

Irtiqa'a School Inspection

AY 2021/22









Abu Dhabi Island International Private
School

Rating: Acceptable

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School Information

General Information	
 Name	Abu Dhabi Island International Private School
 Esis Number	9239
 Location	13, Al Adeel St, Al Tiwayya, Al Ain 33343
 Website	http://www.adiips.org
 Telephone	037227666
 Principal	Hisham Adnan Mousa Hijazeen
 Inspection Dates	07 to 09 Nov 2021
 Curriculum	American

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	491
Number of Emirati students	414
Number of students of determination	3
Largest nationality group of students	UAE

Information On Teachers

Number of teachers	21
Nationalities	Egypt
Number of teaching assistants	1

Changes since the previous inspection

School leaders have, in part, addressed the recommendations in the previous inspection report, although some issues are yet to be fully resolved. The trajectory of improvement has been impacted by the current pandemic which has set back, for example, the planned appointment of an experienced native speaker of English to accelerate the improvement in all aspects of English. However, there have been significant improvements in students' attainment and progress in mathematics and science which are now very good overall. This is particularly the case for the high phase (the largest phase in the school), where progress in Arabic and both attainment and progress in English are now good. Overall, however, improvement is still required in the management and delivery of the Arabic subjects and in the implementation of the planned improvements to provision in English. All students speak English as a second language. To improve achievement further across the school, students' full access to the curriculum is largely dependent upon the enhancement of their skills in speaking and writing English. Good progress has been made on developing the skills of some middle leaders in monitoring and improving their subjects and most are now able to talk about improvements they have made and the support they are able to give to their colleagues. There has been some progress in developing students' critical-thinking and problem-solving skills, particularly in the high phase, although this could be developed further across the school. The structures for assessment are now good. However, the information available is not yet deployed effectively in all classes to ensure that work planned is closely matched to the individual needs of students.

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

The school is making effective use of international assessment platforms that provide feedback on student performance. The school has appointed a coordinator for the required international examinations who closely monitors the progress of students using the specified assessment requirements. Additional classes are provided throughout the year, offering extra support for students due to sit the tests. Preparations for specific tests begin at least one year ahead so that there is an ongoing priority given to preparing students to the appropriate standard. For example, the identified students selected for the PIRLS assessment in November are being expertly prepared with regular practice tests of a similar format. They are provided with texts to assess and improve their ability to read with comprehension, to think critically about the text and to apply their knowledge gained from analysing the text. The cohorts to be entered for the TIMSS assessments in mathematics and science are also similarly undertaking regular practice test in these subjects. Parallel provision is also made for PISA, MAP2 tests and the various EmSAT papers, with adaptations made to the curriculum to incorporate material relevant to these tests. Comprehensive information booklets have been prepared by the school and made available to parents, detailing the requirements and procedures relevant to each assessment.

Reading

The library, currently out of use due to COVID restrictions, has a stock of around 2500 books, both fiction and non-fiction, in Arabic and English. Students also have access to an online library. Leaders of both Arabic and English work together to devise a plan for reading for each grade. Students read at home and school and complete exercises appropriate to their level. This is monitored by parents and staff. Analysis of data from standard reading assessments is used to determine competency levels. In class, students practise 'reading in a minute' and work on their comprehension skills. The school uses 'Jolly Phonics' to teach phonic skills in Kindergarten and the lower primary phase. As they move through the school, students learn to complete simple literal retrieval exercises, moving onto the use of context clues and finally to the use of inference to determine meaning and author intent. Students read at home, using online platforms such as 'ALEF' and 'My Perspective' and complete comprehension exercises. The school hosts regular book fairs to promote reading and students enter competitions which encourage them to develop their reading skills. Students' reading capability is tested termly and gaps are identified and addressed in the following term's programme.

Strengths of the school

Students' behavior around the school and in lessons is exemplary and contributes to their good achievement in several subjects. The school's implementation of effective Covid-prevention measures has contributed strongly to ensuring the health, safety and well-being of students and staff. Improvements in the senior leadership and management of the school, including governance, have ensured that, while there is further work to do, there have already been significant improvements in students' achievement. This is the case in mathematics and science across the school, in students' progress and attainment in English in high phase and in their progress in Arabic and in their learning skills in high phase. The partnership with parents is very good. They appreciate the sense of 'family' at the heart of the school and the ready access they enjoy to all members of the school community. The school's support for students preparing for external and international tests is very good. Systems for informing and preparing students are well-devised and effectively implemented, so that students have a very good understanding of what is required of them.

