

# Irtiqa'a School Inspection

AY 2023/24

Abu Dhabi Island International Private  
School

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**Rating: Good**

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# School Information

General Information	
 <b>Name</b>	Abu Dhabi Island International Private School
 <b>Esis Number</b>	9239
 <b>Location</b>	13, Al 'Adeel St, Al Tiwayya, Al Ain, 33343
 <b>Website</b>	<a href="http://www.adiips.org">http://www.adiips.org</a>
 <b>Telephone</b>	037227666
 <b>Principal</b>	HISHAM ADNAN MOUSA HIJAZEEN
 <b>Inspection Dates</b>	30 to 01 Feb 2024
 <b>Curriculum</b>	American

## Information On Students

<b>Cycles</b>	Cycle 1 - Cycle 2 - Cycle 3 - KG
<b>Number of students on roll</b>	332
<b>Number of Emirati students</b>	284
<b>Number of students of determination</b>	2
<b>Largest nationality group of students</b>	UAE - Oman - Jordan

## Information On Teachers

<b>Number of teachers</b>	34
<b>Nationalities</b>	Egypt - Syrian Arab Republic - Jordan
<b>Number of teaching assistants</b>	2

## Changes since the previous inspection

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The overall performance of the school has improved from acceptable to good.

Since the previous inspection, attainment and progress has improved in Islamic education in the high phase. In Arabic, attainment has improved in the middle and high phases and progress has improved in the middle phase. In English, while attainment in the high phase has regressed from good to acceptable, progress has improved in the middle phase from acceptable to good. In mathematics and science, attainment and progress have regressed from good to acceptable in the elementary phase and remained good in the middle phase. In mathematics, achievement has regressed to a good level overall. In science, both attainment and progress regressed from very good to good in the high phase.

Learning skills remained acceptable in the elementary phase and improved from acceptable to good in middle school. Learning skills remain good in high school. Although students' personal and social development was not inspected previously, students' personal development is good, and they demonstrate a good level of understanding of Islamic values and UAE culture.

The quality of teaching in the middle phase has improved from acceptable and is now good. Assessment is now acceptable in all phases as a result of the regression in the high phase. The curriculum was not previously inspected. The implementation across all phases is good, although the quality of adaptations of the curriculum is acceptable in the elementary and good in the middle and high phases. The health and safety of students, including child protection, remains good. However, the care, guidance and support have regressed from good to acceptable in all phases.

The effectiveness of leadership has regressed and is at an acceptable level overall. Partnerships with parents and the community and also Governance have regressed from very good to good. The management of the school, including staffing, facilities, and resources, has remained good.

Since the last inspection, the school has closed the KG section.

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

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The school has benchmarked students' attainment against international standards. In 2019 the school participated in the TIMSS (Trends in International Mathematics and Science Study) international assessment. The school participated in both the PIRLS (Progress in International Reading Literacy Study) 2021 and the PISA (Program for International Student Assessment) in 2022.

Subject leaders in English, mathematics and science have not yet developed action plans with clear targets to improve students' achievement in international assessments and there is limited awareness of benchmarking processes amongst teachers.

The school adequately promotes the importance of high levels of achievement in English, mathematics and science to students and their families. Parents are informed of the importance of TIMSS and PISA.

The school has provided support for students in lessons through critical thinking questions in mathematics and science.

## **Performance in standardized and international assessments**

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

### **Standardized Assessments**

- Students participate in the NEWA Measures of Academic Progress (MAP) standardized assessment in grades 3 - 9.
- In mathematics grades 3 and 7, the school's analysis of MAP data suggests that attainment is outstanding. In Grade 6, attainment is very good. In Grade 5, MAP scores suggest that attainment is acceptable. In grades 4, 8, and 9, MAP scores suggest that attainment is weak.
- In science in grades 3 and 7 the school's analysis of MAP data suggests that attainment is good. In grades 4, 5, 6, 8, and 9, attainment is weak.
- In English reading in Grade 6 the school's analysis of MAP data suggests that attainment is outstanding. In all other grades, attainment is weak.
- The school presented updated data analysis for standardized assessments. during the inspection. The analysis was inaccurate and unreliable.

- Comparing individual students' results in consecutive cycles of MAP indicates improving results for individuals and that there is positive academic growth from their starting points. However, the accurate analysis in consecutive cycles of MAP to demonstrate students' academic growth in each grade and subject was not reliably presented.
- There were a small number of students who participated in the International Benchmark Test (IBT) assessments for Arabic for grades 3 to 9 in 2023/24. The results suggest that there is much variation in attainment in each grade.
- In grades 3, 5, 7, 8, and 9 attainment is outstanding. In Grade 6, attainment is very good. In Grade 4, IBT scores suggest that attainment is good.
- Overall, the school's analysis of standardized assessment data, including that provided during the inspection was unreliable.

