



Irtiqa'a School Inspection

AY 2024/25

Saint Joseph Private School

Rating: Very Good

Contents

- **School information**
- **Changes since the previous inspection**
- **The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS**
- **Performance in standardized and international assessments**
- **Reading**
- **Strengths of the school**
- **Key recommendations**
- **Summary of inspection findings 2023/24**
- **Inspection findings**

School Information

General Information		
	Name	Saint Joseph Private School
	Esis Number	9115
	Location	22, Al Tasamuh St, Al Mushrif, Abu Dhabi, 20202
	Website	http://www.stjosephsschool.ae
	Telephone	024463646
	Principal	PRESTINA ROCHA JOHN ROCHA
	Inspection Dates	11 to 14 Nov 2024
	Curriculum	Indian

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3
Number of students on roll	1293
Number of Emirati students	0
Number of students of determination	33
Largest nationality group of students	India - Sri Lanka - Philippines

Information On Teachers

Number of teachers	72
Nationalities	India - Egypt - Sudan
Number of teaching assistants	1

Changes since the previous inspection

Since the previous inspection, the school has maintained its overall Very Good performance judgment.

Since the previous inspection report, the school has maintained very good student attainment and progress in Islamic Education and UAE Social Studies, though attainment in Islamic Education phase 4 has dropped from very good to good. Attainment in Arabic as a second language has improved from acceptable to good in phases 2 and 3. While Phase 1 was not evaluated in the previous inspection, in this inspection, achievement in Phase 1 has been rated as good in Arabic as a second language and very good in Islamic education and UAE social studies.

Progress in English is very good in all phases, though attainment has regressed from very good to good in phases 2 and 3. Attainment and progress in mathematics have regressed from good to acceptable in Phase 3, and progress regressed from very good to good in Phase 4. Achievement in science remains very good in phase 4, however it regressed from very good to good in phases 2 and 3. Achievement in Phase 1, which was not previously evaluated, is very good in English and mathematics, while attainment in science is good and progress is very good. Learning skills are now very good in phases 1 and 4, compared to phases 2 and 3, where they are good.

Outcomes for students' personal and social development, as well as their innovation skills, vary. While students' personal development remains very good in all phases, supported by high attendance levels, students' understanding of Islamic values and awareness of UAE and world cultures is acceptable in all phases as appreciation for the heritage and culture of life in the UAE must be broadened. Students' social responsibility and innovation skills remain good in all phases.

Teaching in phases 1 and 4 is very good, reflected in the improvements in students; achievement and learning

skills in these phases, whereas judgments have declined from very good to good in phases 2 and 3. Assessment remains good in all phases. The quality of teaching is being consolidated, mainly due to a program of targeted professional development. A comprehensive system for collecting student assessment data is in place. This provides the information necessary to appropriately inform teaching for effective learning.

The curriculum was not evaluated in the previous inspection. In this inspection, curriculum design was rated good in phases 1 and 2 and very good in phases 3 and 4, whereas curriculum adaptation was good in all phases. The curriculum is comprehensive, balanced, and tailored to be age-appropriate. However, the variety of curricular choices for senior students who wish to pursue alternative educational and career pathways could be increased.

The health and safety of students, including child protection, continue to be a priority for the school and remain very good. The care, guidance, and support that the school provides to all students are good across all phases. However, providing appropriately adapted learning experiences for students of determination in all lessons is inconsistent.

The effectiveness of leadership has maintained a very good judgment since the previous inspection. School leaders at all levels, led by the principal, are committed to improving the quality of academic and social outcomes for all students. However, the distributed leadership model needs to identify and confirm the roles, responsibilities, and communication channels for leaders at all levels. The quality of self-evaluation processes remains good, and judgments from the self-evaluation process (SEF) align with the UAE School Inspection Framework descriptors. Partnerships with parents remain very good. The support and impact that the school's governors have on the school's overall performance also remain very good, while management, staffing, and resources remain at a good rating. The area of resource provision for teaching and learning, particularly digital resources, is a current priority. All leaders are committed to the school's continuous improvement. Since the last inspection, most recommendations have been implemented.

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

The school has benchmarked students' attainment against international standards through participating in the Progress in international Reading Literacy Study PIRLS in 2021, the Program for International Student Assessment PISA in 2022 and the Trends in International Mathematics and Science Study TIMSS in 2019 and 2023.

The school has targets for the international benchmark assessments. It has achieved its target in Scientific Literacy but not its Mathematics Literacy and Reading Literacy targets in the most recent PISA assessment. In PIRLS 2021, students achieved within the High International Benchmarking range.

There is a keen awareness of international benchmarking assessments among leaders, and the school promotes the importance of doing well and making a more global comparison.

The school has introduced specific question types and examination techniques in many lessons to familiarize students with the format of questions and improve their ability to answer them more successfully in the future. Additionally, workshops for teachers on International Benchmark Tests have been organized to enhance their instructional strategies.

Performance in standardized and international assessments

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

Standardized Assessments

- The school benchmarks student performance against standardized assessments across English medium subjects and Arabic.
- The ACER IBT (International Benchmark Tests) serve as an external assessment for students in grades 3 to 10, covering English, Mathematics, Science, and Arabic in grades 5 and 8. The ACER IBT results for the AY2023/24 indicate weak attainment in Mathematics, Science, and English across phases 2, 3 and 4, and in Arabic in grades 5 and 8.
- Students' performance in grades 10 and 12 is benchmarked against the CBSE board examinations in English, mathematics and sciences.
- CBSE assessment results of the AY2023/24 indicate outstanding attainment in English and Mathematics in Phase 4, very good attainment in Grade 10 science and in Grade 12 biology, and very good attainment in Grade 12 physics and chemistry.
- In Grade 12, students' attainment in Arabic and Islamic education is benchmarked against the MoE assessment. In the AY2023/24, students' attainment was good in Arabic and outstanding in Islamic education.

International Assessments: TIMSS, PISA, PIRLS

The school has benchmarked students' attainment against international standards through participating in the Progress in international Reading Literacy Study PIRLS in 2021, the Program for International Student Assessment PISA in 2022 and the Trends in International Mathematics and Science Study TIMSS in 2019 and 2023.

15-year-old students exceeded the international standard and the school target of 507.1 in scientific literacy with a score of 528.1. In mathematical literacy, the school exceeded the international standard, however, did not meet the school target of 518.8 with a score of 498.6. Similarly in reading literacy, the school did not the target of 543.8, however, exceeded the international standard with a score of 508.6.

In PIRLS, Grade 4 students achieved within the intermediate international benchmark range in Reading, scoring 532.

In TIMSS, grade 4 students achieved within the Intermediate International Benchmark range in mathematics and science scoring 502.48 and 511 respectively. While Grade 8 students achieved within the high international benchmark level in science with a score of 584.43, and within the intermediate benchmark range in mathematics at 547.21.

The school participated in TIMSS 2023 and is awaiting results.

Reading

The school libraries are well stocked with suitable age-appropriate reading material in English and Arabic for all age groups. There is a reading corner in each class. However, the reading corners in grades 1 and 2 have a limited variety of stories. Grades 2 and 3 students regularly visit the library, while Grade 1 students visit occasionally. Students in grades 4 to 8 have open access to the library and can borrow books weekly.

