

Irtiqa'a School Inspection

AY 2023/24

Al Adhwa Private School

Rating: Good

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School Information

General Information	
 Name	Al Adhwa Private School
 Esis Number	9130
 Location	35, Ghabat Ghiyathi St, Falaj Hazza', Al Ain, 30064
 Website	http://www.aladhwa-sch.net
 Telephone	037828870
 Principal	AMIRA GAFER SAYED AHMED GORAISH
 Inspection Dates	22 to 25 Jan 2024
 Curriculum	American

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	972
Number of Emirati students	223
Number of students of determination	11
Largest nationality group of students	UAE - Syria - Jordan

Information On Teachers

Number of teachers	61
Nationalities	Philippines - Jordan - State Of Palestine
Number of teaching assistants	10

Changes since the previous inspection

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

Since the previous inspection, the school has maintained good student attainment and progress in the KG, elementary, and middle phases for English-medium subjects (EMS) and Arabic-medium Subjects (AMS).

Students' achievement in the high phase remained good in the Arabic Medium Subjects (AMS) but regressed from very good to good in the English Medium Subjects (EMS) in the high phase. This is mainly due to the high teacher turnover since the previous inspection and the lack of effective challenges and strategies to extend students' learning and develop innovation, problem-solving, and enterprise skills. Teaching has remained good across all phases.

Since the previous inspection, health and safety arrangements have regressed from outstanding to very good. This is because physically challenged students still cannot access the second floor. Care and protection have remained good.

The school's overall leadership and management have remained good.

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

- The school has taken part in the most recent assessment, the Program for International Student Assessment (PISA 2022). The school benchmarked students against the Trends in Mathematics and Science Study (TIMSS 2019) and the Progress in International Reading Literacy Study (PIRLS 2021).
- The school understands international benchmarks well and regularly promotes the importance of doing well in these assessments. As a result, teachers use questions from past papers and apply the concept of deductive reasoning to their questions in lessons.
- The principal has spoken with the parents and reinforced the importance of international benchmarks that support both the students and the UAE's international standing. Leaders have provided in-house training for teachers regarding the content domains and ensured that there are regular problem-solving questions in EMS using the language of the benchmark assessments.

Performance in standardized and international assessments

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

Standardized Assessments

- Students taking the MAP 2022-2023 assessment in grades 3 – 9 for English, mathematics, and science attained weak standards in the three subjects, although grade 9 mathematics was good. The number of students achieving the expected standard is increasing each year.

International Assessments: TIMSS, PISA, PIRLS

- Results for the PIRLS 2021 show that students in grade 4 English achieved (527) in line with the international intermediate level.
- Results for the TIMSS 2019 show that students in grade 4 in mathematics (439) and science (418) reached the low international level. Students in grade 8 mathematics (490) and science (492), respectively, reached the intermediate level.
- Students in grades 9, 10, and 11 participated in the PISA 2022 international assessments. The results in reading literacy at 426.1, mathematical literacy at 437.2, and science literacy at 449.9 are all below the international standards and below the set target.

Reading

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- The school has doubled the number of books in the library since the last inspection, with 8,600 English and Arabic books in stock. Also, it has added an online e-library in recent times, with 1,000 books available for all cycles. The library contains a good balance of fiction and non-fiction books and a wide range of books promoting students' appreciation and awareness of UAE National Identity. The library is spacious, well-resourced, and well-laid out. Displays include a wall of QR codes so that children and students can rapidly access books from the E-library to read on their laptops or tablets. The library is fully timetabled, with alternate weeks devoted to Arabic and English medium classes. In addition, the library is fully available to students at break times to borrow books. In addition to the main library, classes across the school maintain reading corners.
 - The librarian works closely with the 'Friends of the Library' group, made up of 40 student volunteers. These students help the librarian with coding books for the online library and running the mobile library facility in the playground areas at break times. The librarian assists with a wide range of tasks, – helping teachers and students find the books needed for lesson themes or upcoming assembly themes. She also works closely with teachers to support all guided reading and reading comprehension sessions. The librarian maintains comprehensive systems to record the books read by children and students as well as records of those visiting the library.
 - Reading comprehension work is well embedded in lessons across the school, as well as the Arabic and English medium subjects. This work extends from the classrooms into timetabled library periods. The librarian maintains a full range of reading comprehension follow-up worksheets as well as opportunities for students to write their own stories and poems inspired by what they have read and to write book reviews. The librarian is a major asset to the school in fully promoting children's and students' enjoyment of reading.
 - The school has a range of plans across the year for the continued support of reading programs. The plans include promoting ongoing guidance for students about the 'rules' and procedures for using the library and guidance for students in terms of ensuring they select the right kinds of books. Across the school, teachers adopt the 'drop everything and read' (DEAR) to encourage students as much as possible.
 - Within its comprehensive training programs for teachers, improving teachers' pedagogical knowledge and understanding plays an intrinsic part and is regarded as a high-priority area in all subjects. Reading is very much across the curriculum in the school, with, for example, students producing cartoon versions of stories they have read or written, often with high-quality artwork in the cartoon pictures. In library sessions, younger students often sing songs about their approach to reading as a means of promoting their enjoyment of using the library. A few older students have written and published their own hardback versions of books, which are donated to the library by the students and their families so that these, too, become a library resource and an inspiration for other students.
 - The school participates in many local Al Ain and national reading competitions, and students are often prize winners. In one instance, this resulted in HRH Sheikh Mohammed donating books to the library.
 - Teachers across the school maintain full records to track the progress of reading in each phase, with consistent use of specific rubrics by all teachers to assess students in the same way.

Strengths of the school

- Students achieve good standards in almost all subjects in the KG, elementary, middle, and high phases.

- Students' personal development and positive attitudes are a strong feature of the school.
- Teaching throughout the school is consistently effective. This success is built upon positive classroom environments that motivate all students to strive and excel.
- The school has rigorous and highly effective protocols and stringent arrangements for health and safety across all phases. It has also implemented comprehensive systems that prioritize the well-being of individuals in every phase.
- The school is successful in engaging parents as partners. Parents collaborate well with the school and work closely with teachers and senior leaders to help promote effective support for all students.
- The school's senior leadership team, along with the governors, drives ongoing school improvement. Strong staff relationships also support this progress.