### **International Assessments: TIMSS, PISA, PIRLS**

- Students aged 15 years participated in the PISA 2022 international assessments.
- In scientific literacy, the school did not meet the target of 500, and the actual result of 392 is well below international averages. In mathematical literacy, the target of 500 was not met. The actual result of 402, is also below international averages. In reading literacy, the target of 500 was not met with the actual result of 365, which is also well below international averages.
- The school did not meet any the targets set for PISA. The school achieved results that are well below international standards in scientific, mathematical and reading literacy. Results were particularly low in reading literacy.
- The results in Grade 4 and Grade 8 in mathematics in the most recent TIMSS assessments are in the intermediate benchmark range.
- The results in TIMSS in Grade 4 in science were benchmarked at the high level and in Grade 8, in the low benchmark range.

## **Reading**

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The school's adequately stocked library houses 2500 books, although more Arabic than English, it spans Islamic texts, various genres, from classics to contemporary works and an extensive digital library. Weekly library sessions in both languages facilitate appropriate student access, enabling the borrowing and returning of books during designated times. The library provides a quiet space for students to enjoy reading. It is adequately stocked with age-appropriate fiction and non-fiction reading materials in both languages. Students in grades 1 to 12 have library access through weekly time-tabled lessons.

The school has concentrated on improving reading skills since the previous inspection. There is no specific training for teachers beyond phonics related to improving the teaching of reading. Diagnostic and baseline tests are carried out at the beginning of each academic year. Mid and end-of-term reading comprehension tests identify students' achievement against reading standards.

Students are encouraged to read in class, and a reading time is allocated every morning before lessons start (DEAR) and Power of Pencil (POP). Reading topics are linked to a different 'value of the month' adopted by the school, supporting children's social, emotional and moral development. In the elementary phase and classes in the first year of the elementary phase, reading skills are addressed through the teaching of phonics every day, with independent, guided and carousel reading sessions. From Grade 3

onwards, students learn to read for comprehension in both English and Arabic lessons, using subject-based resources based on the Ministry of Education (MoE) curriculum and the Common Core State Standards (CCSS).

Weekly guided reading lessons are common practice in both English and Arabic. Reading comprehension assessments are conducted in the elementary, middle and high phases of the school, with mock external examinations to familiarize students with the types of questions and language and enhance their reading skills.

Parents are encouraged to help their children read at home. There are no extracurricular programs offered that are related to reading. Guidelines and advice on how to promote and support their children's reading development have been provided for parents. Students and parents have also been encouraged to create accounts on digital platforms to access graded reading materials as an extra resource. During vacation time, students are asked to read and write book reviews and to record the books they have read in a reading log.

The school's analysis of internal, progress and international data does not provide clear measures of students' progress. For students in grades 1 to 12, attainment for reading is measured against the expectations of the MoE curriculum standards for Arabic and the Ohio State Standards for English. Various external and internal assessment measures are administered, such as diagnostic tests, standardized tests Measures of Academic Progress (MAP) from grades 3 to 9, PIRLS for Grade 4, in addition to midterms and finals in upper elementary, middle and high phases. These tests are implemented to evaluate students' reading capabilities and track progress. In Arabic, students participate in ACER IBT assessments.

## Strengths of the school

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- Students achieve well in high school and their progress is at least good in most subjects.
- Students' learning skills have a positive impact on their progress in middle and high school.
- Students demonstrate positive attitudes to learning.
- There are rigorous arrangements for the health, safety, and safeguarding of students across all phases.
- A committed team of teachers and leaders, together with positive relationships, have contributed to the effective improvement in students' achievements in several subjects.

## Key Recommendations

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### 1. Improve students' achievements, especially in the elementary and middle phases by:

- ensuring students gain a deeper understanding of Islamic principles and apply these values in their own daily life experiences.
- accelerating progress in English and Arabic, ensuring that students develop secure literacy skills and achieve the academic standards expected for their grade.
- accelerating progress in social studies in all grades, ensuring students can apply the knowledge to real-life situations in the UAE and beyond.
- ensuring students apply their mathematical knowledge and skills to solve problems.
- improving students' understanding of scientific principles and ensuring scientific methods are followed in all investigations.

### 2. Improve teaching all subjects in the elementary phase, so that achievement improves to at least a good level by:

- implementing engaging learning activities that are aligned with curriculum standards in all subjects.

- planning differentiated learning tasks that challenge all groups of students appropriately.
- ensuring that all students make consistently good progress in lessons and over time.
- focusing on the development of skills so that students can apply their knowledge to solve problems.

**3. Improve assessment procedures by:**

- aligning internal assessments to the curriculum standards so that there are more accurate measures of students' attainment, especially in elementary.
- ensuring internal and external assessment data is correctly analyzed.
- conducting a refined analysis to track the progress of different groups of students.
- ensuring teachers understand and can use assessment information in planning lessons.



**4. Strengthen the processes for identification and support of students with additional learning needs, including students of determination by:**

- adapting rigorous practices for identifying students with additional learning needs.
- designing and implementing Detailed Learning Plans (DLPs) with SMART targets.
- ensuring personalized support in lessons and intervention sessions.