The new building has a library for grades 6 to 12, providing spaces for independent study, a designated room for creative writing, and digital resources, including five computers, to support students' research skills. Arabic-speaking students have access to approximately 700 physical Arabic books, while the overall collection comprises 18,945 physical books, including 11,670 non-fiction and 7,275 fiction titles. An online library in English is available, but it lacks Arabic resources. While the school utilizes the Arabic reading platform "Asafeer," its impact on students' Arabic reading skills is limited. Additionally, there is another online library offering books in English. Reading is integrated throughout the curriculum, with school leaders actively promoting a whole school reading policy focused on developing reading fluency and comprehension skills, including inference, deduction,

and evaluation. This approach supports skill progression, ensuring students can succeed in all subjects. Teachers are well-prepared and supported to help students develop transferable skills and subject-specific vocabulary, enabling them to participate effectively in discussions across various subjects and activities using the appropriate technical terms.

The school actively promotes reading through initiatives such as the weekly "Drop Everything and Read" (DEAR) program, during which everyone stops their activities to read for 10 minutes following a student announcement over the public address system. March is celebrated as reading month, with special events designed to encourage students to read, such as a trip for students and their parents to the Abu Dhabi International Book Fair at the Exhibition Centre. These efforts reflect the school leaders' commitment to fostering a culture of reading and ensuring students' reading skills support success across the curriculum.

Strengths of the school

- Students demonstrate high levels of engagement in lessons and increasingly take responsibility for their own learning, particularly in the higher grades.
- Teachers foster positive and genuine interactions with students, creating a supportive learning environment.
- The school has established robust systems for child protection and safeguarding students effectively.
- The Board of Governors provides valuable support and guidance to both the school and its community.

Key Recommendations

1. Raise achievement levels in Arabic as a second language by:

- focusing on all language skills through regular practice, using memorized words and phrases both independently and in groups across the grades.
- providing more interactive opportunities for students to use Arabic in real-life contexts, ensuring better retention and application of language skills.
- integrating Arabic language tasks that require students to create and express ideas in writing and speaking, fostering fluency across all phases.
- expanding opportunities for students to transfer knowledge and skills across disciplines through interdisciplinary projects and real-world applications.

2. Further enhance curriculum adaptation and teaching practices to accelerate progress of all groups of students by:

- addressing progress gaps for lower-attaining, higher-attaining, and students with additional learning needs, including students of determination.
- reviewing the curriculum to ensure lessons are consistently modified to meet the needs of individual learners.
- strengthening the integration of creativity, enterprise and innovation across subjects to enrich the curriculum.
- ensuring that teachers use assessment data effectively to plan and deliver personalized learning experiences that accelerate students' progress.
- encouraging student-led initiatives and leadership opportunities that foster creativity, responsibility, and innovation across all phases.

3. Promote a culture of ongoing improvement in assessment and feedback:

- developing a comprehensive marking and feedback policy to ensure consistency across all subjects and

phases.

- aligning feedback with specific learning objectives and giving students clear, actionable steps to improve their performance.
- training teachers to consistently use formative assessments, providing timely constructive feedback that supports students' progress and development.

4. Increase curricular choices for students by:

- expanding options to cater for a broader range of student interests and future careers.
- introducing courses that align with global trends such as technology, entrepreneurship, and vocational training to prepare students for a variety of career paths.
- providing access to internships or work experience opportunities that allow students to explore potential career fields and build essential skills.

5. Ensure appropriate learning provision for students of determination by:

- providing adapted learning experiences across all lessons to meet the diverse needs of students of determination.
- ensuring teachers are trained and equipped to differentiate lessons effectively, allowing students of determination to progress alongside their peers.
- enhancing collaboration between special education and mainstream teachers to ensure a holistic and inclusive learning environment.

Overall School Performance: **Very Good**

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Very Good	Very Good	Very Good	Good ↓
	Progress	Very Good	Very Good	Very Good	Very 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	Acceptable	Good ↑
	Progress	Good	Good ↑	Good ↑	Good ↑
UAE Social Studies	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
English	Attainment	Very Good	Good ↓	Good ↓	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Mathematics	Attainment	Very Good	Good	Acceptable ↓	Very Good
	Progress	Very Good	Good	Acceptable ↓	Good ↓
Science	Attainment	Good	Good ↓	Good ↓	Very Good
	Progress	Very Good	Good ↓	Good ↓	Very Good
Learning Skills		Very Good	Good ↓	Good	Very Good

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Very Good
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	Very Good	Good ↓	Good ↓	Very Good
Assessment	Good	Good	Good	Good

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students’ achievements

Islamic Education

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



Holy Qur’an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Very Good	Very Good	Very Good	Good ↓
	Progress	Very Good	Very Good	Very Good	Very Good

Findings:

- The school’s analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 1, 2 and 3, and the large majority of students in Phase 4 attain levels above the curriculum standards. This high level of attainment aligns with the knowledge and skills demonstrated by students in Phase 4 lessons but is not consistent in the lessons observed in phases 1, 2, and 3.
- The school has no external national or international Islamic education assessments for grades 1 to 11. The results of the MoE exam for Grade 12 at the end of the AY2023/24 indicate that most students attain levels above curriculum standards.
- In lessons and their recent work, the large majority of students in phases 1, 2 and 3, and the majority of students in Phase 4 demonstrate knowledge, understanding and skills that are above curriculum standards.
- Over the last three years, the school's internal assessment data indicates that student attainment has consistently been outstanding in phases 1, 2, and 3, while in Phase 4 attainment regressed from steady outstanding in the AY2021/22 and the AY2022/23 regressing from outstanding in the academic years 2021/22 and 2022/2023 to very good in the AY2023/24. MoE assessment data indicates that Grade 12 students’ attainment has consistently been outstanding over the past three years.
- The school’s analysis of internal assessment data indicates that most students across all phases make better than expected progress over time and from their starting point at the beginning of the academic year.

- In lessons and their recent work, the large majority of students across all phases make better than the expected progress in developing their knowledge of Islamic Hadeeth, values, principles and contemporary issues.
- The school's internal assessment data indicates that boys and girls make similar progress in all relevant phases, with boys attending only phases 1 and 2. Across all phases, most boys and girls make better than expected progress. Most low attainers in Phase 1, the large majority in Phase 4, and the majority in phases 2 and 3 make better than expected progress. Most high attainers in phases 1 and 2, and less than three-quarters in phases 3 and 4 make the expected progress. No progress data is available for students of determination, including students with special education needs and gifted and talented students.
- In lessons, low attainers generally make expected progress, though some struggle to accelerate their learning due to limited opportunities, while high attainers make better than expected progress.