Key Recommendations

o Improve students' achievement in English by: • practicing handwriting systematically through the school, to ensure correct formation of letters; • understanding and correcting errors in writing and applying existing knowledge of grammar, spelling and punctuation consistently, in all writing, so that it makes sense; • developing intonation and expression when reading, pausing at punctuation and using the voice to keep the listener interested, particularly in the middle and high phases; • establishing a better understanding of the expectations of the different genres of writing.

o Improve students' achievement in Arabic by: • developing reading skills using proper 'harakat', and providing opportunities for the reading of more diverse and challenging texts; • developing extended writing opportunities in a range of genres and ensuring grammatical accuracy across all the phases.

o Enhance students' achievement across the curriculum by: • using assessment information more effectively to plan for next steps in learning; • ensuring that students' work is always marked, indicating the precise steps for improving achievement; • planning more opportunities, especially in primary and middle phases, for students to develop their critical-thinking, problem-solving and independent research skills; • providing more practical resources to enhance students' learning.

o Further improve the impact of leadership by ensuring that all middle and subject leaders have the capacity and understanding to effect rapid changes in their subjects, so that students' progress is accelerated, particularly in English and the Arabic subjects.

o Ensure a more rigorous approach to the identification and support of students who are lower attainers, students of determination, or those who are gifted and talented.

Overall School Performance: **Acceptable**

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

PS2: Students' personal and social development, and their innovation skills				
	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Social responsibility and innovation skills	Not Applicable	Not Applicable	Not Applicable	Not Applicable

PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable ↓	Good
Assessment	Acceptable	Acceptable	Acceptable	Good ↑

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Curriculum adaptation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good
Care and support	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	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	Not Applicable	Acceptable	Acceptable	Acceptable ↓
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable ↓

Findings:

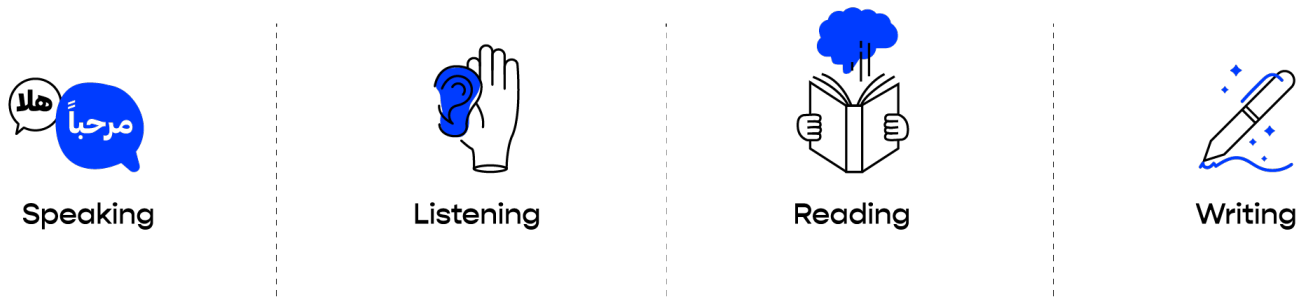
Most students in primary, middle and high phases attain in line with the curriculum standards. Internal assessments indicate good attainment in most grades; however, this is not seen in lessons observed or in students' work where most students attain in line with the curriculum standards across all phases. There are no external measures of attainment. On the evidence available, acceptable standards of attainment have been sustained over time. Most students demonstrate a reasonable understanding of the basic Islamic concepts. They are able to read and explain verses from Holy Qur'an and have adequate understanding of prophet Mohammad (pbuh) Seerat. Students also accurately define faith, state and can explain Islamic principles. In Grade 3, most students can recognize the conditions for Salat and state the nullifiers leading to the invalidity of Salat. However, opportunities to link with Holy Qur'an and Hadith Sharif are less developed. Most students in Grade 4 are able to name Allah's (subhanah) messages (Holy Books) and name the prophets' names. However, opportunities to link with the Holy Qur'an and Hadith Sharif are less developed. In Grade 7, most students can define the concept of "reliever" (المغيث) in Islam and give some examples. Most students in Grade 8 are able to define faith and destiny, and are able to list the benefits of believing in faith and destiny. In Grade 11, most students are able to explain the stages of collecting the Holy Qur'an. Most students in Grade 12 can define Allah Laws, name their types and give some examples from daily life. However, students' opportunities to evaluate the impact of Allah Laws on society are less developed. In lessons and over time, most students make the expected progress from their starting points across primary, middle and high phases. Most groups of students, including students of determination, make acceptable progress. In lessons, limited differentiated activities are planned to support the learning of different groups of students, which often leads to insufficient challenge for the higher attaining students.