Key Recommendations

1. Improve students' achievement, teaching, and assessment across all subjects and grades to become at least very good by:

- ensuring that teachers consistently plan well-differentiated work to meet the needs of the higher-attaining gifted and talented children and students in the lower phases
- ensuring that teachers work to increase the triangulation and, therefore, the accuracy of assessment data in all phases
- engaging students in well-planned group work to develop their innovation, creativity, and enterprise skills
- ensuring teachers' planning includes frequent and regular opportunities for children and students to develop their critical thinking and problem-solving skills, particularly in Arabic medium subjects
- providing well-planned opportunities for students learning Arabic as a second language to develop their speaking and reading comprehension skills in and out of the classrooms
- providing more opportunities for students to practice extended writing with accurate grammar and spelling in English and Arabic medium subjects.
- providing more consistent opportunities for younger students to develop their mental mathematical skills and for older students to apply mathematical reasoning and thinking to solve more complex problems
- providing more consistent opportunities for all students to apply their age-appropriate scientific method when conducting practical investigations.

2. Improve aspects of the leadership to raise effectiveness to at least a very good level by:

- ensuring middle leaders are fully trained to support teachers in making internal assessments as accurate as possible
- ensuring the constructive integration of both the SEF and the SDP with the previous inspection report recommendations
- reinforcing current processes for identifying and supporting children and students with additional learning needs, ensuring that no students of determination and gifted and talented individuals remain undetected or unsupported
- ensuring senior and middle leaders are held accountable for the quality of teaching and students' achievement, particularly in the external and international assessments
- **improving the school's facilities and resources to ensure that all learning areas are accessible to all students and that all classes have smartboards.**

Overall School Performance: Good

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

PS2: Students' personal and social development, and their innovation skills				
	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	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	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	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	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very Good
Governance	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	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students across the school attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has taken the national Grade 12 assessment, and results indicate the large majority are above the expected level.
- In lessons and their recent work, the majority of students in all phases make better than expected progress regarding their awareness of Islamic principles, etiquette, the Qur'an, and Hadeeth above curriculum standards. In the elementary phase, a few children have difficulties reciting the short Surah correctly. In the middle phases, students are inconsistent in developing a deep understanding of the Prophet's Seerah and how they can apply it. In the high phase, students occasionally show the capability to independently explain the profound meanings of Surah and deduce the underlying wisdom.
- Over the past three years, the school's internal attainment data for Islamic education suggests that most students have consistently attained above the MOE curriculum standards.
- The school assesses students' individual starting points in diagnostic tests at the start of each year. End-of-year tests aligned to curriculum standards are conducted, and results are compared with baselines to measure progress from starting points. Analysis of the school's internal progress tracking data for Islamic education suggests that most students make better than expected progress in the elementary, middle, and high phases.

- In lessons in all phases across the school, the majority of children and students make better-than-expected progress against learning objectives. They are making better than expected progress in gaining knowledge and understanding of Islamic principles, etiquette, the Qur'an, and Hadeeth.
- The school's analysis of aggregated progress data indicates that girls make better progress than boys in the middle and high phases but make similar progress in the elementary phase. The school's analysis of the progress of UAE nationals and other nationalities shows that both groups make similar progress. In lessons and their most recent work, across all phases, students with additional learning needs, including students of determination, make better-than-expected progress toward their targets. Lower-attaining students receive strong support and make better-than-expected progress. Higher-attaining and gifted and talented students do not always make the progress of which they are capable.

Next Steps:

1. Deepen students' understanding of **Seerah** in the elementary and middle phases.
2. Improve students' skills in reciting short Surah correctly in the elementary phase.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students across the school attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments across all phases. It does not enroll students for the IBT exam. The results of the MoE national exam for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment.
- In lessons and their recent work, the majority of students across the school demonstrate listening and comprehension skills above curriculum standards, although writing skills are inconsistent in the elementary phases. The majority of students in the high and middle phases develop secure reading and speaking skills in standard Arabic. In the elementary phase, strong speaking skills are inconsistent.
- Over the last three years, the school's internal assessment data indicates outstanding attainment in the elementary and middle phases and very good in the high phase.
- Across the school, teachers assess students' individual starting points in diagnostics tests at the start of each academic year. End-of-unit/termly tests aligned to (MoE) curriculum standards are conducted. Results are compared with baselines to measure the amount of progress each student makes. Analysis of the school's internal progress tracking data for Arabic First Language indicates that most students make better than expected progress over time or from their starting points.
- In lessons, the majority of students in the elementary, middle, and high phases make better-than-expected progress in developing their listening, reading, and comprehension skills. However, students in the elementary and middle phases do not make rapid progress in developing their writing and speaking skills in Standard Arabic.
- The school's analysis of aggregated progress data indicates that girls make better progress than

boys in the middle and high phases but make similar progress in the elementary phase. The school's analysis of the progress of UAE nationals and other nationalities shows that both groups make similar progress. In lessons and their most recent work, students with additional learning needs, including students of determination, across the phases, make better than expected progress toward their targets. Lower-attaining students receive strong support and make better than expected progress. Higher-attaining and gifted and talented students do not always make the progress they are capable of making.

Next Steps:

2. Improve students' expressive reading in the middle phase.
3. Accelerate students' progress in developing their speaking skills in standard Arabic in the elementary phase.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against expectations per year group indicates that the majority of students across the school learning Arabic as a second language (ASL) attain levels above expectations. 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 ASL.
- In lessons and their recent work, most students in the elementary, middle, and high phases demonstrate speaking, reading, and writing skills in line with expectations. Most students across the school have been learning ASL for a maximum of two years. They can copy words and text in neat handwriting but rarely write using memorized words and phrases. They can occasionally understand simple, short text with key information.
- Over the last three years, the school's internal assessment data indicates very good attainment.
- The school's analysis of internal assessment data indicates that the majority of students in the elementary, middle, and high phases make better than expected progress over time and from their starting points.
- In lessons, most students in the elementary, middle, and high phases make the expected progress in developing their speaking, reading, and writing skills. However, they make limited progress in developing their listening and understanding skills across the grades.
- The school analyzes aggregated assessment data to track the progress of boys and girls or other groups of students. In lessons and their most recent work, students with additional learning needs, including students of determination, make better than expected progress toward their targets. Lower-attaining students do not always receive sufficient support to make the expected progress. Higher-attaining and gifted and talented students do not always make the progress they are capable of making.