Next Steps:

1. Provide the appropriate support and challenge to accelerate the progress of all groups of students, particularly high attainers in phases 3 and 4.
2. Ensure consistent connections to Islamic strands and real-life applications across all phases.
3. Foster greater student engagement and improve academic outcomes in Islamic Education.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against expectations per year group indicates that the large majority of students in phases 1 and 2 and the majority of students in phases 3 and 4 learning Arabic as a second language (ASL) attain levels above grade level expectations. This high level of attainment does not align with levels of students' knowledge and skills observed in lessons.
- Students in grades 5 and 8 take the ACER IBT standardized assessment. The results in the AY2023/24 indicate that less than three-quarters of the students in both grade levels attain in line with curriculum standards. The majority of Grade 12 students who took the MoE examination in the AY2023/24 attained levels above curriculum standards.
- In lessons and their recent work, the majority of students in phases 1 and 4 demonstrate listening, speaking, and reading skills above the expectations, and most of the students in phases 2 and 3 demonstrate levels in line with the expectations. Most students who have been learning ASL for more than two years can copy text but rarely use words to construct phrases. Students who have been learning ASL for more than four years in phases 3 and 4 occasionally understand simple short text with key information.
- Over the past three years, the school's internal assessment data indicates downward trends in student attainment in phases 1 and 4 as attainment regressed from outstanding in both phases in the AY2021/22 to steady very good in Phase 1 and good in Phase 4 over the last two years. In Phase 2, student attainment fluctuated, regressing from outstanding in the AY2021/22 to good in the AY2022/23 and improving again to very good in the AY2023/24. Similarly, in Phase 4, attainment regresses from very good in the AY2021/22 to acceptable in the AY2022/23 and improves again to good in the AY2023/24. MoE examination data indicate fluctuating attainment, regressing from very good in the AY2021/22 to acceptable in the AY2022/23 and improving again to good in the AY2023/24.
- The school's analysis of internal assessment data indicates that the large majority of students in phases 1, 2, and 4 and the majority of students in Phase 3 make better than expected progress over time and from their starting points at the beginning of the academic year.
- In lessons and their recent work, the majority of students across all phases make better-than-expected progress.
- The school assessment data indicates that the large majority of boys in phases 1 and 2 make better than expected progress. Most girls in Phase 1, the large majority in phases 2 and 4, and the majority in Phase 3 make better than expected progress. Most low attainers in Phases 2 and 3 make better than expected progress, while most in Phase 1 make the expected progress, with no data on low attainers' progress in Phase 4. Most high attainers in Phases 1 and 2, and the majority in Phase 3 make better than expected progress, however, most in Phase 4 make the expected progress. While most students with additional learning needs in Phase 1 and the majority in Phase 3 make better than expected progress, less than three-quarters of these students make the expected progress. The large majority of gifted and talented students in Phase 3 made better than expected progress, while most in Phase 4 made the expected progress, with none identified in Phases 1 and 2.

- In lessons, students with additional learning needs, including students of determination, do not make the expected progress toward their targets. Lower-attaining students do not always receive sufficient support to make the expected progress, and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve progress in extended writing and reading comprehension skills across all grades.
2. Address the progress gaps for lower-attaining and higher-attaining students, as well as students with additional learning needs, including students of determination.

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	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 1 and 4, the majority of students in Phase 2, and the large majority in Phase 3 attain levels that are above the curriculum standards. This does not fully align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for social studies.
- In lessons and their recent work, the large majority of students across all phases demonstrate their knowledge, understanding and skills that are above the curriculum standards. However, students' understanding of the UAE history is not well developed across all phases.
- Over the last three years, the school's internal assessment data indicates that attainment in phases 1 and 4 improved from very good in the AY2021/22 to outstanding in the last two academic years. In Phases 2 and 3, however, regressed from outstanding in the AY2021/22 and the AY2022/23 to good in Phase 2 and very good in Phase 3 in the AY2023/24.
- The school's analysis of internal assessment data at the end of the AY2023/24 indicates that most students in phases 1, 2, and 4, and the large majority of students in Phase 3 make better than expected progress.
- In lessons and their recent work, large majority of students make better than the expected progress across all phases.
- The school internal progress data indicates that most boys and girls in phases 1 and 2 make better than expected progress. Also, most girls in Phase 4 and the large majority in Phase 3 make better than expected progress. Most low attainers in Phase 4 make better than expected progress, with no data of low attainers' progress in the other phases. While most high attainers in Phase 3 and the large majority in Phase 4 make better than expected progress, most high attainers in Phase 2 and less than three-quarters in Phase 1 make the expected progress. Similarly, most students with additional learning needs, including students of determination, in Phase 3 and the majority in Phase 2 make better than expected progress, however, less than three-quarters of these students in phases 1 and 4 make the expected progress. The large majority of

gifted and talented students in Phase 3 and the majority in Phase 4 make better than expected progress, with none identified in phases 1 and 2.

- In lessons, students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Lower, and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve students' understanding of the UAE history across all phases.
2. Address progress gaps for lower-attaining and higher-attaining students, including students with additional learning needs, to ensure they achieve their potential.
3. Continue improving students' skills in problem solving, discussion and suggest solutions of contemporary issues of the society across all phases.

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	Very Good	Good ↓	Good ↓	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the Central Board for Secondary Education (CBSE) standards for English indicates that most students in Phase 1, a large majority of students in phases 2 and 4, and a majority of students in Phase 3 attain levels above curriculum standards. These high levels of attainment do not fully align with the levels of students' knowledge and skills observed in lessons.
- ACER IBT (International Benchmark Assessments) assessments are taken by students of grades 3 to 10. Results for the AY2023/24 ACER IBT assessments indicate that less than three-quarters of students across phases 2, 3 and 4 attain levels in line with national and international standards. CBSE examinations results of the AY2023/24 indicate that most grades 10 and 12 students attain levels above curriculum standards. In PISA 2022, 15-year-old students exceeded the international standard with a score of 508.6 in reading literacy, however they did not meet the school target at 543.8. In PIRLS 2021, the school scored within the high international benchmark at 594.
- In lessons and their recent work, the large majority of students in phases 1 and 4, and the majority in phases 2 and 3, demonstrate English knowledge, skills and understanding that are above curriculum standards. In Phase 1, students have well-developed listening skills and can understand their teacher's explanations and follow clear instructions. However, writing skills are not as well developed as students' speaking skills in this phase. In Phase 2, students work together in table groups, although the effectiveness and added value of students' cooperative learning experiences could be improved. In phases 3 and 4, students can write more extended paragraphs and essays and can systematically analyze texts and poems. In these phases, and when provided with opportunities, students display increasing ability to reflect on their own learning and sharing their learning with peers.
- Over the past three years, the school's internal assessment data indicates consistent outstanding attainment in Phase 1. In phases 2 and 4, students' attainment regressed from steady outstanding in the Ay2021/22 and the Ay2022/23 to very good in the AY2023/24. In Phase 3, student attainment fluctuated improving from very good in the AY2021/22 to outstanding in the AY2022/23 and regressing to good in the AY2023/24. ACER IBT assessment data has been consistently weak over the past three years, while CBSE English results were consistently outstanding.

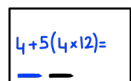
- Internal assessment data indicates that most students in phases 1 and 4, and a large majority in phases 2 and 3 make better than expected progress from their starting points at the beginning of the academic year.
- In lessons and their recent work, a large majority of students across phases make better than the expected progress against learning objectives aligned to curriculum standards.
- The school's analysis of internal progress data indicates that most boys in Phase 1 and the large majority in Phase 2 make better than expected progress. Most girls in phases 1, 2 and 4, and the large majority in Phase 3 make better than expected progress. While most low attainers in Phase 2 and the large majority in Phase 4 make better than expected progress, most low attainers in Phase 3 and less than three-quarters in Phase 1 make the expected progress. High attainers make less progress than the other groups, as most high attainers in phases 1, 2 and 3, and less than three-quarters in Phase 4 make the expected progress. While most students with additional learning needs, including students of determination, in Phase 2, a large majority in Phase 1 and a majority in Phase 4 make better than expected progress, most of these students in Phase 3 make the expected progress. Most gifted and talented students in Phase 4 and a majority in Phase 3 make better than expected progress, with none identified in phases 1 and 2.