# Overall School Performance: Good

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

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

PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Not Applicable	Acceptable	Good 	Good
Assessment	Not Applicable	Acceptable	Acceptable	Acceptable 

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

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

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

**PS6: Leadership and Management**

The effectiveness of leadership	Acceptable ↓
School self-evaluation and improvement planning	Good
Parents and the community	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	Acceptable	Acceptable	Good ↑
	Progress	Not Applicable	Acceptable	Acceptable	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 all phases are attaining above curriculum standards. This high level of attainment does align with the levels of students' knowledge and skills observed in lessons in the high phase.
- The school has no external, standardized national or international assessments for grades 1 to 12.
- In lessons and their recent work, most students in the elementary and middle phases demonstrate knowledge of Islamic principles, etiquette, the Qur'an, and Hadeeth in line with curriculum standards. A majority of students demonstrate knowledge and skills that indicate their attainment is above curriculum standards in the high phase. In the Elementary and middle phases, students' knowledge of the prophetic biography "Seerah" is limited. Their ability to apply Tajweed rules while reciting the Holy Qur'an is emerging. In the high phase, students demonstrate a stronger understanding of the famous characters in Islamic history and can search for Hadeeth to support their point of view but are not yet confident in validating the sources and the authenticity of Hadeeth.
- The school did not provide students' attainment data for the last three years.
- The school's analysis of assessment data, presented during the visit, indicates that the large majority of students across all phases make better than expected progress over time and from their starting point at the beginning of the academic year.
- In lessons, most students in the elementary and middle phases make the expected progress in developing an understanding of Islamic principles and etiquettes. In the high phase, students make

better than expected progress from their starting points.

- The school does not analyze assessment data to track the progress of groups of students. In lessons, high and low attainers make equal progress. Boys in the high phase make slightly better progress than girls due to more effective teaching. However, students with additional learning needs, including students of determination, make the expected progress toward their targets across all phases.

### **Next Steps:**

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1. Improve students' knowledge of Seerah and their capacity to elicit the most important principles and morals from the biography of prophet Mohammad (PBUH), particularly in the elementary and middle phases.
2. Enhance students' knowledge of Hadeeth and their ability to validate its authenticity when conducting independent research.
3. Enhance students' skill in recitation of the Holy Qur'an including their application of Tajweed rules when reading unfamiliar verses, particularly in the elementary and middle phases.

# 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	Acceptable	Good ↑	Good ↑
	Progress	Not Applicable	Acceptable	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, presented during the visit, indicates that the majority of students in all phases attain levels above curriculum standards. This high level of attainment aligns with the levels of students' knowledge and skills observed in lessons in the middle and high phases but not in the elementary phase.
- The school has administered the International Benchmark standardized test (IBT) during 2023/24. There were a small number of students who participated in the International Benchmark Test (IBT) assessments for Arabic for grades 3 to 9 in 2023/24. The results suggest that there is much variation in attainment in each grade. In grades 3, 5, 7, 8, and 9 attainment is outstanding. In Grade 6, attainment is very good. In Grade 4, IBT scores suggest that attainment is good. Overall, the school's analysis of standardized assessment data, including that provided during the inspection was unreliable. Students' results in the MoE national exams for grade 12 are not analyzed. The inspection team found that the school relies on internal assessments. Results in standardized and external assessments were not correctly evaluated.
- In lessons and their recent work, most students in the elementary phase demonstrate listening, understanding, speaking and reading, including reading comprehension, skills that are in line with curriculum standards. Writing is below expectations. Students demonstrate knowledge and skills that suggest they attain above the curriculum standards in the middle and high phases. In elementary, students read short texts in different genres. Only a minority can apply correct vowel points and expressive reading. In the middle and high phases, students can read short and long stories and identify the literary elements. They make correct inferences from contextual information. Students across all phases are less proficient in writing longer essays.
- The school did not provide students' attainment data for the last three years.
- The school's analysis of internal assessment data indicates that a large majority of students make better than expected progress over time and from their starting points at the beginning of the academic year across all phases.

- In lessons, most students in the elementary phase make the expected progress in developing their listening, reading and speaking skills. However, they make slower progress in their ability to read fluently and correctly with proper expression. In the middle and high phases, although the majority of students make adequate progress in gaining skills to read and comprehend the overall meaning of texts, they show less progress in making correct inferences. Students across all phases make minimal progress in extended writing.
- The school does not analyze assessment data to track the progress of boys and girls or other groups of students. In lessons, students with additional learning needs, including students of determination, do not always receive sufficient support to make better than expected progress. Higher attaining students, in the elementary phase do not always make the progress they are capable of.

### **Next Steps:**

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1. Improve elementary students' reading fluency through regular daily practice and reading texts aloud.
2. Accelerate progress in reading comprehension ensuring students make correct inferences while reading unfamiliar texts in all grades.
3. Improve all students' extended writing skills and their ability to apply correct punctuation and grammar across all phases.