Next Steps:

2. Improve students' reading comprehension skills in the elementary and middle phases.
3. Accelerate the progress of all students in developing their speaking skills across the school.

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	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that the majority of students across the school attain levels above curriculum standards.
- There are no external, national, or international social studies assessments for the elementary and middle phases.
- In lessons and their recent work, the majority of students in all phases demonstrate knowledge and skills above the MoE curriculum standards.
- Over the last three years, the school's internal assessment data indicates outstanding attainment in the elementary and high phases and very good in the middle phase.
- Across the school, teachers assess students' individual starting points in diagnostics tests at the start of each academic year. End-of-unit/termly tests aligned to (MoE) curriculum standards are conducted. Results are compared with baselines to measure the amount of progress each student makes. Analysis of the school's internal progress tracking data for social studies suggests that the majority of students make better than expected progress in the elementary and middle phases.
- In lessons, in all phases, the majority of students make better than expected progress in developing their understanding of the UAE's geography and history. In the middle phase, the majority of students make better than expected progress in developing their understanding of demographics and geographical change. In the high phase, the majority of students make better than expected progress in gaining knowledge of sustainable regional economics and macro- and micro-influences in the UAE.
- The school's analysis of aggregated progress data indicates that girls make better progress than boys in the middle phase but make similar progress in the elementary phase. The school's analysis of the progress of UAE nationals and other nationalities shows that both groups make similar progress. The school analyzes internal assessment data to track the progress of other groups of students across the school. In lessons and their most recent work, most students with additional learning

needs, including students of determination, make better than expected progress toward their targets. Lower-attaining students receive strong support and make better than expected progress. Higher-attaining and gifted and talented students do not always make the progress they are capable of making.

Next Steps:

1. Improve students' knowledge of the Gulf region in the elementary phase.
2. Develop students' navigation skills in the elementary and middle 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	Good	Good	Good	Good ↓
	Progress	Good	Good	Good	Good ↓

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year against the American Common Core Curriculum Standards indicates that most children in KG and students across the school attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for KG. The school has recently conducted MAP standardized assessments to benchmark students' attainment in English. Results for the 2022/23 academic year indicate that students' attainment is weak in the elementary, middle, and high phases. Students in grade 12 also took the Advanced Placement (AP) exam, and the 2022/2023 results indicate acceptable standards. These students have since left the school. Students' results in PISA 2022 in reading literacy at 426.1 are below the international standards and below the set targets.
- In lessons and their recent work, the majority of children in KG and students in the elementary, middle, and high phases demonstrate listening, understanding, reading, speaking, comprehension, and writing skills above curriculum standards. A few children and students in KG, in the elementary and middle phases, struggle with developing their writing skills to write clearly and fluently. In the high phase, while students can write more extended pieces of writing, they do not always do sufficient amounts of this for a wide enough range of different purposes and audiences. Children and students across the school can speak clearly using a good range of vocabulary, but they rarely speak publicly and extensively and develop their higher order speaking skills.
- Over the past three years, the school's internal attainment data suggests that most students have consistently attained levels above the curriculum standards in all phases.
- Across the school, teachers assess students' individual starting points in diagnostics tests at the start of each academic year. The school's analysis of internal assessment data indicates that most students make better than expected progress over time and from their starting point at the beginning of the academic year across all phases.
- In lessons, the majority of children in KG and students across the elementary, middle, and high

phases make better than expected progress in developing their listening, reading, speaking, and comprehension skills.

- The school's analysis of aggregated progress data indicates that across the school, different groups of students, including boys and girls and Emiratis and non-Emiratis, make similar progress. In lessons and their recent work, students with additional learning needs, including students of determination, make better than expected progress toward their targets. Lower- and higher attaining students and gifted and talented children and students across the school do not always make the progress of which they are capable.

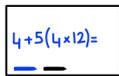
Next Steps:

2. In the high phase, improve students' skills in producing longer pieces of writing for a wide range of purposes and audiences.

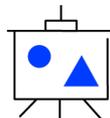
3. Improve children's and students' higher-order speaking skills in lessons in the KG, elementary, and middle phases.

Mathematics

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



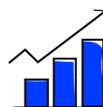
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year against the American Common Core Curriculum Standards indicates that most children in the KG and students across the school attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for KG. Students in grade 12 also take the Advanced Placement (AP) Calculus, and the results indicate that student attainment was weak in the 2022/2023 assessment. In the international assessment Trends in Mathematics and Science Studies in 2019 (TIMSS), students' attainment in mathematics in Grade 4 was benchmarked at the international low level, and Grade 8 was benchmarked at the intermediate level. Students' results in PISA 2022 in mathematical literacy at 437.2 are below the international standards and the set targets for the school.
- In lessons and their recent work, the majority of children in the KG and students in the elementary, middle and high phases attain above curriculum standards. They show a secure understanding of number work and use and apply their mathematical knowledge and understanding in investigations and problem-solving situations. Students in the high phase apply problem-solving skills to more complex and abstract concepts. In the elementary and middle phases, students' skills in speedily recalling mental calculations are less secure. The geometry skills of a few students in the elementary phase are less well developed. In the high phase, a few students struggle with applying mathematical concepts to solve problems.
- For the past three years, the school's internal assessment data indicates consistently outstanding attainment across the school.
- The school's analysis of internal assessment data indicates that most children and students across the school make better than expected progress over time and from their starting point at the beginning of the academic year, and then measured again on a termly basis. External MAP tests taken by students in grades 3 to 9 show weak attainment across the grades. The internal data and the MAP test results do not reflect the attainment observed in lessons.

- In lessons, the majority of children and students in KG, elementary and middle phases make better than expected progress in gaining new mathematical knowledge that helps them better interact with and interpret the world around them. In the high phase, the majority of students make better-than-expected progress in gaining a secure understanding of more abstract concepts and mathematical skills and in their understanding of advanced geometry.
- The school's analysis of aggregated progress data indicates that across the school, different groups of students, including boys, girls, Emiratis, and those with additional learning needs, including students of determination, make similar progress. In lessons and their recent work, students with additional learning needs, including students of determination, make better than expected progress toward their targets. Lower and higher-achieving students, gifted and talented children, and students across the school do not always make the progress of which they are capable.