Next Steps:

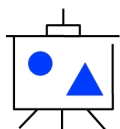
1. Strengthen structured collaboration in English lessons, particularly in the lower grades, to enhance student engagement and learning outcomes.
2. Systematically plan opportunities for students to reflect on and share their learning with peers during English lessons.
3. Integrate creative writing activities into English lessons, especially in the lower grades, to foster creativity and expression.

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:



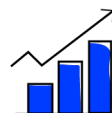
Number and quantity and their use



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	Very Good	Good	Acceptable ↓	Very Good
	Progress	Very Good	Good	Acceptable ↓	Good ↓

Findings:

- The school's internal assessment data against the CBSE curriculum standards for mathematics at the end of the AY2023/24 indicates that most students in Phase 1 and a large majority of students in phases 2 and 4 attain levels above curriculum standards. while in Phase 3, most students attain levels in-line with the curriculum standards. These levels of attainment are not fully in line with students' knowledge, understanding and skills observed in lessons.
- ACER IBT assessment results of the AY2023/24 indicate that less than three-quarters of students in phases 2, 3 and 4 attain in line with national and international standards. CBSE mathematics assessment results indicate that most students in Grade 10 and the large majority in Grade 12 attain levels above curriculum standards. In TIMSS 2019, students in both grades 4 and 8 achieved scores within the Intermediate International Benchmark level range in mathematics scoring at 502.48 and 547.21 respectively. In PISA 2022, 15-year-old students exceeded the international standards in mathematical literacy with a score of 498.6, however did not meet the school target at 518.8.
- In lessons and their recent work, the large majority of students in phases 1 and 4, and the majority in Phase 2 demonstrate mathematical knowledge, skills and understanding that are above curriculum standards, while most students in Phase 3 demonstrate levels in line with the curriculum standards. Students in Phase 2 demonstrate analytical skills in identifying properties and measurements but lack opportunities for practical application. In Phases 2 and 3, limited engagement in multi-step problem-solving activities restricts the development of advanced analytical skills. Across these phases, insufficient opportunities for logical reasoning and critical thinking hinder skill enhancement, as the focus remains on routine tasks rather than competency-based challenges.
- Over the past three years, internal assessment data indicates consistently outstanding attainment in Phase 1. In Phase 2, however, there has been a slight regression from outstanding in the AY2021/22 and the AY2022/23 to very good in the AY2023/24, while attainment in Phase 3 has regressed from good in the AY2021/22 and the AY2022/23 to acceptable in the AY2023/24. In Phase 4, student attainment has been fluctuating regressing from good in the AY2021/22 to weak in the AY2022/23 before improving to very good in the AY2023/24. ACER IBT assessment data indicates consistent weak attainment over the last three years, while CBSE assessment data indicate an improvement in student attainment from very good in the AY2021/22 to steady outstanding in the last two years.

- The school's internal assessment data indicates that most students in phases 1 and 2 make better than expected progress, while most students in Phase 4 and less than three-quarters in Phase 3 make the expected progress over time and in relation to their individual starting points at the beginning of the academic year.
- In lessons and their recent work, the large majority of students in Phase 1, and the majority in phases 2 and 4 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards, while most students in Phase 3 make the expected progress.
- The school's internal assessment data indicates that most boys in phases 1 and 2 make better than expected progress. Similarly, most girls in phases 1 and 2 make better than expected progress, while most girls in Phase 4 and less than three-quarters in Phase 3 make the expected progress. The majority of low attainers in phases 2 and 4 make better than expected progress, however most low attainers in Phase 3 make the expected progress, with no data of low attainers' progress in Phase 1. Most high attainers make the expected progress across all phases. While most students with additional learning needs, including students of determination, in Phase 3 make better than expected progress, most of these students in phases 1 and 2, and less than three-quarters in Phase 4 make the expected progress. The majority of gifted and talented students in phases 3 and 4 make better than expected progress, with none identified in phases 1 and 2.

Next Steps:

1. Enhance analytical skills in Phase 3 with a focus on multi-step problems that require applying multiple concepts to deepen subject understanding.
2. Provide opportunities for exploring diverse problem-solving strategies to foster critical and logical thinking.
3. Use external assessment data to address skill gaps and improve practical application and conceptual understanding across 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	Good	Good ↓	Good ↓	Very Good
	Progress	Very Good	Good ↓	Good ↓	Very Good

Findings:

- The school's analysis of internal assessment against CBSE curriculum standards for science at the end of the AY2023/24 indicates that most students in phases 1 and 2 attain levels that are above curriculum standards, while most students in phases 3 and 4 attain levels in line with the curriculum standards. Data also indicates that less than three-quarters of students in Phase 4 attain levels in line with curriculum standards in physics, chemistry, and biology.
- ACER IBT assessment results for the AY2023/24 indicate that less than three-quarters of students in phases 2, 3 and 4 attain levels in line with national and international standards. In external CBSE Board examinations, the large majority of grades 10 and 12 students attain levels that are above curriculum standards in Science, Physics, and Chemistry, and most Grade 12 students attain above curriculum standards in Biology. In TIMSS 2019, science, Grade 4 scored within the Intermediate International Benchmark range at 511, and Grade 8 students scored within the High International Benchmark range at 584.43. In PISA 2022, the school exceeded both the international standard and the school target at 507.1 with a score of 528.1.
- In lessons and their recent work, the majority of students in phases 1, 2 and 3, and the large majority in Phase 4 demonstrate levels of knowledge, skills and understanding that are above curriculum standards. Students in Phase 2 demonstrate foundational scientific skills however the skills at developing hypotheses and predictions, and conducting investigations are not well developed. In Phase 3, demonstrate emerging analytical skills. Phase 4 students exhibit more developed investigative and problem-solving skills, while students in phases 1 and 2 have limited opportunities to apply these skills in hands-on experiments, slowing their development.
- Over the past three years, the school's internal assessment data indicates consistently outstanding attainment in phases 1 and 2. Phase 3 data indicates a downward trend, with attainment regressing from outstanding to very good and acceptable over the past three years. Students' attainment in science in Phase 4 has significantly regressed from outstanding in the AY2021/22 to acceptable in the last two years. Attainment in physics and chemistry in phase 4 has also regressed from acceptable and good respectively in the AY2021/22 to a steady weak in both subjects in the past two years. Phase 4 students' attainment in biology also indicates a downward trend regressing from outstanding to acceptable and weak over the last

three years. ACER IBT data for the last three years indicates consistently weak attainment. In CBSE board examinations, Grade 10 science students' attainment slightly regressed from outstanding in the AY2021/22 and the AY2022/23 to very good in the AY2023/24. Similarly, Grade 12 students' attainment in physics regressed from outstanding in the AY2021/22 to very good in the last two academic years. Whereas Grade 12 students' attainment in chemistry and biology has consistently been very good and outstanding respectively over the past three years.