# 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



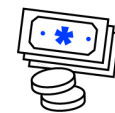
Government



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	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable

## Findings:

- For students in grades 1 to 9, social studies attainment is measured against the Ministry of Education (MoE) curriculum standards. Internal assessment data provided during the inspection has been analyzed by the school and suggests that attainment for almost all students across elementary, middle, and high phases is above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external, standardized, national or international social studies assessments for grades 1 to 9.
- In lessons and their recent work, most students in elementary, middle and high phases demonstrate knowledge and skills that are in line with MoE curriculum standards. In Elementary, students understand the geographical features of the UAE and recall historical facts related to the UAE. In the Middle and high phases, students recognize the role of Sheikh Zayed as the founding father of the Union, understand Islamic Civilization, and can describe the modern history of the UAE. Students' understanding of the role and efforts of the UAE in preserving nature is inconsistent. Also, students' understanding of the UAE economy and its impact on the world economy is underdeveloped.
- The school did not provide students' attainment data for the last three years.
- Across elementary, middle and high phases the school's progress tracking data indicates that a majority of students make better than expected progress over time or from their starting points in social studies.
- In lessons in elementary, middle and high phases, most students make the expected progress in developing their understanding of the geography and history of where they live. In the elementary phase, students make limited progress in their understanding of UAE historical events and their impact on UAE's present culture and society. In the middle and high phases, most students make the expected amount of progress, particularly around Sheikh Zayed's life, qualities, and the formation of the Union. However, their progress in understanding the benefits resulting from the Union's formation is limited.

- The school does not analyze assessment data to track the progress of boys and girls or other groups of students. In lessons, boys make similar levels of progress to girls in all grades. Overall, there are no noticeable differences between the amount of progress Emirati students make compared with other students. In lessons, low attainers and students with additional learning needs, including students of determination, make the expected progress toward their individual goals. Higher-attaining students do not always make enough progress from their starting points.

### **Next Steps:**

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1. Accelerate the progress of students in the elementary school in gaining a deeper understanding of UAE government initiatives, particularly in preserving nature and sustainability.
2. Enhance students' understanding of the benefits of establishing the Union and its impact on UAE progress and development.
3. Further enhance students' understanding of the UAE economy and its impact and influence on the Gulf region.

# 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	Not Applicable	Acceptable	Acceptable	Acceptable ↓
	Progress	Not Applicable	Acceptable	Good ↑	Good

## Findings:

- For students in grades 1 to 12, attainment is measured against the expectations of the Ohio State Standards. Internal assessment data provided during the inspection has been analyzed by the school and suggests attainment for a majority of students in elementary, middle, and high phases is above curriculum standards. The high levels of attainment do not align with external assessments and lesson observations.
- In the international assessment progress in International Reading Literacy Study (PIRLS) 2022 for Grade 4, the overall average for reading is 514, with a score of 521 for informational purposes and 505 for literary purposes, which is in the average international benchmarking range. In PISA, in reading literacy, the target of 500 was not met. The actual result of 365 is well below international averages. The school participates in Measures of Academic Progress (MAP) standardized assessments. In English reading in Grade 6 the school's analysis of MAP data suggests that attainment is outstanding. In all other grades, attainment is weak. The school shared a revised analysis of MAP data during the inspection, but the analysis is inaccurate in providing an accurate measure of students' attainment.
- In lessons and their recent work, most students in the elementary, middle and high phases demonstrate listening, speaking and reading skills that are in line with curriculum standards. Students in elementary usually speak fluently with correct language structure, but do not apply their phonemic knowledge and skills to sound out words. In the middle and high phases, although students can speak fluently, their ability to write longer essays with strong themes and in the correct structure is less well developed.
- The school did not provide students' attainment data for the last three years.
- In elementary, middle and high, the analysis of progress tracking data suggests that a large majority of students make better than expected progress in elementary, middle and high.
- In lessons, most students in the elementary phase make expected progress. In the middle and high phases, the majority of students make better than expected progress in developing their listening, reading and speaking skills. In elementary the progress students make in writing longer paragraphs

with correct organizational structure, spelling and punctuation, and in applying correct grammar while speaking is variable. In the middle and high phases, students usually make inferences and connections among ideas and between texts, while integrating and citing credible sources in their speaking and extended writing.

- The school does not analyze assessment data to track the progress of boys and girls or other groups of students. In lessons, all groups of students make similar levels of progress. Students with additional learning needs, including the one identified student of determination, do not always receive sufficient support to make the expected progress toward their targets.

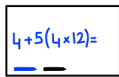
### **Next Steps:**

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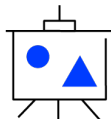
1. Accelerate students' progress and their abilities to express themselves accurately in speaking and writing, particularly in the elementary phase.
2. Ensure students in lower grades apply their knowledge and phonemic awareness skills when reading to improve fluency and accuracy.
3. Accelerate the progress of high-phase students through developing higher levels of writing proficiency, including improving the overall presentation of all their written work.