Next Steps:

1. Practice skills, perhaps through regular participation in role-play activities, to link Allah (subhanah) laws (السنن الربانية) to the Holy Qur'an and Hadith Sharif in the primary phase. 2. Build understanding of how to relate faith in destiny to Holy Qur'an Ayat and apply Hadith Sharif using real-life contemporary contexts in the primary phase. 3. Recognize and apply Islamic rules and faith to personal behavior and awareness of social life and society in all the phases, by taking part in regular debate, discussion and role-play which include a focus upon the interface between faith and the secular society.

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:



Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Acceptable	Acceptable	Acceptable ↓	Acceptable ↓
	Progress	Acceptable	Acceptable	Acceptable ↓	Good

Findings:

Most students across all phases attain in line with curriculum standards. Internal assessments indicate very good attainment in all phases; however, this is not evident in lessons observed or in students' work where most students attain in line with curriculum standards. There is no external data against which to judge standards. On the evidence available, attainment over time has been acceptable. Most students demonstrate acceptable listening, understanding and speaking skills that are in line with curriculum standards. Most children in Kindergarten are able to recognize the letter (ت T) and state names of animals starting with that letter, although they do not consistently recognise accurate writing direction. In Grade 3, most students are able to read a narrative text and explain the meaning of words (for example, 'positive impact', 'body immunity'). However, provision for extended reading or to develop reading accuracy is less developed. Most students in Grade 5 understand the rule for writing (الهمزة Hamza) and apply it when writing words identified by the teacher. However, opportunities for students to apply the rule in examples from the real world, and so enhance their writing skills and accuracy, are less developed. Most students in Grade 6 are able to explain and apply the grammar rule, although there are insufficient extended reading opportunities to practise the rule and enhance their writing skills. In Grade 11, most students are able to read the text on Feast Day, then explain and extract the main ideas, although they have not yet developed accurate and expressive reading skills. In lessons and over time, however, a majority of high phase students make better than expected progress from their starting points. Most students in Kindergarten, primary and middle phases make expected progress as do most groups of students, including students of determination. Few differentiated activities are planned to support the learning of different groups of students, so that, in some lessons, there is insufficient challenge for the higher attaining students.

Next Steps:

1. Practice reading skills, on an on-going basis, using proper 'harakat' in the Kindergarten and primary phases, and taking regular opportunities to read aloud in class.
2. Apply the grammar rules accurately in readings in the primary phase.
3. Increase the accuracy of grammar in extended writing across all phases, making use of good quality exemplar material and sharing and evaluating own work and that of fellow-students.

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	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable

Findings:

Most students in the primary and middle phases attain in line with curriculum standards. Internal assessments indicate outstanding attainment in primary phase and very good in middle phase. However, this is not evident in lessons observed or in students' work, where most students attain in line with curriculum standards across the two phases. There is no external or international data against which to evaluate attainment. Students demonstrate adequate understanding and awareness of the location and geography of the UAE. They also understand the role of local and national leaders in the formation of the UAE. Students are able to define the Arab world in the context of the world map. In Grade 1, most students can recognize Sheikh Zayed's birthplace, his efforts as founding father and identify the Union Day (عيد الاتحاد). Most students in Grade 4 are able to name the seven Emirates, recognize Sheikh Zayed's efforts as founding father and identify the date of Union. In Grade 6, most students can define the concept of 'map', state the importance of maps and give examples of different types of maps. Most students in Grade 9 can identify the location of the Arab countries with respect to continents (Asia and Africa) and locate them on a World map. On the limited evidence available from school data, trends in attainment over time show that most students have consistently attained in line with national standards in both the primary and middle phases. The limited internal assessment data available suggests that that large majority of students make at least very good progress from their starting points in both the phases. In lessons and in their work, however, most students make the expected progress in both the primary and middle phases. In the primary phase, most students make acceptable progress in learning about the features of the UAE and its foundation. However, they make only limited progress in building their understanding of the history and beneficial impact of the union. In the middle phase, most students make acceptable progress in developing their map skills but their progress in building skills to extract information from maps is variable. Most groups of students, including boys and girls and students of determination, make progress in line with what is expected from their starting points, although there is more limited differentiation of activities to support the learning of higher attaining students. Students of determination receive support which enables them to make acceptable progress in lessons and over time, in relation to their identified needs.

Next Steps:

1. Increase, in the current term, skills in extracting information from maps and making links to the UAE in the primary phase. 2. Extend understanding of the geography of the Arab world, UAE and regional relationships in both the phases. A more specific focus on geopolitical issues could be achieved through

modification of the curriculum to include, for example, more rigorous analysis of current affairs and relationships between regional governments, as reflected in the press and broadcast media. 3. Extend understanding of the history of the union, and its benefits and impact on UAE society in the middle phase by accessing a wider range of resources and research materials.