- The internal assessment data indicates that most students in phases 1 and 2, and the majority in phases 3 and 4 make better than expected progress in science over time and from their individual starting points at the beginning of the academic year. While less than three-quarters of Phase 4 students make the expected progress in physics, chemistry and biology.
- In lessons and their recent work, the large majority of students in phases 1 and 4, and the majority of students in phases 2 and 3 make better than expected progress in relation to appropriate learning objectives aligned with the curriculum standards.
- The school's analysis of progress data indicates that most boys and girls in phases 1 and 2 make better than expected progress, while the majority of girls make better than expected progress in phases 3 and 4, and less than three-quarters make the expected progress in physics, chemistry and biology. While most low attainers in Phase 1 and the majority in Phase 2 make better than expected progress, most low attainers in phases 3 and 4, and in physics and chemistry make the expected progress, and less than three-quarters of the low attainers make the expected progress in biology. High attainers make less progress, as the large majority in Phase 1 make better than expected progress, most high attainers in phases 2, 3 and 4, and less than three-quarters in physics, chemistry and biology make the expected progress. While most students with additional learning needs, including students of determination, in Phase 4 make better than expected progress in science, most of these students in Phase 2 and less than three-quarters in phases 1 and 3 make the expected progress, with no data of students of determination in physics, chemistry and biology. The large majority of gifted and talented students in Phase 4 make better than expected progress in science, however, most gifted and talented students in Phase 3 and in physics, chemistry and biology make the expected progress.

Next Steps:

1. Provide more hands-on experimental opportunities across all phases to enhance students' investigative, analytical, and problem-solving skills.
2. Promote inquiry-based learning focusing on hypothesis formulation, experimentation, and conclusion.
3. Provide the appropriate support and/or challenge to accelerate the progress of groups of students, particularly in physics, chemistry and biology in Phase 4.

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	Very Good	Good ↓	Good	Very Good

Findings:

- Students across all phases demonstrate active engagement in cooperative and collaborative tasks, taking responsibility for their learning by following teacher instructions and completing tasks attentively. In many lessons, students take ownership of their learning; however, this is not yet consistent, as not all students are fully aware of their areas for improvement or how to address them effectively.
- Students across all phases interact and collaborate purposefully, though with variable consistency. Younger students work effectively in groups; however, Phase 2 students sometimes rely heavily on group leaders and higher attainers, limiting active participation from others. In Phase 3, limited subject-specific vocabulary affects students' communication, while Phase 4 students demonstrate strong communication and teamwork skills.
- Students make meaningful real-world connections and links between areas of learning; however, the depth of these connections varies across phases. While in lower phases students make connections to familiar real-world contexts, Phase 4 students effectively apply learning to a variety of real-life contexts including national identity and basic cross-curricular links.
- Across the phases, students demonstrate varying levels of problem-solving, critical thinking, and resource use. In Phase 1, students exhibit curiosity and a solid foundation in knowledge; however, they have limited opportunities for independent inquiry and the use of technology. In contrast, students in Phase 4 effectively demonstrate problem-solving and digital tool use, particularly in labs, though their innovation and enterprise skills require further development. Students in Phases 2 and 3 show less consistent application of problem-solving and critical thinking skills, highlighting the need for greater focus on these areas.

Next Steps:

1. Enhance collaborative tasks in Phase 2 by ensuring equitable participation among all group members and improve Phase 3 students' subject-specific vocabulary to strengthen communication skills.
2. Provide structured opportunities across all phases to promote consistent student ownership of learning.
3. Increase opportunities for students in all phases to engage in real-world applications and independent problem-solving tasks, focusing on deeper cross-disciplinary connections and the integration of technology.

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

Personal Development

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

Findings:

- Students demonstrate a strong sense of personal responsibility across all phases. They are proactive, resilient, and value the critical feedback from teachers and their peers, however they are less likely to take initiatives seeking feedback. Their attitudes and behavior are consistently positive towards the school and their peers.
- Students are aware of the behavioral expectations outlined by the school. They are self-disciplined both inside and outside the classroom creating a positive learning environment. They respond well to others and actively support each other in resolving difficulties, with the student council playing a significant role in this. Bullying is very rare.
- Students maintain supportive and respectful relationships with one another. This positive culture extends to their interactions with teachers, whom they approach for advice and support. Students exhibit empathy and tolerance, often taking the initiative to assist peers with additional learning needs by providing academic support.
- Students demonstrate a secure understanding of safe and healthy living, often responsibly making healthy food choices and articulating the reasons behind their adoption of healthy lifestyles. They actively participate in physical education lessons and in activities that promote safe and healthy lifestyles. However, there is scope to strengthen student-led initiatives that promote healthy and safe lifestyles.
- Student attendance is very good at an average of 96%, and almost all students are punctual, arriving on time for school and lessons throughout the day.

Next Steps:

1. Enhance student-led initiatives of activities that promote safe and healthy lifestyles.
2. Encourage students to actively seek feedback to enhance their learning and personal growth.
3. Provide more structured opportunities for students to propose and implement innovative ideas, fostering creativity and critical thinking.

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 appreciation and understanding of how Islamic values shape and influence contemporary UAE society. They demonstrate their respect by participating in the celebration of significant Islamic occasions, such as the Prophet's (PBUH) birthday and the holy month of Ramdan.
- Students have basic knowledge and appreciation of the heritage and culture that underpin and influence contemporary life in the UAE. They participate in a few cultural activities and respectfully celebrate national events. The school features some heritage corners and displays in the corridors, and students demonstrate their respect for UAE values during the daily morning assembly. However, there is scope for further opportunities to develop students' appreciation and understanding of UAE heritage and culture.
- Students demonstrate a basic understanding, awareness, and appreciation of their own and other world cultures. They are aware of the nationalities within the school environment and participate in events such as International Culture Day. However, there is room for more opportunities to further develop students' understanding of the similarities and differences of other cultures and enhance their appreciation of cultural diversity.

Next Steps:

1. Enhance opportunities for students to deepen their appreciation and understanding of UAE heritage and culture through more engaging and interactive activities.
2. Expand initiatives to promote students' appreciation of cultural diversity within the school environment, sharing and learning about various traditions and customs.

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 understand their responsibilities as members of the school community, with some taking on key roles. They contribute to both the school and the wider community through occasional volunteer work. As volunteers, students take initiative by leading projects, coordinating parents' meetings, and supporting their peers. In particular, students in phases 3 and 4 play an important role in assisting students in the lower phases.
- Students demonstrate a positive work ethic and occasionally take initiative by making independent decisions. They exhibit creativity and enthusiasm for developing their own projects, showcasing their ability to be creative and innovative. As they acquire these key skills, students make practical decisions, often demonstrating a good sense of responsibility. However, providing more opportunities for students to engage in innovative and entrepreneurial tasks is recommended to further develop these skills and encourage more independent thinking.
- Students care for their school and take part in activities to improve its environment. They participate in schemes that promote sustainability and conservation. Students engage in initiatives like recycling programs and planting in the school. They participate in activities focused on sustainability and environmental preservation. They also take part in projects beyond school that promote ecological awareness and conservation. However, more opportunities are needed to support students in becoming more proactive and expanding their awareness of sustainability and global environmental issues.