# 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:



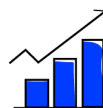
Number and quantity and their use



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	Not Applicable	Acceptable ↓	Good	Good ↓
	Progress	Not Applicable	Acceptable ↓	Good	Good ↓

## Findings:

- There are currently no children enrolled in KG. For students in grades 1 to 12, attainment is measured against the Ohio State standards. Analysis of internal assessment data presented during the inspection suggests attainment is above curriculum standards for the majority of students in all grades. This data is aligned with the lesson observation findings in the middle and high phases. In the primary phases, these results did not align with lesson observation findings and the level of student knowledge and skills were lower.
- There are no curriculum-linked external examinations in mathematics in elementary, middle, or high school. The school has conducted MAP standardized assessments. In mathematics grades 3 and 7, the school’s analysis of MAP data suggests that attainment is outstanding. In Grade 6, attainment is very good. In Grade 5, MAP scores suggest that attainment is acceptable. In grades 4, 8 and 9 MAP scores suggest that attainment is weak. A revised analysis of MAP results for 2023 was presented by the school during the inspection, but there were inconsistencies and inaccuracies in measuring students' attainment. In the TIMSS international assessment in 2019, students' attainment in mathematics in Grade 4 and Grade 8 was benchmarked at the intermediate level. In PISA in mathematical literacy, the target of 500 was not met. The actual result of 402, is also below international averages.
- In lessons and their recent work, most students in elementary demonstrate mathematical knowledge, skills, and understanding that are in line with curriculum standards. The majority of students in middle and high school demonstrate knowledge, skills and understanding that are above the curriculum standards. Older students in grades 11 and 12 in high school are confident mathematicians. They can think critically and justify the reasons for how they derive solutions.
- The school did not provide an analysis of attainment data for the past three years.
- Teachers assess students’ individual starting points in diagnostic tests at the start of each term. Mid-term and end-of-term final examinations are conducted three times a year. Analysis of the school’s progress tracking data indicates that the large majority of students make better than expected progress in all grades in elementary, middle and high school.

- In lessons in elementary, most students make the expected amount of progress. They are gaining mathematical knowledge, and their mental mathematics is developing. The foundations for understanding fractions as composite parts of whole numbers are emerging. In middle school, the majority of students make more than the expected progress in lessons in a range of mathematical concepts including algebra and geometry. In high school, the majority of students make more than expected progress in lessons in complex mathematics concepts including calculus. Learning in mathematics is usually abstract and students in all grades are beginning to develop more confidence in connecting their learning to real life and solving problems connected to the real world.
- The school does not analyze assessment data to track the progress of boys and girls or other groups of students. Lesson visits indicate that girls make similar progress to boys. In all grades, there are no noticeable differences between the amount of progress Emirati students make compared with other students. In lessons, students with additional learning needs, including students of determination, make the expected amount of progress toward their individual goals and targets. Higher-attaining students in high school have many opportunities to extend their learning. In lower grades, their progress is similar to that of other students, and they do not always make the rapid progress they are capable of.

### **Next Steps:**

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1. Accelerate students' progress in elementary, ensuring they consistently use a wide range of visual aids and hands-on manipulatives in independent learning tasks to develop conceptual understanding.
2. Raise achievement, especially in elementary grades, ensuring students apply their mathematical knowledge and skills to solve problems.
3. Accelerate progress through more opportunities for students to connect learning to other subjects and apply mathematical knowledge and skills to real-life situations, especially in elementary and middle school grades.

# 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	Not Applicable	Acceptable ↓	Good	Good ↓
	Progress	Not Applicable	Acceptable ↓	Good	Good ↓

## Findings:

- For students in grades I to 12, attainment is measured against the expectations of the New Generation Science Standards (NGSS). Internal assessment data, provided during the inspection, has been analyzed by the school and suggests attainment for a majority of students in elementary, middle and high phases is above curriculum standards. The high levels of attainment in the elementary phase do not align with external assessments or lesson findings.
- In PISA in scientific literacy, the school did not meet the target of 500, and the actual result of 392 is well below international averages. In the international assessment Trends in Mathematics and Science Studies (TIMSS 2019), students' attainment in science in Grade 4 was benchmarked at the high level and Grade 8 was benchmarked at the low level. The school participates in MAP standardized assessments. In science in grades 3 and 7 the school's analysis of MAP data suggests that attainment is good. In grades 4, 5, 6, 8 and 9 attainment is weak. A revised analysis of MAP results for 2023 was presented by the school during the inspection, but there were inconsistencies and inaccuracies in measuring students' attainment.
- In lessons and their recent work, most children and students in the elementary phase demonstrate scientific knowledge, understanding and skills that are in line with curriculum standards. Students in the middle and high phases demonstrate levels that are above curriculum standards. Students in elementary build their scientific knowledge and understanding through basic and simple classroom experimentations. Students in the middle and high phases conduct planned experiments, usually in the laboratory, and are able to apply scientific methods and draw conclusions. Students' application of science to technology, the environment, and the real world is less developed.
- The school did not provide an analysis of attainment data for the past three years.
- In elementary, middle, and high school, teachers assess students' individual starting points in diagnostics tests at the start of each year. Mid-term and end-of-term tests aligned to curriculum standards are conducted, and results are compared with baselines to measure progress from

starting points. Analysis of progress tracking data suggests that a large majority of students make better than expected progress in elementary, middle and high phases.

- In the elementary phase, most students make the expected amount of progress in developing their skills in scientific methods. In the high phase, the majority of students make better than expected progress across in all three scientific disciplines. Older students in the middle and high phases are less confident in planning and conducting laboratory experiments independently.
- The school does not analyze assessment data to track the progress of boys and girls or other groups of students. In lessons, all groups of students make similar levels of progress, including students with additional learning needs and students of determination who make the expected progress toward their individual goals.