English

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



Speaking



Listening



Reading



Writing

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

Findings:

Most students attain levels in line with the curriculum standards in English in the Kindergarten, primary and middle phases. In the high phase the majority of students attain levels that are above the curriculum standards. This is evident in lessons and in students' recent work. Internal assessments in English suggest that the attainment of the majority of students is above the curriculum standards in the Kindergarten, primary and middle phases, while, in the high phase, most students attain above the curriculum standards. The school benchmarks itself against external examinations such as EmSAT, IELTS, MAP and PISA. In the most recent assessment of EmSAT, 75% of girls and 60% of boys achieved the required grade to qualify for university entry. PISA data from 2018 indicated that reading was below the international average. Over the past three years that attainment of the majority of students has been in line with national standards, but below international standards. In the high phase, the attainment of majority of students has been above expected standards. The school has been successful in sustaining their level of performance over the past three years. A baseline assessment is administered to Kindergarten children on entry but no analyzed data was provided for this phase. Speaking and listening skills build systematically as students move through the school because they are encouraged to discuss and debate. In the high phase, the majority of students speak clearly, provide detailed responses and justify their opinions. In lessons and in recent work, children in Kindergarten recognise initial sounds, while those in the primary phase learn how to segment and blend to read new words which they then use in simple sentences. In the middle phase, students learn to identify the main idea from a text and provide supporting evidence. However, students still mis-use capitalisation, omit basic punctuation and use incorrect tenses in their very simple writing. In marking, teachers do not consistently correct errors. A minority of students still have difficulty in forming letters correctly. In the high phase, students learn how to construct a good argument, identifying the claims and providing the evidence to support it. The majority of students in the high phase read fluently. However, teachers across all phases do not model the thinking process required to write successfully or provide enough time for students to write independently in lessons. In lessons, students in the lower phases of the school make acceptable progress in developing their skills in speaking, listening, reading and writing, but those in the high phase make good progress. However, progress is least consistent in writing in the Kindergarten, primary and middle phases. In the high phase, a minority of students produce high quality writing. It is well organised, uses correct grammar, punctuation and spelling and with ambitious vocabulary choices. Opportunities to practise writing skills in subject areas across the curriculum are better developed in the high phase than elsewhere. Girls make better progress than boys. In all phases, but particularly in the

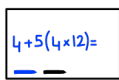
kindergarten, primary and middle phases, there is insufficient support for the lower attaining students, and the higher attaining students often tackle work which they can do with little effort. Identified students of determination make acceptable progress in all phases because of the specific support they receive.

Next Steps:

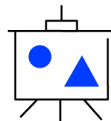
1. Follow the exemplar writing teachers provide to better understand the expectations of the different genres of writing in the primary, middle and high phases. 2. Develop intonation and expression when reading, pausing at punctuation and using the voice to keep the listener interested, particularly in the middle and high phases. 3. Understand and correct errors in writing and, in all the phases, apply existing knowledge of grammar, spelling and punctuation consistently, in all writing, so that it makes sense. 4. Practice handwriting systematically in all the phases to ensure correct formation of letters.

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:



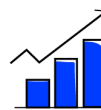
Number and quantity and their use



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	Very Good ↑
	Progress	Good	Good ↑	Good	Very Good ↑

Findings:

The majority of students attain levels that are above the curriculum standards in the Kindergarten, primary and middle phases. The large majority of students attain standards in mathematics that are above the curriculum standard in the high phase. The school's internal assessment data indicates that attainment in the Kindergarten and primary phases is very good, and good in the middle and high phases. TIMSS assessment data from 2019 indicates that attainment is above the UAE average in Grades 4 and 8. EmSAT results in Grade 12 are also above expected levels. The attainment of most students has been consistently above national and international standards for the last three years. In lessons and in their recent work, students' attainment is good in the Kindergarten, primary and middle phases and very good in the high phase, where a large majority of students show knowledge, skills and understanding which are above expected curriculum standards. In the Kindergarten phase, the majority of children's counting skills and exploration of number are well developed, so that, by Grade 5, the majority of students understand number calculations, including multiplication and division using real number values. In Grade 9, the majority of students have developed a strong understanding of number and can solve geometry problems using variable values, while by Grade 12 they solve complex parabola equations and other algebraic problems with confidence. However, students' understanding of formal mathematical language is less developed in the Kindergarten and primary phases. Mathematical investigations are not effectively promoted in the primary phase, while students' skills in mental mathematics are underdeveloped in the primary and middle phases. Trends in attainment over time, as shown by internal and external data, are consistently above national and international standards for the majority of students in the Kindergarten, primary and middle phases, and for the large majority of students in the high phase. Internal and external assessment information indicates that, in relation to their starting points and against curriculum standards, a majority of students make good progress in the Kindergarten, primary and middle phases, and very good progress in the high phase. In lessons, and in the work seen, the majority of students in Kindergarten, primary and middle phases make above expected progress over time, while the large majority of students in the high phase make above expected progress. In the Kindergarten, children make rapid progress in developing their counting skills and number concepts. Through the school, students' knowledge and understanding of number, shape and space and more abstract mathematical concepts is securely embedded. Students in the high phase demonstrate very high levels of skill in solving functions and other algebraic tasks. Most groups of students, including students of determination and higher and lower attaining students, make good progress, although girls make more rapid progress over time than boys.