Next Steps:

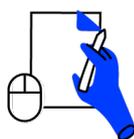
1. Improve elementary and middle school students' mental math calculation speed.
2. Improve students' understanding and application of geometry in the elementary phase.
3. Improve students' skills in applying mathematical concepts to solve more complex problems in the high phase.

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	Good ↓
	Progress	Good	Good	Good	Good ↓

Findings:

- The school has analyzed internal assessment data for science and suggests that attainment for most students across the school is above the American Next Generation Science (NGS) curriculum standard. In the high phase, internal assessment data suggest that most students in science attain above NGS curriculum standards in physics, chemistry, and biology. 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 KG. Results for the 2022/2023 Grade 12 College Board Advanced Placement (AP) in biology and chemistry indicate that most students' attainment is in line with curriculum standards. The school has recently conducted MAP standardized assessments to benchmark students' attainment in science. Results for the 2022/23 academic year indicate that students' attainment is weak in the elementary, middle, and high phases. In the international assessment Trends in Mathematics and Science Studies in 2019 (TIMSS), students' attainment in science in Grade 4 was benchmarked at the international low level, and Grade 8 was benchmarked at the intermediate level. Students' results in PISA 2022 in science literacy at 449.9 are below the international standards and the set target for the school.
- In lessons and their recent work, the majority of students in KG, elementary, middle, and high phases demonstrate scientific knowledge, understanding, and skills that are above NGS curriculum standards. In KG, children are curious learners who are gaining new scientific knowledge and understanding of the world around them. In the elementary and middle phases, students are building their scientific knowledge. However, their deep understanding of some topics in physics, such as engineering, technology, and applications of science, is less secure, and they are inconsistent in applying the scientific method. In the high phase, students regularly conduct laboratory experiments with increasing independence and apply the scientific method to understand more complex scientific phenomena. A few students in the high phase are able to plan and conduct their own experiments.
- Over the past three years, the school's internal attainment data suggests that most students have consistently attained levels above the US NGS curriculum standards in all grades.

- Analysis of internal assessment data indicates that across the school, teachers assess students' individual starting points in diagnostic tests at the start of each academic year. End-of-unit/termly tests aligned to NGS curriculum standards are conducted. Results are compared with baselines to measure the amount of progress each student makes. Analysis of the progress tracking data indicates that most students make better than expected progress over time or from their starting points.
- In lessons in KG, the majority of children make better than expected progress in gaining new scientific knowledge through observation, asking questions, and interacting with the world around them. In the elementary and middle phases, the majority of students make better than expected progress in earth and physical science and extend their scientific terminology. In the high phase, the majority of students make better than expected progress in biology, chemistry, and physics.
- Analysis of internal assessment data indicates that across the school, boys and girls in the KG, elementary, and middle phases make similar amounts of progress with little variation. The school's assessment data indicates that girls in higher grades make more rapid progress than boys across all science disciplines. In the middle phase, Emirati students make slightly less progress when compared with non-Emiratis. In lessons, students with additional learning needs, including students of determination, make better than expected progress toward their targets. Lower- and higher attaining students and gifted and talented children and students across the school do not always make the progress of which they are capable.

Next Steps:

1. Improve elementary and middle school students' understanding of physics, engineering, technology, and their applications in science.
2. Enhance the skills of high school students by enabling them to design their own experiments and carry out their own investigations.

Learning Skills

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

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

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

Findings:

- Children and students across the school enjoy their learning and take increasingly more age-appropriate responsibility for their own learning as they move through the school phases. This culminates in the high phase, with students regularly taking responsibility for their learning. Students are aware of their strengths and weaknesses and are keen to meet the targets set for them.
- Children and students generally collaborate well in their table groups, working together to complete tasks. Although younger students are sometimes less confident in communicating their learning, effective communication is a regular feature in student interactions across the school. Older students collaborate well, with groups assigning roles and setting targets.
- Children and students regularly use age-appropriate real-world examples in their explanations and discussions that help articulate clear meaning. Older students' connections to real-world examples are more sophisticated. Students across the school regularly make links between subjects. This is a common feature of lessons, particularly in the EMS.
- Children and students across the school are capable of finding things out for themselves with increasing independence as they move up the grades. KG children, through centers and play, build their independence and curiosity. Students effectively use technology to research via the Internet and the Teams platform. While critical thinking is a key element of learning in EMS, it is less well developed in AMS. Problem-solving is a regular feature of most lessons linked to the National Identity targets, utilizing deductive reasoning. Innovation and enterprise skills are limited to a few projects and work mainly in the middle and high phases.

Next Steps:

1. Enhance students' innovation and entrepreneurial skills across the school.
2. Develop the communication skills of younger students further so they can better articulate their learning.
3. Strengthen the critical thinking skills of students in Arabic-medium subjects.

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 enjoy coming to school and demonstrate a positive attitude towards learning. They respond very well to the feedback and instructions from the teachers. Across the school, students are developing increasing self-confidence in their learning. In the elementary, middle, and high phases, students increasingly become more self-reliant and require less direction from teachers. However, this is less secure for a few students in the elementary. In the high phase, students value the critical feedback from teachers and their peers, which they use to improve their work.
- Children fully understand class routines that support effective transitions between activities and contribute to a happy working atmosphere. Across the school, students are polite to staff and each other, resulting in a safe and productive environment. Senior students are frequently self-disciplined, showing increasing independence and respect for upholding the school values. Bullying is extremely rare.
- Children are respectful and considerate of their classroom friends, openly showing affection when they meet each morning. Students in elementary, middle, and high phases are sensitive to the needs of others, offering support where needed. They regularly contribute to school teams, activities, and initiatives. In the high phase, students take on leadership roles, acting as peer mentors for younger children and students.
- Children and students have positive attitudes toward healthy eating and staying fit. Although the school promotes healthy eating, a few students in the elementary phase still bring occasional unhealthy lunches and snacks. Students are physically active during break times, with older students initiating games and activities. A wide range of interschool sports allows students to participate in physical activity and represent the school regularly.
- The attendance average at the end of the last academic year 2022/23, at 96.8%, is very good for both KG and across all other phases. Students almost always arrive at school on time for assembly. Students understand the relationship between doing well and attending classes, and they are punctual, arriving to their lessons.

Next Steps:

1. Improve students' self-reliance and independence in the elementary phase.
2. Raise attendance to at least 98% across all phases.