### **Next Steps:**

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1. Accelerate the amount of progress that students in the elementary phase make, with a particular focus on their scientific skills, initiating their own investigations, and communicating their findings.
2. Enhance students' ability, in the middle and high phases, to apply the scientific method to design and conduct practical experiments independently.
3. Ensure that students gain a deeper understanding of scientific principles and can apply their scientific knowledge to technology and real-life applications.

## Learning Skills

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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	Not Applicable	Acceptable	Good ↑	Good

### Findings:

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- Students in the middle and high phases engage effectively in all learning. However, elementary students' engagement in learning is just adequate, and some students disengage when lessons are uninteresting. Students consistently engage in group activities. More able students consistently support other students while engaging in group activities, supporting them in participating in the discussions and presentation of findings. Students can articulate their learning, especially in the middle and high phases, but too often, they identify general areas for improvement rather than specific areas that they need to improve on. Teachers use various engaging strategies, especially in the middle and high phases, encouraging students to self-reflect on their learning.
- Students across the school in all phases and subjects engage consistently in groups to complete tasks. Consequently, collaboration and interaction among students generally contribute to a positive and conducive learning environment. However, the quality of student collaboration is not always effective in ensuring that students make better than expected progress in the elementary phase. Students have regular opportunities to communicate their learning to class and they are able to share their learning clearly with teachers and other students.
- Students can make links between their learning and the real world, but these are sometimes provided by the teacher. Students in the middle and high phases can make meaningful links between subjects, especially between Arabic medium subjects, chemistry, and biology, and between science and mathematics. However, students in the elementary phase rarely make links between different subjects.
- Older students in the middle and high phases demonstrate a range of skills to solve problems. When given the opportunity in lessons using higher-order thinking questions, students think about why things happen in the world around them in science, and they can use reasoning to solve mathematics problems. Students, especially in the middle and high phases, consistently use ICT and technology to access learning and develop independent inquiry skills. In all phases, students' critical thinking, problem-solving, and innovation skills are developing.

### Next Steps:

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1. Enhance student collaboration and engagement in learning so that there is more impact on progress, especially in the elementary phase.
2. Support students' in making meaningful links between the different areas of learning and between subjects and the real world, particularly in the elementary phase.
3. Enhance students' engagement in learning activities to develop their critical thinking, problem-solving and innovation skills across all phases.

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

## Personal Development

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

### Findings:

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- Students demonstrate a positive attitude toward learning. They respond well to the feedback they receive from their teachers and peers. In the middle and high phases, students are developing increasing self-confidence in their learning and are becoming more self-reliant and require less direction from teachers. However, students in the elementary phase are less self-independent and rely on teachers to give them directions. Students across all phases are less likely to lead new projects and initiatives.
- Students demonstrate positive behavior for learning and fully understand class routines that support effective learning environments in lessons. Across the school, students are polite to staff, to each other, and to visitors, resulting in a safe and productive environment. Older students are more self-disciplined, showing maturity, self-confidence, independence and respect for upholding the school values. Bullying is rare.
- Students are respectful and considerate of their classroom friends. Students across all phases are sensitive to the needs of others, offering support where needed. They regularly contribute to school teams, activities, and initiatives, including volunteering to be peer mentors to younger students.
- Students are aware of the main features of a healthy lifestyle. Students have positive attitudes to eating healthily and staying fit. They bring healthy food in their lunch boxes. They practice sports activities, including after school hours. Many students are physically active during break times. Students participate actively in after-school sports activities.
- Attendance at 98.36% is outstanding for all phases, with students usually arriving at school and their lessons on time. There are a small number of students who are continually late to school and to the morning assembly.

### Next Steps:

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1. Improve students' self-reliance and independence in the elementary phase, dedicating time for them to reflect on the effective feedback provided to them.
2. Provide students across the school with opportunities to initiate and lead activities that align with their interests.
3. Improve all students' punctuality in attending morning assemblies across the school.

# Understanding of Islamic values and awareness of Emirati and world cultures

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Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Not Applicable	Acceptable	Acceptable	Acceptable

## Findings:

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- Students demonstrate a clear understanding of Islamic values in the UAE. Students in the high phase can recall quotes from Sheikh Zayed that reinforce Islamic values, including tolerance, brotherhood, and respect. Students across the school show respect and maintain silence when the Holy Qur'an is being recited in assemblies and in classrooms. They celebrate and commemorate all the significant events in the Islamic calendar as well as all the UAE national events.
- Students, in all phases, demonstrate their appreciation and knowledge of the heritage and culture of the UAE through projects, arts, displays of students' work in classes and corridors, and the celebrations held by the school. Events such as UAE National Day, Flag Day, and Martyrs' Day are enjoyed by all students. Events beyond school are rare. Students' recognition of the visionary leadership of the UAE that transformed the nation from a desert landscape to an advanced modern society is evident in their work and displays.
- Students demonstrate a clear understanding of their own culture and a basic understanding of a range of other cultures. Most students are less confident when comparing UAE culture with other cultures, drawing similarities and embracing differences.