Next Steps:

1. Provide more opportunities for students to take initiative and make independent decisions.
2. Expand student involvement in community activities to ensure greater participation.
3. Enhance students' environmental and sustainability awareness through school-wide initiatives.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers effectively apply their subject knowledge, delivering appropriately pitched lessons that engage students. However, in lower classes, there is inconsistency in implementing exploratory learning. While most teachers know how to engage students, the support provided to low-achieving students remains inconsistent.
- Teachers deliver well-structured, student-centered lessons that are purposefully planned and supported by effective use of time and resources, creating engaging learning environments that enable students to succeed, with more hands-on experimentation opportunities planned in Phase 4.
- Teachers effectively engage students through meaningful interactions, employing probing and well-focused questions, often adapted to individual student needs. Questions often promote reflection and independent thinking, ensuring students remain active and reflective learners. In the early phases, questioning focuses on building foundational understanding, while higher phases feature open-ended questions that generate thoughtful responses and encourage deeper dialogue.
- Teachers provide effective support for diverse groups of learners, including gifted and talented students, who benefit from a range of extracurricular activities and personalized challenges through an ALP. Lessons are planned to address the varying needs of most students, including those with special educational needs. Teachers are aware of each student's potential, set work that motivates them, and maintain high expectations, ensuring that students are engaged and enjoy their learning, particularly in the early years.
- Teachers occasionally build student independence and innovation skills through the promotion of problem-solving in real-life contexts, a practice more evident in phases 1 and 4. They encourage students to think critically, find things out for themselves and be more independent in their learning.

Next Steps:

1. Enhance the consistency of exploratory learning across all phases by providing more opportunities for independent inquiry.
2. Foster deeper critical thinking and student independence by integrating more problem-solving activities in real-life contexts, particularly in phases 2 and 3.
3. Strengthen differentiated support for diverse learners, ensuring that the needs of all students, including those with special educational needs and high achievers, are met.

Assessment

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

Findings:

- Internal assessment processes are coherent and consistent, providing valid measures of students' academic progress. School uses these to evaluate students' progress against curriculum standards. Assessments are linked to the Central Board of Secondary Education (CBSE) curriculum. For Arabic medium subjects, MoE curriculum standards provide measures of students' progress. However, the variations in internal assessment grades do not always align with what is observed in lessons and in student work across all phases.
- The school has processes for comparing its students' performance with those of students internationally. Students' performance in international assessments such as PISA (Program for International Student Assessment), PIRLS (Progress in International Reading Literacy Study), and TIMSS (Trends in International Mathematics and Science Study) is compared to that of students globally. Additionally, ACER IBT (International Benchmark Tests) results are used for further comparison. Students in grades 10 and 12 take CBSE Board examinations in English, mathematics and sciences, and their outcomes in Arabic medium subjects are benchmarked against Ministry of Education standards.
- Assessment data are analyzed in some depth to identify trends, patterns of attainment, individual progress in addition to identifying weaknesses for both individuals and the cohort. This information is tracked for groups and individuals over time. The resulting information is routinely shared in order for teachers to evaluate performance and adapt their teaching accordingly.
- Teachers and school leaders have a wide range of formative and summative assessment data, which is analyzed regularly. While the majority of teachers use this assessment information to inform their teaching strategies, it is sometimes too general to effectively support personalized learning. As a result, it does not always enable teachers to personalize learning to meet the specific needs of individual students or groups, limiting opportunities for further progress and better attainment.
- Teachers demonstrate good knowledge of the strengths and weaknesses of individual students, often providing verbal feedback during lessons. However, the quality of formative written feedback in workbooks is inconsistent. In instances of best practice, students are encouraged to assess their own learning and that of their peers. However, limited lesson time sometimes restricts these opportunities. Additionally, the level of challenge provided is not always personalized to meet the individual needs of students.

Next Steps:

1. Develop a strategy to ensure that the significant differences which exist between internal and external assessments are narrowed.
2. Ensure that learner data is effectively used by teachers in planning and in lessons to personalize learning for all students.
3. Develop a marking and feedback policy for all subjects to ensure the consistent implementation of assessment for learning strategies across all phases.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum is designed to align with the school's vision, the UAE's national priorities and the Central Board of Secondary Education (CBSE) requirements. It is broad and balanced, offering a variety of core English and Arabic medium subjects, modern languages, music, art, and extra-curricular clubs. The curriculum incorporates the Ministry of Education (MoE) standards and supports participation in international benchmark assessments, including Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS). Additionally, the curriculum fulfills all the CBSE and national statutory guidelines requirements, ensuring that core English and Arabic medium subjects and other non-core subjects meet the required teaching and learning time allocations through effective scheduling.
- Curriculum planning documentation defines progressive learning outcomes and success criteria based on grade-level expectations. Gap analysis and baseline tests are conducted at the beginning of the year, followed by regular curriculum reviews to address learning gaps. Curriculum provision is regularly updated based on guidelines from the CBSE and MoE. Bridge classes are offered to grades 10 and 11, and transition stages are planned in consultation with teachers and curriculum reviews. For secondary students, the career counselor organizes aptitude tests, counseling sessions and open houses. Career fairs and external exposure activities, such as visits to Najah Expo, ensure students are well-prepared for their next educational stages.
- The school's curricular choices for upper-grade students offer a solid foundation across science and commerce streams. These streams enable students to align their studies with their goals and career aspirations. The science stream provides flexibility, with options that combine essential subjects. These combinations support students interested in diverse careers. Similarly, the commerce stream offers options in economics, business studies, and accountancy, which are complemented by subjects such as mathematics, equipping students with relevant skills for further study in fields such as finance and business. In the lower grade levels, the curriculum includes creative art subjects, physical education, and a variety of extracurricular clubs in addition to the core subjects. This approach helps students' personal development while laying a good academic foundation.
- The curriculum is designed with intentional cross-curricular links, integrated into the curriculum documents and lesson plans, promoting an interdisciplinary approach. Curriculum connections are planned collaboratively by teachers to support students' exploration of concepts from multiple perspectives. However, teachers do not consistently implement these connections during lessons. Consequently, students, particularly during lessons, do not naturally connect their learning to various subject areas spontaneously. Opportunities for participation in interdisciplinary projects are provided once each academic year in the upper phases to encourage the application of knowledge and skills to real-life scenarios. Based on ADEK's guidelines, the curriculum integrates the United Nations Sustainable Development Goals (SDGs) across subjects.
- The curriculum committee demonstrates a proactive approach to curriculum review, aligning it with teacher

development and stakeholder feedback. Teachers participate in a professional development (PD) week at the start of the academic year to review curricular goals and integrate insights from assessments, surveys, and inspection feedback. Based on parent and student feedback, the school has expanded extracurricular activities to include initiatives like Model United Nations, digital competitions, and arts clubs. Major curriculum revisions occur at the end of the academic year, and new students undergo an induction period to address gaps in foundational skills.