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:

- Children and students across the school demonstrate adequate understanding and appreciation of Islamic values. Across the school, children and students have an appropriate understanding of the influence of Islamic values on their daily lives in the UAE. A few examples of how these values influence people's lives in the UAE are evident in the displays of students' work. They celebrate all Islamic and national events respectfully, including National Day and Flag Day, recognizing the significance of the UAE nation's history and leadership.
- Across the school, children and students demonstrate adequate knowledge of the UAE's heritage and culture through projects, arts, and celebrations. Students participate in national events and cultural celebrations within the school, but they rarely initiate them. Student leaders and the student council take responsibility for the heritage corners around the school.
- Children and students demonstrate an adequate understanding of their own culture but a basic understanding of other cultures. Students benefit from the multicultural student body to know other cultures through a few cross-cultural experiences and activities. Most students are aware of the similarities between their cultures. While students do exchange cultures across the student body, they are less aware of cultures outside of the Middle East and internationally.

Next Steps:

1. Improve students' skills to initiate and lead more cultural activities in the elementary, middle, and high phases.
2. Extend students' experience of other world cultures regionally and internationally across all phases.

Social responsibility and innovation skills

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

Findings:

- Children and students participate willingly in activities that have a positive effect on the school and the wider community. The student's voice is strong, and through the 'Student Council,' students take on a range of leadership responsibilities. Students have raised funds for good causes and volunteered for international social contributions. However, children in KG and students in the elementary phase are less engaged in initiating ideas that positively influence others.
- Children and students are motivated to learn in lessons. Across the elementary and middle phases, students occasionally take the initiative, come up with ideas, and make suggestions; however, in the high phase, this is a regular feature. They enjoy participating in projects and working with others but lack initiative in the lower phases. Students' innovation, enterprise, and entrepreneurial skills across the school are inconsistent.
- The school's students have a good understanding of sustainability and participate in taking care of the environment. The Student Council has been successful in implementing the 3Rs (Reduce, Reuse, and Recycle), and recycling has become an important aspect of enhancing the understanding of sustainability. The students actively participate in sustainable activities at COPE28 and integrate various sustainable practices into their lessons.

Next Steps:

1. Improve children's and students' innovation and enterprise skills across the school.
2. Ensure children in KG and students in the elementary phases are more engaged in initiating and leading activities that positively benefit others.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Teachers in all phases across the school show confidence in their subject knowledge. Across KG and all other phases, teachers create a learning environment that is well adapted to suit the age ranges that they teach. They work effectively to engage students in active learning in most lessons.
- Teachers across the school plan a wide variety of purposeful, child- and student-centered learning experiences that effectively cater to the range of abilities. In the high phase, teachers are very effective in ensuring activities stretch the higher-attaining and gifted, and talented individuals. In a few lessons, extension tasks for the high-attainers and the gifted and talented were less effective. Resources, including learning technology, are used creatively in lessons to support progress. Teachers across all phases manage the lesson time well, making ample time for the plenary to reinforce learning. They start lessons promptly and at a good pace that supports progress. Teachers make learning objectives clear at the start of each lesson and carefully review progress with these at the end of the lesson.
- Teachers interact with children and students in a positive and encouraging way that promotes full engagement. Across the school, they question children and students well, targeting their questions in a way that matches the ability levels of different students. In a few lessons, teachers are especially skilled in using their questioning to develop student's abilities to communicate their learning in depth and at length. In better lessons, students reflect on their learning by creating their own questions for the class.
- Teachers provide effective support and challenges for various groups of learners. Lessons are carefully planned, with students working in specific groups. Tasks are differentiated effectively to match the needs of children and students with different abilities. Teaching assistants in the younger age groups provide strong support for children and students and work in effective partnership with the teachers. As a result, children and students with additional learning needs, including those with determination and low-attaining children and students, continue to make progress. However, tasks set do not always provide sufficient challenge for higher-attaining and gifted, talented children and students across all phases.
- Through consistent lesson planning across the school, teachers have a systematic approach to ensuring children and students develop their critical thinking and problem-solving skills. However, this is less effective in AMS. In the high phase, teachers purposefully develop students' problem-solving and critical-thinking skills, resulting in more independent learning. However, children's and students' innovation and enterprise skills are not consistently developed during all lessons across the school.

Next Steps:

1. Challenge higher-attaining and gifted students with suitable work from an early point in their

education.

2. Ensure that teachers prioritize developing students' innovation skills, particularly in AMS, by focusing on critical thinking and problem-solving.

Assessment

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

Findings:

- The school has comprehensive and detailed assessment processes across the KG phase and all other phases, securely linked to the American Common Core Curriculum standards for English Medium Subjects and MoE curriculum for Arabic Subjects. The internal attainment data is carefully collated and analyzed in-depth to provide coherent and consistent academic data analysis. Still, it does not always provide reliable academic data or detailed information about students' personal and social development.
- Students take the Advanced Placement (AP) examinations for calculus, biology, chemistry and physics. The school benchmarks students' attainment against international standards in both PISA 2022 for literacy in reading, science, and mathematics for the high phase and TIMSS 2019 for science and mathematics for the elementary and middle phases. In addition, the school regularly benchmarks students' attainment from grades 3–9 by conducting the NWEA MAP standardized tests for English, mathematics, and science.
- The school has an in-depth data analysis system that highlights the strengths and weaknesses of children and students and tracks the progress of cohorts over time to identify trends. Progress data is analyzed at individual and group levels.
- Teachers use a variety of assessment information to plan their lessons and meet the needs of individual students and groups. In the high school phase, Advanced Placement teachers effectively incorporate assessment information to enhance learning and ensure that students are appropriately challenged. While teachers often group students based on assessment data, there is room for improvement to ensure that grouping is effective in all lessons. They use the data to monitor the progress of students with additional learning needs, including students of determination, against the targets set in their individual education and intervention plans and adjust lessons accordingly. However, there is still potential for more efficient use of assessment information to target activities for higher-attaining and gifted and talented students in the kindergarten, elementary, and middle school phases.
- Teachers have a good understanding of the strengths and weaknesses of their students. They offer personalized support and guidance to learners where necessary and provide constructive feedback to help them improve. In addition, children are encouraged to reflect on their work and make necessary changes. The school has strict systems in place for self-assessment and peer assessment, which students regularly participate in during their high school years. In better lessons, students have greater control over the plenary, allowing them to better evaluate their own and their peers' learning.