## Next Steps:

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1. Expand students' knowledge of other world cultures, ensuring they can identify similarities and differences to their own culture and heritage.
2. Further enhance students' understanding and appreciation of UAE culture and heritage through external trips and visits.
3. Further expand all students' awareness of how Islamic values are applied and embedded in UAE society and affect the daily lives of citizens.

# Social responsibility and innovation skills

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

## Findings:

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- All students participate willingly in activities that have a positive effect on the school and the wider community. The student voice is strong, and through the Student Council and the House System, students take on a range of leadership responsibilities. Younger students in elementary rotate the responsibility to look after the class resources and displays. Few students have raised funds throughout the year for good causes and have participated as volunteers in school-based and community projects.
- Students in the middle and high phase are motivated to learn in lessons. They enjoy working in groups and collaborating effectively, but they lack the confidence to initiate or suggest creative ideas. In the high phase, students occasionally take the lead in projects when encouraged and initiated by their teachers. Students' innovation, enterprise, and entrepreneurial skills across all phases are underdeveloped due to a lack of opportunities.
- Students across all phases demonstrate an adequate understanding of conservation. Students engage in a limited range of activities as part of sustainability initiatives that protect the environment. Their comprehension of the environmental action and awareness including conservation of energy is emerging.

## Next Steps:

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1. Engage students in environmental awareness activities to enhance their understanding of conservation and sustainability.
2. Improve students' innovation and creativity skills in lessons so that they can initiate new ideas and explore alternative solutions to solving problems.
3. Increase students' participation in volunteering activities in school and beyond in extending support to the local community.

# PS3: Teaching and Assessment

## Teaching for effective learning

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Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Not Applicable	Acceptable	Good ↑	Good

### Findings:

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- Most teachers in elementary demonstrate adequate subject knowledge and have a general understanding of how their students learn in different subjects. Teachers in middle and high school have secure knowledge of their subjects and effective pedagogical practices. There is much subject expertise among subject teachers in higher grades, especially in mathematics.
- Lessons are planned with appropriate learning objectives aligned with the Ohio curriculum standards in English, mathematics and science in each grade. In Arabic medium subjects, lesson objectives are aligned with the MoE expectations in each grade. Lesson plans usually indicate differentiated learning through collaborative tasks that group students of similar abilities. There are greater levels of challenge set for most students in high school. In elementary, the classroom environments are generally conducive to learning with colorful corridor displays of student work. Plentiful resources are available to support learning in elementary lessons. ICT and learning technologies are used regularly in the middle and high phases. All teachers make effective use of all the available lesson time.
- Teacher interactions with students ensure that they are engaged in learning. Collaborative learning routines are embedded in almost all lessons in all grades and there is effective discussion in group activities.
- Questioning to check understanding, address misconceptions and promote deeper conceptual understanding is inconsistent across subjects.
- Teachers in elementary have an adequate range of classroom strategies to meet the individual learning needs of students. The level of challenge in elementary is inconsistent in meeting the needs of high attaining students. Teachers in middle and high school across all subjects provide effective support and challenge for different groups of students ensuring effective and personalized learning to meet their needs.
- Critical thinking is effectively promoted in middle and high school and students are expected to justify their reasoning and how they derive their answers. In lessons in higher grades, teachers encourage students' independent learning and provide opportunities for students to apply their knowledge and skills to solve problems. In elementary, there is some reliance on textbooks. Innovation skills are emerging.

### Next Steps:

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1. Improve teaching in elementary through the implementation of effective lesson planning aligned to grade level expectations and higher levels of challenges that ensure students make at least good progress.
2. Improve the effectiveness of all teachers' questioning in lessons using a carefully targeted

questioning approach that checks students' level of understanding, addresses misconceptions, and promotes a deeper conceptual understanding.

3. Ensure teachers promote the development of innovation through more creative learning opportunities across all curriculum subjects.

# Assessment

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Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Not Applicable	Acceptable	Acceptable	Acceptable ↓

## Findings:

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- In grades 1 to 12, internal assessment processes are in alignment with the Ohio state standard in English and mathematics and the Next Generation Science Standards (NGSS) in science. In Arabic, Islamic education and social studies, internal assessments are aligned with the MoE curriculum standards. There are diagnostic assessments at the start of the year with regular cycles of mid-term and final end-of-term internal assessments in all subjects. The school's analysis of internal assessments does not always provide accurate and reliable measures of students' academic achievements.
- There are no external curriculum-linked assessments in English, mathematics and science. Students in Grade 12 participate in the external national examinations for the Arabic medium subjects. The school benchmarks students' attainment in high school in English, mathematics and science against international standards by participating in the PISA international assessments. The school is awaiting the results of the most recent 2022 PISA assessments. Students' attainment in mathematics and science in grades 4 and 8 is benchmarked in the TIMSS international assessment. There are IBT standardized assessments to benchmark students' attainment in Arabic as a first language. Standardized assessments are also conducted using MAP in grades 3 to 10 in English, mathematics and science. There are 3 cycles of MAP in the fall, winter and spring terms in each academic year.
- In all grades, diagnostic tests are conducted at the beginning of the year. There are mid-term assessments and final examinations conducted each term together with regular quizzes. The school analyses internal assessment data to measure attainment and progress. The school's analysis was presented during the inspection to provide measures of students' attainment and progress. The school did not present a refined analysis of progress data for the different groups of students, including lower and higher-attaining students, or comparisons of achievements of boys and girls.
- Teachers' use of internal assessment information to inform teaching strategies to meet the learning needs of different groups of students and those of different abilities are adequate. There are occurrences in middle and high school grades in all subjects where teachers identify areas where students may need additional support or challenge. Thereafter, adjustments to planned teaching and learning activities to meet students' needs. Overall and across the school, the use of assessment information to influence planned teaching and learning for different groups is inconsistent in most lessons.
- Teachers have a secure understanding of most students' strengths and weaknesses. Teachers share learning objectives and engage students in quizzes. Most teachers provide helpful oral feedback. In elementary there are occurrences of highly positive feedback in response to the achievement of basic tasks and simplistic challenges. Written feedback to help students improve is inconsistent across the school.