Next Steps:

1. Practice, on an on-going basis, key mathematical language and vocabulary more regularly in the Kindergarten and primary phases. 2. Seek opportunities, within the current school year, to undertake challenging mathematical investigations in the primary phase, using appropriate practical equipment. 3. Within the next school year, gain a clearer understanding of mathematical concepts through focusing on mental mathematics particularly in the primary and middle 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	Good	Good ↑	Good	Very Good ↑

Findings:

Most students attain levels in science that are above the curriculum standards in the Kindergarten, primary and middle phases. In the high phase, the majority of students attain standards that are above the curriculum standards. The school judges the attainment of the majority of students to be above the curriculum standards in all phases, other than in the middle phase, reflecting students’ attainment in internal assessments. As a result of the recent pandemic, available external data is limited. TIMSS outcomes in 2019 indicated that the school performed better in science at Grade 4 than in Grade 8, but below schools internationally. However, the 2021 EmSAT results indicated weaker outcomes in physics. In lessons seen and in the work scrutiny, most students in Kindergarten, primary and middle phases demonstrate good knowledge and understanding of the different elements of science, with appropriate use of scientific terms, so that attainment is judged to be good in those phases. In the high phase, attainment is very good. Children in Kindergarten learn about their environment and colours of the seasons. In primary, they learn about ecology and natural events and their causes, such as tsunamis and earthquakes. In middle, they engage with more rigorous scientific procedures, and perform or discuss experiments relating to mould and decomposition and the peripheral nervous system. From Grade 9, they embark upon serious scientific study across the three disciplines of physics, chemistry and biology, following the US high school diploma track. Trends in attainment over time for the past three years are consistently above national and international standards, with evidence of improving outcomes in the data available. School data indicates very good progress for students from their starting point and over time in all the phases. In lessons, students in the Kindergarten, primary and middle phases make good progress overall. However, in the high phase, which is the largest phase, progress is very good. Students’ opportunities to develop practical and laboratory skills, so enabling them to draw conclusions and communicate, are largely confined to working within the virtual labs. It was not possible to evaluate their practical scientific skills in a working laboratory setting, as these are currently out of use. Different groups make good progress, including students of determination, with no variations of significance between boys, girls, higher or lower attaining students or any national group.

Next Steps:

1. Make more use of the laboratories to improve skills in practical laboratory work, when circumstances

permit, in the primary, middle and high phases. 2. Extend skills to hypothesize and to devise, carry out and record experimental procedures independently in all the phases. 3. Undertake systematic independent recording of scientific work appropriate to age, in all the phases.

Learning Skills

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

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

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

Findings:

Students are quietly committed learners. Their learning skills are acceptable in Kindergarten, primary and middle phases, but good in high. Accustomed to a relatively formal style of teaching, students are rather passive learners and, although they are motivated, there are relatively few opportunities for them to take responsibility for their own learning, even in the high phase. However, they know what they need to achieve and show some persistence in sustaining their efforts. They mostly work well independently. Students are aware of expected learning outcomes and what they need to achieve. They have an understanding of their own strengths and weaknesses because they discuss their achievements with teachers. In a few lessons, and particularly in the high phase, students collaborate in completing paired and small group tasks. This is sometimes seen in science. However, other than in the high phase where students convey their ideas with confidence, there are limited opportunities for students to convey their views or share their ideas orally. This contributes to, and reflects, some underdevelopment of students' oral and written communication skills. Students, however, often make meaningful connections between different subjects. This was seen, for example, when the emerging themes from the international climate conference were presented to a Grade 12 biology class. They draw on examples from their everyday lives to improve understanding. Grade 5 students readily relate their scientific work on decomposition to everyday mould seen when food decays. While older students in the middle and higher phases have some capacity to apply their critical-thinking, problem-solving, innovation and enterprise skills, these are not strongly-developed features in the Kindergarten and primary phases. Opportunities to support learning through research or independent activity are limited, other than in the high phase, despite students being well provided with laptops and personal devices. Consequently, these resources are not used as effectively to support independent learning as they might be. There was some evidence, again in science, of students being set extension activities which involve, for example, research into an oil company's plans for developing non-carbon fuel sources. Higher-order thinking skills are best developed in the high phase where teachers provide a particularly high level of challenge for students.