Next Steps:

1. Enhance the school's internal assessment to ensure comprehensive coverage of all aspects of the student's academic, personal, and social development.
2. Develop teachers' use of assessment data to group students more effectively in lessons.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the American Common Core Curriculum and the Ministry of Education (MoE) Curriculum for Arabic medium subjects. The American curriculum follows California state standards and has a clear rationale. The taught curriculum is designed to balance knowledge and skills and provides opportunities for practical learning experiences.
- The continuity and progression of learning are organized around phases in all subjects. The curriculum that is taught meets the needs of most groups of students. However, gifted and talented students require greater challenges in a few lessons in the elementary phase. In the high phase, students are very well prepared for the next stage of learning as they move out of school to work or on to higher education. Overall, children and students in the KG, elementary, and middle phases are well-prepared for the next stage of their education. However, children moving from KG to first grade find it difficult to adapt to longer school days or keep up and stay focused for a full day.
- In the high phase, the school offers a wide range of curricular choices for students within the American curriculum through extensive electives, independent study options, the Advanced Placement Program (AP), and careers. Students can choose additional subjects such as art, business, geography, French, economics, and IT, or self-study subjects necessary for many international university applications.
- Throughout the school, cross-curricular collaboration ensures essential links in most lessons and connections between subjects are systematically integrated across all disciplines. Cross-curricular planning is a strong feature of the taught curriculum in the high phase, where students frequently make links between science theory and mathematical calculations.
- The school regularly reviews its curriculum by considering all the subjects taught and the requirements of students, such as AP programs in the high school phase. The curriculum review team has already used data to support the review process and has made several modifications and improvements. However, in the elementary phase, there is an excessive focus on the sequencing of work rather than customizing the curriculum to meet the needs of different student groups, especially high achievers.

Next Steps:

1. Ensure the curriculum design for Grade 1 students allows for a smooth transition into a full learning day.
2. Extend the quality of the cross-curricular links in the high phase into the elementary and middle phases.
3. Ensure thorough curriculum reviews identify and meet the needs of higher attaining students,

particularly in the elementary phase.

Curriculum adaptation

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

Findings:

- The curriculum is well-modified to suit the needs of most groups of students in the school. The Special Educational Needs Coordinator (SENCO) works with teachers to modify the curriculum for the students with additional learning needs, including students of determination. This modification provides appropriate learning support for students in pull-out and 1:1 sessions. IEPs are in place to guide lesson modifications for teachers. A three-tiered support system is evident in all classes, providing specific group activities, although the level of adaptation for the gifted and talented is often insufficient. However, in extracurricular activities, there are adequate opportunities for gifted and talented students to pursue their talents.
- The curriculum is interesting, encompassing a wide range of opportunities for children and students to be creative and explore their interests. While there are regular opportunities for students to be creative in most subjects, social entrepreneurship, and innovation, available in some clubs and ECAs, are less evident in lessons. A variety of clubs and extracurricular activities, including representing the school in a broad range of sports, are available to all children and students. The activities are cycled each term, and some have been placed on the rotation by student request. The curriculum affords a range of break and lunch clubs to meet student demand, although this is greatly impacted by the limited time.
- The curriculum encompasses many references to life in the UAE and Emirati culture. Some aspects of the curriculum integrate appropriate opportunities for students to appreciate the UAE heritage and Islamic values, supported by parents, such as presentations in assemblies, celebrations of national events, and field trips to local heritage sites.

Next Steps:

1. Revise the curriculum to better cater to gifted and talented and high-achieving students, offering consistently challenging activities within lessons. Strengthen the current curriculum to ensure that it promotes a greater emphasis on innovation and enterprise.

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. Child protection and safeguarding arrangements are clearly defined in a written policy shared with all stakeholders. All employed staff must sign a copy to confirm they have read and understood this policy. The school provides training for all employed staff in child protection and safeguarding, and their attendance in this mandatory training is recorded. There is a central register kept for all staff, which is kept up-to-date. Staff ensure all students know who to talk to if they experience a problem. The school takes highly effective steps to ensure that all students are protected from bullying, including online. The school helps and informs students about how to stay safe using the internet and social media.
- Through meetings with parents and regular briefing sessions with students, the school ensures that all members of the school community understand the importance of following the health and safety policies to ensure that all individuals are safe and very well cared for. The health and safety team meets on a regular basis to review policies and check schedules for all areas of health and safety checks. Rapid communication around the school between the health and safety team and all members of staff helps to ensure that any issues are rapidly addressed. Children and students are very well supervised. Bus routines are exemplary, and the youngest children and students at the school are extremely safe and very well cared for as they travel backward and forward to school. The school deploys five additional staff to supervise those arriving by car closely and is effective in managing the traffic, although municipal parking for the school is limited. A dedicated events coordinator ensures that every trip and visit offsite is risk-assessed and that mitigating action is taken to ensure that the highest expectations are adhered to. The school meets all legal requirements and conducts regular emergency fire evacuation drills, ensuring full compliance with Civil Defense regulatory requirements.
- The school contracts external organizations to effectively manage various health and safety functions, including the CCTV and alarm system, 24-hour site security, regular pest control, routine water quality testing, laboratory chemical disposal, and the daily cleaning of the school. In addition, the school retains onsite maintenance that operates through a ticketing system to ensure any issues are prioritized and swiftly rectified. All the regulatory checks for these essential functions are up-to-date, and all contracts are with approved providers. The school has a well-equipped medical clinic and essential medicines are locked in a secure cupboard within the clinic. Nurses supervise and administer essential medication to students. Medical staff are diligent in maintaining accurate records.

- The school premises provide a very safe learning environment for all members of the school community. Almost all parts of the school are accessible to those with mobility or physical disabilities. There are a number of ramps around the school, and passageways are wide enough for mobility chairs. There is no lift for first-floor disability access, although this does not impact existing students. The premises are age-appropriate and meet the needs of children in KG and students in all other phases. The outdoor assembly space for the girls is bright and colorful, with a stage for performing. The boy's area is significantly less interesting or inspiring.
- A school canteen serves a range of healthy food and drinks, including fresh juices, to all members of the school. While the school health and safety teams brief children and students extensively about the need to eat a healthy diet, not all children and students eat healthy snacks during breaks or lunch. The importance of exercise and fitness is promoted, and the school ensures daily outdoor recreation and offers an extensive range of school sports teams for all students. Shock-absorbent matting covers the main outdoor play area. Effective measures are taken to protect children and students from the sun, including appropriate shading in almost all outdoor spaces and additional shade currently under construction. There is readily available access to fresh drinking water.