Next Steps:

1. Consistently implement planned cross-curricular links to promote students' ability to transfer knowledge and skills across disciplines.
2. Broaden subject offerings and choices in the upper grade levels to cater for developing students' aspirations and evolving careers.
3. Expand student opportunities to engage in interdisciplinary projects and real-life applications of their learning across all phases.

Curriculum adaptation

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

Findings:

- The school is successful in ensuring that teachers adapt the curriculum to meet the needs of nearly all student groups, providing an inclusive and supportive learning environment. However, there is a need for more targeted in-class support for students of determination and gifted and talented students, particularly in the lower grades. There is collaboration across the school to develop more focused horizontal and vertical curriculum mapping, emphasizing skills and problem solving.
- The curriculum incorporates elements of creativity, enterprise, and innovation, providing opportunities for students to develop these skills across various subjects. Additionally, the school offers students opportunities to engage in social contributions to the local community, promoting both their academic and personal development. However, there is scope to improve the consistent integration of these elements throughout the curriculum.
- Links to Emirati and UAE culture are incorporated into all lessons. Students have opportunities to learn about the history, heritage, and culture of the UAE, as well as the importance of Islamic values in shaping modern UAE society, through presentations in assemblies, celebrations of national events, and field trips to local heritage sites.

Next Steps:

1. Review the curriculum to ensure lessons are consistently modified to meet the needs of individual and groups of students, particularly low attainers, high attainers and students of determination.
2. Strengthen the consistent integration of creativity, enterprise, innovation, and social contributions across all subjects to further enrich the curriculum.
3. Expand students' opportunities to develop a deeper understanding of the UAE culture and heritage.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has rigorous procedures for the safeguarding of students including child protection which are clearly defined in a written policy that is shared with all stakeholders. All staff are required to read and sign a copy of the policy to confirm their understanding. Mandatory child protection and safeguarding training is provided for all staff, with attendance recorded. While a central staff register is kept, it is not currently up to date. The school also takes proactive measures to ensure students are protected from all forms of bullying, including cyberbullying.
- The school is strongly committed to health and safety, which is well understood by staff, students, and parents. The health and safety committee meets every two months to review policies, with daily contact to address immediate concerns. Students are well supervised, and bus routines ensure their safety during commutes. Regular risk assessments are conducted, and the school meets all legal requirements, including emergency fire evacuation drills. The school contracts approved external organizations to manage health and safety functions such as CCTV, 24-hour security, pest control, chemical disposal, and cleaning, with all regulatory checks up to date. The school also has a well-equipped medical clinic where a nurse supervises and administers essential medication to students.
- Building and equipment are very well maintained. The school has a well-equipped medical clinic staffed by a nurse. Essential medicines are locked in a secure cupboard within the clinic, and the nurse supervises and administers essential medication to students.
- The new building is equipped with a lift for accessibility, while the old primary building lacks one. However, students with mobility needs are supported by their peers, ensuring inclusivity and accessibility for all.
- The school's promotion of safe and healthy living is very effective. While the school canteen is not currently in use, the promotion of healthy living remains an integral part of the school's provision. Students bring healthy food from home, which is monitored by teachers and the senior leadership team. The importance of exercise and fitness is actively promoted through morning assemblies, physical education classes, and various fitness and sports clubs. Effective measures are taken to protect students from the sun, including appropriate shading in all outdoor spaces, and fresh drinking water is readily available.

Next Steps:

1. Update and maintain the central staff register to ensure that all staff are accurately recorded and compliant

with safeguarding and health and safety policies.

2. Ensure full accessibility across all school buildings to support individuals with mobility challenges.
3. Enhance the promotion of healthy living by exploring the reopening of the canteen, ensuring it aligns with the school's commitment to providing healthy food options for students.

Care and support

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

Findings:

- Positive relationships between staff and students foster mutual respect, where students feel valued and supported in learning. Teachers consistently demonstrate high expectations of students both academically and behaviorally. The school has effective systems for managing behavior, ensuring that students understand the expectations and consequences.
- Procedures to improve attendance have been successful, and it is now 95%. Clear protocols regarding late arrivals have significantly improved punctuality. The procedures implemented to improve attendance have been effective, resulting in a current attendance rate of 96%. These procedures include regular monitoring of student attendance and proactive communication with parents to ensure they are aware of the importance of consistent attendance. Additionally, Clear protocols regarding late arrivals have significantly improved punctuality.
- The school has appropriate systems to identify students with additional learning needs, including students of determination and gifted and talented students, mostly relying on teachers' observations and referrals. The school currently has 14 students of determination (1.08%), representing a small proportion of the school population, and 34 gifted students (2.63%) who excel in academics, sports, and creative arts.
- Inclusion staff collaborate with parents to develop Individual Education Plans (IEPs) and Academic Learning Plans (ALPs) that include clear, measurable objectives and progress targets. These plans are flexible, regularly reviewed, and provide adapted access to the curriculum. Teachers provide inclusive support by modifying learning tasks during lessons. Additionally, one-on-one and small-group interventions are available for some students. However, there is a need to strengthen provision, support, and challenge for gifted and talented students. The school does not currently offer in-school support services (ISSS) for students with additional learning needs, including students of determination.
- All students' wellbeing and personal development are closely monitored through regular assessments and observations. This information is used to provide effective personal and academic guidance. Well-being and group counseling sessions are held with students. Grades 5 through 11 students do standardized aptitude tests, which help make informed subject choices. Senior students take diagnostic personality tests, which provide insights into their strengths and interests, supporting the decision-making process for future academic or career pathways.

Next Steps:

1. Enhance the identification process for students with additional learning needs.
2. Ensure the provision of appropriately adapted learning experiences for students of determination.
3. Enhance support for gifted and talented students by providing more personalized challenges to meet their potential.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- The senior leadership team, comprising the principal and vice principals, set a clear direction, vision, and purpose aligned with the curricular expectations of the school. This vision and statement of purpose is shared by staff, students, parents, and the wider school community, with a clear commitment to the UAE's priorities and National Agenda. The school currently has 14 students of determination, representing a relatively small proportion of the overall student population. While there is an inconsistency in the alignment of students' internal assessments with external assessments, action plans are in place to enhance student outcomes internationally and benchmarking. The principal demonstrates a strong commitment to ensuring an inclusive environment where all staff and students are valued and have a sense of belonging to their school community.
- Senior leaders demonstrate a secure understanding of the curriculum and best practices in teaching, learning, and assessment. The senior leadership team and all middle leaders and teachers contribute to a positive learning environment and atmosphere across the school. They have established a positive learning culture focused on developing students' knowledge, understanding, and learning skills. Students are encouraged to take responsibility for their learning, particularly in the higher grades. Leaders and staff demonstrate commitment to the holistic development of each student by creating opportunities to nurture and develop students' emotional and intellectual growth.
- Relationships and communication between all stakeholders are positive. Leadership roles are distributed, although further efforts are needed to ensure middle leaders are fully aware of their roles and responsibilities and are held accountable for raising students' achievement through a structured and measured learning path. Middle leaders use a common performance management system and a peer observation model to observe lessons and support teachers within their departments in enhancing their practices. Communication within the school is professional, supported by regular departmental meetings and internal digital conversations. The school has also developed an appropriate digital media presence. Leaders at all levels are held accountable by the Board of Governors, who clearly expect to achieve results across various areas of school life. Morale within the school is positive.
- Most leaders clearly understand what they need to do to improve the school, informed by the recommendations from the previous inspection report, ADEK evaluation criteria, and the school's development plan. Senior leaders have identified improving student progress in phases 2 and 3 in mathematics as a key area for improvement and have been targeting resources and professional development in this area. Overall, school leaders demonstrate good capacity to improve the school.
- Leaders hold staff accountable through regular analysis of students' performance data and lesson observations and review the effectiveness of the use of learning resources to support students' learning. The school has consolidated standards in most subjects and has maintained high performance levels, especially in areas such as the health, safety, and safeguarding provided for students. Leaders ensure that the school is compliant with statutory requirements.