Next Steps:

1. Learn to take more responsibility for learning and be less dependent on the teacher in all the phases.
2. Undertake research and engage in critical thinking activities in the primary and middle phases.
3. Extend and develop oral and written communication skills in all the phases.

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

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Not Applicable	Not Applicable	Not Applicable	Not Applicable

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

Teachers use their secure subject knowledge to promote learning. This is stronger in the high phase in English, Arabic, mathematics and science, than in other subjects and phases. This in part reflects that fact that the greatest concentration of highly qualified specialist staff, and the most motivated students, are found in the high phase. Lesson plans follow a consistent format where differentiation is identified. However, this is not always evident in lessons, particularly in the Kindergarten, primary and middle phases, where students are often engaged on the same task, and which may not be appropriate for the least or most able. Consequently, teachers' skills in inspiring, and meeting the needs of, the older students, is more consistently evident than in the teaching of the Kindergarten and primary phase students. Time and resources are usually used effectively. However, there were few practical resources seen, particularly in mathematics in primary phase, which would support those students who learn kinaesthetically. The internet is, at times, unreliable which occasionally impacts on teaching time. The majority of teachers, in most lessons, question students effectively. Students, particularly in the high phase, provide detailed responses and justify their opinions, using evidence from the text or their calculations. Discussion and debate, especially in science, mathematics, English and Arabic, in this phase are stronger than in other phases of the school. Teachers do not consistently provide sufficient, targeted, support and challenge for the least and most able students. Students are often engaged on the same task. Higher order thinking skills are not strong features of lessons, although there is evidence of the development of reasoning and critical thinking skills through questioning, particularly in the high phase.

Next Steps:

1. Plan tasks, with immediate effect, which are appropriate to the ability of individuals, particularly in the kindergarten, primary and middle phases, and which meet their needs, enabling all students to make the more rapid progress of which they are capable. 2. Provide regular and on-going opportunities for students to engage in independent research, problem solving, critical thinking and creative skills, in all subjects, particularly in the kindergarten, primary and middle phases. 3. Provide, within the current school year, a greater range of practical resources and activities to support learning, particularly in Arabic, English, mathematics and science, in the kindergarten, primary and middle phases of the school.

Assessment

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

Findings:

Internal assessment processes are thorough and coherent, closely linked to the school's curriculum standards, and consistent across the school. There are weekly and monthly assessments in each subject, in addition to mid-term and end of term examinations. They are linked to the curriculum and provide good measures of progress. School leaders are easily able to track the progress of students as they move through the school. The school benchmarks itself against a range of national and international examinations. Due to the pandemic, recent outcomes are limited. However, the school was seen to be preparing students for the next round of PISA, TIMSS, IELTS, MAP and EmSAT examinations. Assessment data is thoroughly analyzed during the daily staff team meetings and trends in achievement are tracked. Gaps in learning are identified and action plans drawn up to address weaknesses. This information is given to teachers to inform their planning. However, while valid information exists, it is not always used effectively by teachers to modify lesson plans to ensure that the learning needs of students, particularly the lower and higher attaining students, are met. Although most teachers can talk about the strengths and areas of development for their students, there is limited evidence that students receive appropriate challenge and support in lessons. Marking is erratic. A few teachers, in all phases, use developmental marking but it is neither consistent, nor sufficiently focused on the skills students need to improve. Self and peer assessment are not strong features of lessons, although they are present in some classes and phases.