Next Steps:

1. Enhance the premises for the boy's assembly area.

Care and support

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

Findings:

- All school staff interact in a friendly, positive, and supportive way with children and students. Positive and caring relationships flourish across the school. There is a climate of trust and respect between students and adults. The school sets high expectations for all children's and students' good conduct and behavior, which are clearly understood by all and shared with parents and families. The school has effective systems to manage and develop well-mannered children and students.
- The school has effective protocols for recording and tracking students' attendance and punctuality. The systems are routine and well-embedded. The follow-up on unauthorized absences and lateness is efficient and effective. The impact over time indicates sustained attendance.
- The school has rigorous processes, including clinical assessment, academic assessment, and teacher observation, to accurately identify students with additional learning needs, including students of determination (7%) and those who are gifted and talented (3%). Other students are identified with a three-tiered academic support system, evident in all classes. The school holds records that include medical assessments with specific diagnostic information. Detailed individual education plans (IEPs) are created at the start of each year and shared with parents. The school continues to develop its gifted and talented provision through two newly appointed board-member educational specialists who are reviewing the current systems.
- The Special Educational Needs Coordinator (SENCO) oversees effective support for those with additional learning needs, including students of determination. Personalized targets in IEPs are carefully established and regularly reviewed. Teachers provide inclusive support for students with additional learning needs through adaptations of learning tasks during lessons. The SENCO leads one-on-one and small-group interventions. Consequently, most learning needs are met, and students with additional learning needs make better-than-expected progress toward their individual goals. The SENCO, along with school leaders, is aware of the need to upgrade support arrangements for the gifted and talented, as they are not always effectively challenged outside of the high phase.
- The Head of Phase, SENCO, and school counselor, along with teachers, provide trustworthy, respected, and well-informed information about students' academic achievements. The homeroom and form tutor systems effectively monitor student well-being and personal development. The school has an open-door policy and offers highly personalized support to its students. This includes guidance for high-phase students who are planning their future careers or moving on to higher education. Both students and families highly value these services.

Next Steps:

1. Develop comprehensive procedures to support gifted and talented children and students in KG, elementary and middle school, covering both academic and extracurricular activities.
2. Ensure that the quality of support afforded to the gifted and talented students allows them to make their best personal and academic progress.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good

Findings:

- The senior leadership team, comprising the principal, vice principal, and heads of departments, sets a clear direction and promotes a ‘student-centered’ vision shared by the whole school community. Leaders, supported closely by the governors, are ambitious about what they want students to learn and experience. The school's vision is prominently displayed around the school. This is also shared with parents, students, and staff through various communication platforms. There is a clear commitment to the UAE's priorities and the National Agenda. Comprehensive plans are in place to support students succeeding in international examinations such as TIMSS and PISA. The principal is relentless in pursuing a strong commitment to inclusion and ensuring all staff and students feel valued, treated fairly and respectfully, and have a sense of belonging. The school maintains an inclusive admission policy and has suitable systems to support students with additional learning needs, including students of determination.
- Senior leaders demonstrate a clear understanding of the curriculum and best practices in teaching, learning, and assessment. Through a range of professional development for staff, leaders are innovative in training new teachers and constantly improving existing staff skills that support the raising of standards. However, the principal rightly recognizes the need to further upgrade the skills of the senior and middle leaders in supporting all teachers by making internal assessments more accurate and improving classroom support for the gifted and talented in the KG, elementary, and middle phases.
- Relationships are positive between all stakeholders. Leaders delegate effectively, ensuring middle leaders are aware of their roles and responsibilities and will be held accountable for raising students' achievement. Middle leaders observe lessons and support teachers within their departments to help them improve. Communication within the school is professional, at both a formal and informal level, resulting in high morale amongst staff. There are regular departmental and interdepartmental meetings, in addition to internal emails and principal-led meetings, ensuring middle leaders feel fully connected to the decision-making within the school. Leaders at all levels are ultimately held accountable by the governors.
- Leaders at all levels have a clear understanding of what they need to do to improve the school and place a very strong focus on improving classroom support for the different groups within the school. Since the last inspection, fifteen new teachers have joined the school, and the leaders have focused incisively on ensuring that they have the skills they need to teach effectively. The school leaders have been innovative in the way they have reviewed and modified the curriculum to meet the needs of most students. The school leaders demonstrate a strong capacity to improve the school.
- Leaders hold staff to account through regular analysis of student performance data, lesson observations, and reviewing the effectiveness of planning and teaching strategies. Middle leaders are held accountable for the quality of teaching in their subjects. This can be improved in the KG, elementary, and middle phases. The school has ensured that the addition of new teachers has not

negatively impacted maintaining and raising standards. There have been improvements in international benchmarks, support and guidance for students, and the addition of the Advanced Placement curriculum in the high phase. Leaders ensure that the school is compliant with statutory requirements.

Next Steps:

1. Provide training for middle leaders to equip them with skills to support teachers in more accurately assessing students' achievement, thus providing a more targeted challenge in lessons, particularly for the gifted and talented.
2. Ensure leaders capitalize on best practices in the high phase to improve teaching and learning in the KG, elementary, and middle phases.
3. Ensure middle leaders are held more accountable for the quality of teaching in the KG, elementary and middle phases.