Next Steps:

1. Ensure that the distributed leadership model in place identifies the roles, responsibilities, and communication channels for leaders at all levels.
2. Ensure the gap between internal and external examination attainment is narrowed.
3. Enhance lesson opportunities for students to take responsibility for their learning, particularly in the lower grades.

School self-evaluation and improvement planning

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

Findings:

- The school’s leadership team seeks feedback from staff, parents, and the Board of Governors as part of the self-evaluation process. This process relies on data gathered from a range of sources, including internal and external assessment data, lesson observations, and stakeholder feedback. Senior and middle leaders display an understanding of the school's strengths and areas requiring improvement, which underpins the school development planning process.
- The effective monitoring of teaching and learning includes informal walkthroughs, where feedback and targets are set, in addition to formal observations that provide teachers with useful feedback on areas of strength and areas for development that align with the school's vision and mission. Through this established monitoring process, school leaders have valuable insights into the school’s overall quality of teaching and learning. Lesson observation tools are informed by the UAE Inspection Framework and focus on teaching and students’ learning outcomes. However, lesson observation templates could outline brief descriptors for each observed element, providing a clear foundation for teacher feedback.
- The school development plan identifies areas for improvement, aligning with the six performance indicators of the UAE Inspection Framework. The plan outlines detailed targets, suitable strategies, and success criteria. This plan includes responses to the recommendations in the previous inspection report and the next steps identified in self-evaluation. However, departmental action plans are not consistently aligned with the priorities.
- The school has addressed most of the recommendations from the previous report. Action plans have been created to address specific focus areas, such as strategies to improve ACER IBT assessment results.

Next Steps:

1. Ensure that lesson observation templates entail brief descriptors for each element observed to form the basis of feedback to the teacher.
2. Ensure that all stakeholders are involved in the early stages of the self-evaluation process.
3. Ensure that departmental action plans align with the school's priorities identified in the School Development Plan.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- Parents actively engage in their children's school life through various initiatives and demonstrate strong commitment to the school community. Recently, they participated in well-being and personality development sessions. Parents regularly attend events, such as Mother's Day and International Day, contribute to cultural events, serve as judges for student competitions, and conduct career awareness sessions. Parents are invited to use their skills to enrich the school, such as conducting cardiopulmonary resuscitation (CPR) training for the staff. Parents of SOD receive regular communication in addition to updates about their children every month through the inclusion department.
- The school actively seeks parents' input on improvement priorities through various channels, including feedback provided directly to teachers in a smooth process. They also use an online application to post suggestions and offer feedback during Parent-Teacher conferences. A wide range of communication channels are available to parents, including circulars, newsletters, WhatsApp groups (including class-specific groups with the principal), and emails for every student. The school provides email accounts to the parent council, and all updates, circulars, attendance, and personalized information are accessible on the school portal, along with annual reports. Interaction with the parent's council and the multiple communication channels ensures that every parent is kept informed and updated.
- Reporting on students' academic progress and personal and social development is ongoing and comprehensive. The school maintains records of each student, highlighting their strengths and weaknesses. Periodic reports clearly convey all aspects of students' achievements, areas for improvement and the next steps in their learning and development. The school uses the Rayah Parenting application that provides comprehensive student academic development details.
- The school collaborates with different organizations to enrich students' learning. Students in phases 3 and 4 participated in conservation opportunities in collaboration with local organizations. The school also encouraged phases 2 and 3 students to participate in conservation awareness campaigns and activities to promote awareness of sustainable practices. These efforts show that the school actively prepares students to be environmentally conscious and socially responsible citizens, however, increased participation in national and international projects would further enrich their awareness.

Next Steps:

1. Increase the opportunities for parental participation in academic-related activities.
2. Enhance national and international partnerships, particularly with other schools, to significantly enrich students' learning and achievements.

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- The school's Board of Governors is structured to ensure a high level of involvement in the school's functioning. Led by its Honorary Chairman and the Federation Managing Director, the board includes thirteen members, including the principal and vice-principal, teachers, parents, and representatives of the local community. Plans are also in place to regularly include student voice representatives during board meetings, further enhancing stakeholder engagement. The board receives feedback from stakeholders through surveys and during their school visits.
- The Board holds the principal and senior leaders accountable for how the school performs. Accountability is systematically monitored using information from reports, and through regular meetings of the federation schools, and through stakeholder satisfaction surveys. These channels of accountability inform the board of the school's ongoing progress. However, the Board should also be involved in the earlier stage of self-evaluation and school development planning processes. Board members regularly visit the school to meet students, staff, and parents.
- The Board ensures that all staff are suitably qualified and monitors professional development opportunities for teaching and management staff. Resources for teaching and learning are sufficient, and there are plans to increase the availability of digital technologies to support teaching and learning. The Board has addressed the recommendations from the last inspection report with a focus on improving achievement levels in Arabic. The Board effectively ensures all statutory requirements are met at the school.

Next Steps:

1. Develop opportunities for the Board to have structured interactions with students' representatives at the Board level.
2. Enhance the Board's involvement and impact on the school's self-evaluation and school development planning process.
3. Ensure that teachers and students have regular access to appropriate digital technologies to support teaching and learning across all phases.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the school day's processes and routines are well organized and positively impact students' outcomes. As a result, the school environment is inviting and purposeful for all stakeholders. The lesson timetable organized to ensure the school day adds value to the learning and development of students.
- The school is well staffed in line with its mission and vision, and most employees are appropriately deployed. All teachers possess suitable qualifications to effectively teach their respective subjects. The school's positive environment and effectiveness have resulted in low staff turnover. All staff, including support staff, benefit from regular professional development matching the school's priorities. However, there is limited teacher autonomy in selecting professional development topics or peers for observation, minimal opportunities for structured self-evaluation, and an imbalance in focus between EMS and AMS teachers due to external assessment demands.
- The newly refurbished school building is better maintained, yet both buildings support teaching and learning. Classroom spaces are appropriate, with almost all classrooms equipped with interactive whiteboards and appropriately sized furniture. Specialist facilities, including a spacious auditorium, an indoor gym, a library, and a dedicated reading room are regularly used to promote students' learning.
- The school is well-resourced to support teaching and learning, with accessible technology that effectively aids in maintaining curriculum balance. However, resources for teachers, such as assessment rubrics and tools, are not consistent across all subjects.

Next Steps:

1. Increase teacher autonomy with greater choice in PD topics and peer observation opportunities, alongside structured self-evaluation processes to enhance professional growth.
2. Ensure equitable support and resources for both English and Arabic medium subjects' teachers to balance focus across subjects.

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