Next Steps:

1. Ensure that use is made of the plentiful assessment information available to make adaptations to lessons, in order to meet the needs of all students. 2. Ensure that, with immediate effect, books are consistently marked, and precise steps for improving skills are provided, at suitable intervals. 3. Ensure that, with immediate effect, self and peer assessment are promoted and used consistently across the school and that the method of recording is age appropriate.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

The school has rigorous systems in place that are effective in keeping the students safe, including cameras in all public areas and playgrounds. Staff receive regular child protection training and continue to be aware of the well-being of the students during the pandemic restrictions. The students commented positively on the “family” atmosphere in the school and how staff provide assistance at any time and especially during the distance learning period. This caring approach ensures that any form of bullying, either online or in the school, is minimal and any incidents are immediately dealt with effectively. The buildings are clean and hygienic although the infrastructure is in need of some refurbishment. This is at an advanced planning stage. Safety checks are thorough and frequent, often using outside professional contractors with outcomes carefully recorded. Arrangements at the beginning and end of the day are well organised especially for parents collecting children. A well-planned and supervised system is in place. The building and equipment are well maintained and the school has a well-structured, accurate and secure record keeping system. The various supervisors log all incidents and these are later collated with great care and action taken on all incidents by the care team or school leaders. The school encourages students to make healthy lifestyle choices but this is not done systematically. Currently, many school fitness activities are suspended. However, a more focussed approach is required in monitoring students’ health and fitness issues.

Care and support

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

Findings:


Relationships across the school are positive and purposeful and students appreciate the efforts staff make to help them learn. Systems for managing students' behavior and attendance are successful. Attendance figures, including distance learning students, are noted before each lesson and entered in the closely-monitored electronic system. A few students arrive late for school but this is followed up with parents systematically. The systems to identify students of determination and those who are gifted and talented are limited. Currently, the school has no students of determination listed and a small number of identified gifted and talented students, mostly for sporting and academic prowess. However, the systems in place are not sufficiently rigorous to ensure all such students are identified promptly and given appropriate support. The support for the gifted and talented students identified is underdeveloped. At all levels, the school places a strong emphasis on supporting students and families and this is particularly evident for high school students who seek to continue their education in university. Students benefit from the efficient academic monitoring and personal guidance provided to help them make the best career choices after the end of Grade 12. Students and parents commented very positively on the careful preparation for examinations. The school provides very effective support and guidance and, as a result, a high proportion of students go on to university.

Next Steps:

1. Develop, within the current term, the process of identifying students of determination and the gifted and talented program to include every student with a special need in the mainstream classes. 2. Plan, within the current school year, a school-wide program to support students identified to reach their full potential both in the core subjects and in their special areas of interest. 3. Devise in the next school year, a more focused approach to promoting healthy eating and living, especially for students who are overweight or unfit, monitoring progress over time.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good 

Findings:

The principal is dedicated to achieving the school's vision of equipping young people with 21st century scientific, technological, engineering and mathematical skills, in the context of a broadly-based curriculum and the UAE national priorities. This objective is shared by all who carry out leadership functions. Leaders at all levels are effective in establishing a positive learning culture and, despite some unevenness in students' outcomes across subjects, in achieving mostly good standards of learning and well-being, supported by the very good relationships and sense of 'family' which permeate the school. This positive learning culture has enabled the school to chart a path through the recent disruptive pandemic, with limited adverse impact on students' learning. Effective use of technology, and the willingness of staff to adapt their practice, has enabled effective student learning to be sustained. The school remains fully inclusive in all phases, catering for students from a wide range of abilities and aspirations, and achieving positive learning outcomes for students. Morale in the school is high. Relationships and communication between all stakeholders is a strength. Subject leaders are given significant responsibilities and are held accountable for the quality of teaching, learning and outcomes in their subject areas. They plan, manage and have responsibility for delivering daily training and the regular review of the work and impact of their colleagues on students' learning. The school is fully compliant with all regulatory requirements. The capacity for improvement is good, although this is dependent upon the school ensuring that there is consistency of strong middle leadership across all subjects.

School self-evaluation and improvement planning

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


Findings:

Although the document submitted prior to the inspection lacked detail, the school's internal evaluation processes are systematic and rigorous and are entirely IT based, allowing for frequent and rapid review and updating at regular weekly review meetings. They provide a comprehensive analysis and overview of every aspect of the school's work, reflecting contributions from students, teachers, senior leaders and parents, alongside the detailed analysis of relevant student data. This analysis drives school development planning, and the review of progress made in current development priorities, as do previous inspection reports, the UAE national priorities and specific initiatives. The school has established thorough procedures to monitor the school's work. Formal classroom observations are conducted by both senior and subject leaders. These have focused recently, across all phases, on improving teachers' skills in the management of online learning, and of hybrid teaching some students are at home, online, and others are at school. This has contributed positively to sustaining good achievement in a period of disruption. New teachers are supported by mentors. Departmental action plans are in place, aligned to whole school priorities. Improvement over time is good in some respects. However, while there has been significant improvement since the last inspection in attainment in mathematics and science, this is less evident in English and Arabic, other than in the high phase. The high proportion of students who do not speak English as their first language is a constraint upon their progress in the some aspects of the subject, until their level of fluency improves sufficiently. In Arabic, the quality of teaching does not drive progress sufficiently rapidly for younger students. There has been some improvement, since the last inspection, in the use of assessment and in the development of students' critical-thinking skills. The school is committed to improving provision and outcomes over time, although school leaders recognize that the recent health emergency has required them to re-focus their efforts upon sustaining the core provision in the online environment.

