the school.
- Teaching and learning are rarely monitored. The principal completed a few observations in term one using a standardized template. However, they were not followed up with feedback to the teachers, so teachers were unable to reflect and make improvements.
- The school improvement plan provided by the leadership contained inaccurate data demonstrating an unrealistic view of priorities. The plan does not contain smart targets, appropriate goals, realistic priorities, or evidence that any actions were completed.
- There have been minimal improvements in key areas of the school's work since opening.

Next Steps:

1. Improve the processes of self-evaluation using internal and external assessment data so the school has a realistic view of strengths and areas for improvement.
2. Ensure the monitoring of teaching and learning is rigorous and accurate and makes a positive impact on students' achievement.
3. Ensure school improvement plans are based on accurate self-evaluation and contain detailed, focused goals and timelines.
4. Track the impact of the work to address improvement priorities on improving provision and students outcomes.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Acceptable

Findings:

- The school involves parents in some aspects of school life. There is an active Parent Council that discusses and contributes to school initiatives and improvement. Parents feel welcome at school and are invited to take part in school events, for example United Nations Day, celebrating different countries through traditional costumes and decorating the hallways in the school. Parents also participate in events KG classes and National Day. There is a parent representation within the Governing Body, and their opinion and involvement are valued.
- Communication is regular via the online platform, which is organized for every grade. Parents have access to school policies, students' assignments, and general school information. There is a parent/teacher council (PTC), and they meet every quarter. The PTC president is very active and regularly updates other parents through social media groups. The school counselor informs parents about the learning and development of students of determination. All parents are informed of students' learning and development quarterly, following the PTC meetings. Parents can then discuss progress with the teachers in school.
- Reporting is quarterly. In KG, cards report on academic achievement and the early years learning and development areas. In all other grades, report cards contain academic achievement and progress, behavior and attitude, and attendance. However, they do not include any information relating to the next steps of improvement for students.
- The school makes few social contributions to local, national, or international communities, including Filipino. However, the students contribute to a recycling initiative and donate to a charity. Local partnerships are limited. However, students do participate in ADEK sports competitions with other schools.

Next Steps:

1. Ensure that the formal progress reports shared with parents include areas for improvement and the next steps in students learning and all parents are aware of individual learning plans.
2. Engage students and parents in participation in social contributions within the local, national, and international communities.
3. Establish connections with relevant international organizations (including Filipino) that can positively impact students' personal and academic achievements.

Performance Indicator	Quality judgement
Governance	Acceptable

Findings:

- The representation of governors comprises mainly the leadership team of the school with the addition of the owner, and a parent/student representative. There are no external stakeholders advising on the direction and decision-making of the school. The Board of Governors meets every quarter, and they also meet with the Parent-Teacher Council, where views are shared regarding school improvements. The owner has a hands-on approach and meets regularly with the board.
- The Governing Board overall is not yet effective in ensuring sufficient accountability for the performance of the school. The owner meets regularly with the school leadership to discuss the school's performance. However, the improvement plan and the school data are unreliable, and the effectiveness in improving the quality of teaching and learning and students' achievement and personal development are inconsistent.
- The Governing Board provides limited support and direction in guiding the school. They work with the Parent-Teacher Council to raise money to extend the school and provide additional facilities. They recognize the need to improve the ICT infrastructure. The board ensures that statutory requirements are met.

Next Steps:

1. Extend the membership of the board of trustees to include external representation to hold the leadership accountable for the performance of the school and for improving students' achievement.
2. Ensure that the Governing Board gains accurate information about students' performance and uses it effectively for self-evaluation and school improvement.
3. Ensure the Governing Board supports the school in acquiring suitable resources, including ICT to improve the school's overall performance.

Management, staffing, facilities and resources

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

Findings:

- Significant aspects of the day-to-day management of the school are not adequately organized. Lessons often start late due to teachers moving between classrooms and neither the teachers nor students being sufficiently prepared to start the lesson. However, the day starts with a routine assembly, and dismissal is adequately organized at the end of the day.
- The school is adequately staffed. Staff are suitably qualified teachers; however, due to the high turnover of staff, many new teachers have recently joined the school. The school is recruiting an inclusion coordinator and a female nurse. Professional development, such as teaching strategies, classroom rules, and teacher pastoral responsibilities, is provided to staff prior to the beginning of the school year to prepare them for the incoming classes. Training is conducted quarterly.
- The premises are adequate, and there are some specialist facilities available, including science laboratories, technology resources, a library, a multipurpose room for music, art, and PE, an indoor play area, a mini theatre for KG, and outdoor play areas. Classrooms are of a suitable size and are equipped with whiteboards and projectors so teachers can use ICT and technology. The social worker has a room that can also be used for one-to-one intervention lessons with students of determination. The school has ramps and a lift to provide accessibility and accommodate those with mobility challenges.
- Resources within the school are limited in supporting curriculum delivery in teaching and learning. Resources for the students are limited to textbooks, workbooks, and occasional worksheets. The school does not have an indoor gym, so students are restricted to outdoor provision. There is a lack of subject-specific resources to support investigations and hands-on learning, especially in science.

Next Steps:

1. Improve the day-to-day management of the school and routines, to ensure teachers and students are suitably prepared for lessons and raise expectations.
2. Ensure the school is adequately staffed, including an inclusion coordinator and female nurse, staff are all approved and are suitably deployed in the school to support and raise students' achievement.
3. Ensure the school has the specialist facilities and resources required to promote and support the curriculum, raise teaching and learning, and accelerate the achievement of all groups of students.

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