School self-evaluation and improvement planning

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

Findings:

- The implemented distributed leadership model ensures all staff actively participate in the self-evaluation process (SEF), and they engage parents by asking them for their views about areas that need improvement. The SEF considers valid sources of evidence, both qualitative and quantitative, including both internal and most external assessments; however, external data can be used more effectively for triangulation of evidence. Judgments are generally realistic. However, the relationship between the previous report, the SEF, and the school improvement plan could be more consistently aligned. Senior and middle leaders display a secure and realistic understanding of the school's strengths and areas requiring improvement.
- The monitoring of teaching and learning is systematic and conducted by senior and middle leaders. They undertake regular formal classroom visits per term for each teacher and offer clear and constructive feedback aligned with the inspection framework. New teachers are closely monitored and supported to ensure they meet the school standards. The observation forms include relevant criteria with a focus on student progress. Effective monitoring has aided the school in maintaining the quality of teaching and students' levels of achievement, particularly evident in the high phase.
- The school improvement plan effectively pinpoints areas for improvement and outlines SMART targets, suitable strategies, success criteria, and responsible parties. Middle leaders have a departmental-level version of the overall school improvement plan. The improvement priorities are aligned with the recommendations from the previous inspection, but there is not yet a full integration with the school's self-evaluation.
- The school has demonstrated sustained improvement over time, particularly in key areas such as the new AP results for Biology and Chemistry and maintaining the quality of teaching given the high teacher turnover. Assessment practices and in-class support for gifted and talented students in KG, elementary, and middle phases still need further improvement.

Next Steps:

1. Enhance the use of triangulated assessment data to improve the quality of self-evaluation and school development plans.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school ensures that parents are partners in the education of their children. Parents are very aware of what their children are learning and how well they are doing. Parents contribute to the school by giving their time, and they report that their views are fully considered through a range of communication methods. The school has a functioning parent council that actively organizes various cultural events. Additionally, the school encourages parents to participate in reading sessions for students and supports them with competitions, field trips, and celebrations. Parents' involvement makes a positive contribution to raising students' standards.
- The school's communication with parents is very strong, and regular updates are communicated in both English and Arabic via numerous online platforms. Parent-teacher meetings are scheduled every term where teachers share feedback to encourage parents with suggestions as to how they can help their child improve. Parents who have children of determination speak highly of the school's support and continue to be involved in the monitoring and target setting of their child's individual education plan (IEP). Parents are pleased with the extent of communication from the school and were keen to stress the effective use of targets in student reporting. Parents are not yet engaged in their children's target setting.
- Parents can access web-based systems to review their child's academic progress anytime,. The reporting system is comprehensive and keeps parents informed of their child's academic progress, including their efforts and personal and social development. For kindergarten, reports are tailored to the appropriate age and stage of the child's development. For higher-grade levels, the reporting includes information on careers and continuing education. However, student self-reflection is not consistently part of the reporting for elementary and middle phases. Formal and comprehensive reports are produced termly, and parent meetings involving students and teachers are held concurrently.
- The school has effective partnerships with the local community; in addition, current board members are from other schools and heads of university faculties, providing a closer and more effective relationship. The school is partnered with local and international schools and universities to enhance students' academic and personal development and support their continued education. Students regularly take part in activities as volunteers and have attended COPE 28 as Climate Ambassadors, which benefit both the students and the wider community. However, links with international entities are more limited to the high phase for higher education.

Next Steps:

1. Broaden international partnerships to provide additional opportunities for students to expand their life skills and enrich their learning experiences across the school

Governance

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The governing board includes representation from almost all stakeholders. The board includes the school's owner, a representation of parents and staff, and other education specialists from schools and universities, including ALN and gifted and talented experts. Historically, students have been represented on the board, but this is currently under review. Members of the governing board regularly monitor the school's actions and hold senior leaders fully accountable for both the performance and quality of provision, including the academic and personal development of all students.
- The governing board meets regularly to review policies and conduct robust discussions. During these meetings, they consider accountability and provide justification for any decisions made. They scrutinize and investigate key decision-making and performance actions. Recently, they have prioritized addressing the issue of high teacher turnover and its impact on continuous school improvement. However, this remains a challenge. The governing board also seeks assurances that the school is operating effectively and compliantly on a day-to-day basis, ensuring that all statutory requirements are being met. They act as an effective constructive critic for the school. The board has recently added members with academic expertise in the areas of students with additional learning needs (ALN) and the gifted and talented. The governing board regularly seeks parents' views through surveys, and parents can directly contact the board if they have any concerns.
- The governing board has had a direct impact and a very positive influence on the school's overall performance. The governing board has ensured that the school is adequately equipped to offer a diverse range of learning experiences for students. This supports effective interaction between students and teachers, aids in the learning process, enhances student experiences, and addresses various learning needs. The board is currently reviewing the issues around high teacher turnover and is bringing substantial academic expertise further to improve the ALN and gifted and talented support systems.

Next Steps:

1. Enhance the gifted and talented support systems, particularly in the KG, elementary, and middle phases.
2. Reduce the impact of teacher turnover through a review of succession planning and teacher retention.

Management, staffing, facilities and resources

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

Findings:

- Almost all aspects of the school's day-to-day management, procedures, and routines are very well organized and have a positive impact on students' outcomes and personal development. Consequently, the school has a calm and welcoming learning environment where staff and students enjoy working together. The very effective lesson timetable ensures no wasted time in the school day.
- The school is staffed appropriately, enabling the fulfillment of its vision and mission. All teachers possess suitable qualifications to teach their respective subjects effectively. However, teacher turnover was 24% due to better opportunities elsewhere in other schools. This is challenging for the school and impacts continuous school improvement potential. All staff, including teaching assistants, benefit from regular professional development closely aligned with the school's priorities. This training has been successful in helping the school establish consistency in the quality of teaching across the school. However, there remains a need to develop more training for teachers in terms of helping them improve the accuracy of internal assessment processes. Training is also required to help teachers develop their approach toward ensuring that higher-attaining students are always successfully challenged by the work provided in lessons.
- The school premises are very effectively maintained and designed to meet the learning needs of students across all grades and phases. Most classrooms are spacious and welcoming for students, displaying examples of their work. There is a range of specialist facilities in science, art, learning resource centers, ICT, and heritage corners. The well-designed outdoor spaces promote and help students develop their physical and mental well-being. The school currently lacks a gymnasium. **There is no lift to ease access to the first floor of the building, but there are ramps providing ease of access to the ground floor learning environments.**
- The school is equipped with sufficient resources to enhance effective teaching and learning. Every classroom is furnished with whiteboards, but only a few have SMART boards, which aid in facilitating learning. KG is also equipped with the necessary resources to support children's center-based learning and the development of their fine and gross motor skills.

Next Steps:

1. Increase the number of SMART boards across the school to support more effective teaching and learning.
2. Improve the school facilities further to ensure that all students have access to all the learning areas and participate in more practical learning activities.
3. Provide continuous professional development for teachers on using assessment procedures and data analysis to influence teaching and learning.

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