Next Steps:

1. Ensure, without unnecessary delay, that there is strong subject leadership, and similar positive impact, across all subjects, particularly in English and Arabic. 2. Accelerate, within the current school year, the rate of improvement in students' learning in English and the Arabic subjects, by closer monitoring of the quality of teaching so ensure that progress is accelerated. 3. Ensure that improvements identified at departmental level are fully embraced and implemented by all staff members in that department.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good 


Findings:

The school is very successful in engaging parents in their children's education, particularly during the current pandemic where parents have sought support and guidance from the school in how best to support their children in specific subjects and topics. There is a very strong underlying sense of community in the school, which parents recognize and value. Parents participate actively in the school's provision and have very good opportunities to influence the school's processes and planning through engaging with senior leaders and with the governing body. The Parents' Council organizes school events and provides very effective formal and informal channels of communication. Consequently, parents are able to engage as partners and so make a positive contribution to raising standards across the school. This has been particularly evident during the period of online learning. The school communicates regularly and very effectively with parents in all phases and through different channels, providing detailed information on the attainment and progress of their children. Individual student targets are not currently included on termly reports. Any behavioural issues are addressed promptly and co-operatively. Parents appreciate their easy access to senior leaders and teachers if they have concerns about students' academic or social development. There is very good provision for career guidance to students. This is particularly important in that the high phase students constitute the largest group in the school. Students regularly contribute to local and national charitable groups, including Children with Cancer, the Red Crescent and the Ramadan charities. Students from the school make frequent contributions to local and national community efforts. Good partnerships have been established with a range of schools and higher education institutions in the UAE. There are few international links at present. Increased partnerships with international universities would help support students' learning, achievement and preparation for their future education and careers.

Next Steps:

1. Create, within the next school year, more opportunities for parents to engage more actively within school.
2. Seek, within the next school year, opportunities to develop purposeful international partnerships.
3. Define, within the current school year, next steps targets for individual students within school reporting, across all the phases.

Governance

Performance Indicator	Quality judgement
Governance	Very Good 

Findings:

This is a small school. The owner, who lives close by, maintains an ‘open-door’ policy and is well-known to all parents. He communicates a strong sense of community responsibility, is frequently in school and is always accessible to parents. Parents have had a long-established presence on the school governing body. Through the Parents’ Council, parents’ views can readily be conveyed to school leaders. This ensures that they are able to contribute to key decision-making at the school, particularly in relation to aspects of health, safety and students’ achievement. Parents are kept informed about the work of the governing body. This has a good impact on the quality of education at the school. The chairman has considerable expertise in the management of the premises and facilities. He engages with senior leaders on a daily basis and has a good oversight of the students’ performance and other aspects of the provision, ensuring that the school is compliant with all statutory and regulatory requirements. A major expansion project at the school site is due to commence soon. Senior leaders are held appropriately accountable for the school performance.

Next Steps:

1. Support senior leaders, on an on-going basis, in enhancing achievement in those subjects which students’ performance is less effective.
2. Ensure that, within a practical time frame, planned improvements to the school site, and the quality and size of the premises and facilities are implemented.
3. Develop, within the next year, more formal reporting of governors’ actions and plans directly to parents.

Management, staffing, facilities and resources

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

Findings:

School leaders manage premises, facilities and the day-to-day life of the school very effectively. The provision for both face to face and on-line teaching have been efficiently integrated into classroom practice. Communication within the school is effective. The safety and well-being of students has been a priority during recent disruption and the school has shown very good care for students and staff at all levels. Teachers and resources are appropriately deployed. Teachers participate in daily professional development around subjects such as provision for higher-achieving students. The premises are well-maintained and clean. Most teaching spaces provide a suitable environment where students' work is displayed and celebrated. All classrooms are currently resourced with whiteboards and computers to support online teaching. Resources are adequate for current requirements, although the range of practical equipment, particularly for primary phase students in mathematics and science, could be developed further. Laptops and I-pads are used effectively, particularly by the older students. Outside space meets current needs.

Next Steps:

1. Further enhance classroom resources, within the next school year, to include a wider range of practical materials, especially for younger children. 2. Improve, within the current school year, the learning environment in some classrooms. 3. Ensure, on an on-going basis, that all staff are effectively deployed fully to maximise students' achievements.

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