## Next Steps:

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1. Improve the rigor and accuracy of analysis across the full range of the school's assessment data so that there is more reliable and accurate information about students' attainment and progress. Ensure that assessment information is further analyzed for the different groups of students.

2. Analyze MAP results correctly to determine students' attainment level and academic growth between consecutive cycles of MAP.
3. Ensure the consistent use of assessment information in lesson planning to inform differentiated teaching and learning for students of different abilities across all phases of the school.

# PS4: Curriculum

## Curriculum design and implementation

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

### Findings:

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- The school follows the Ohio State Standards for English, math and science and incorporates the Ministry of Education (MoE) curriculum for the Arabic Medium subjects. The school curriculum has a defined, clear rationale. It is broad, balanced, and age-appropriate and relevant to students developing their knowledge, skills, and understanding.
- The curriculum progression is based on the prescribed MoE and McGraw Hill textbooks in Arabic and English medium subjects, respectively, and planning is aligned accordingly to ensure that course content is delivered each term. The scope and sequence and the taught curriculum mapping are disjointed between each grade in the elementary phase. The taught curriculum in elementary does not always align with students' existing knowledge or starting points and ensures that they are equipped with the knowledge and skills expected by the end of each grade. As a result, not all students are adequately prepared for the next phase of learning at the end of elementary.
- The school offers an ample number of curricular choices for older students. The range of curricular options provides opportunities that develop students' interests and aspirations. Students in the middle and high phases are surveyed on their interests twice a year, and results are analyzed to design curricular choices. Students in the high phase are also provided with advanced classes. However, all advanced placement (AP) classes are unaccredited.
- Cross-curricular links with UAE social studies are planned and well embedded in most English and Arabic medium lessons. However, links with Islamic Education, science and mathematics are less developed across all subjects in the elementary phase. As a result, opportunities are not always taken to make useful connections between subjects to promote greater coherence in the curriculum in the elementary phase, although they are well managed in the middle and high phases and enhance the transfer of learning between most subjects.
- The school performs regular termly reviews of the taught curriculum after assessments are conducted to ensure good provision in almost all subjects. The curriculum is aligned with Ohio state standards and MoE expectations. However, there is an over-reliance on the sequencing of work rather than enhancing the taught curriculum to meet the needs of all groups of students.

### Next Steps:

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1. Review and revise the continuity of learning from one grade to the next in the elementary phase, to ensure students are well prepared for the next phase of their education.
2. Ensure alignment of the scope and sequence with the existing knowledge or starting points of all groups of students.
3. Provide students with a wider range of curricular choices to enhance their talents, interest and

aspiration.

# Curriculum adaptation

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

## Findings:

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- The curriculum is designed to meet the diverse needs of most students. However, adaptation to meet the needs of students with additional learning and students of determination is inconsistent. In lessons in the middle and high phases, there is some recognition of the different abilities and learning needs of students including the high and low attainers. However, the impact of provided support for the groups of additional learning needs and students of determination is less evident across all phases.
- The curriculum is designed to engage the majority of students. In elementary, students have opportunities to develop their creativity skills through planned activities and events across the school year. The development of innovation skills in the middle and high phases are evident, and to a lesser extent in the elementary phase. The curriculum across all phases and in most subjects do not always provide opportunities for students to develop their enterprise skills. However, enrichment experiences such as assemblies and school functions enhance students' academic and personal development.
- The curriculum integrates appropriate opportunities for students to appreciate the heritage and culture of the UAE and Islamic values, such as projects, assemblies, displays and school functions. There are opportunities to establish links with Emirati and UAE culture in lessons, particularly in English, science and mathematics.

## Next Steps:

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1. Ensure that both academic and extracurricular activities offer sufficient opportunities to extend enterprise skills across all phases of the school.
2. Strengthen the scope and sequence to incorporate opportunities for the development of innovation skills in the elementary phase of the school.
3. Ensure the curriculum effectively caters to students of determination by identifying and addressing more rigorously any gaps in the knowledge and skills of students.

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

## Health and safety, including arrangements for child protection / safeguarding

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Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Not Applicable	Good	Good	Good

### Findings:

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- The school has adequate procedures for the safeguarding and protection of students, including child protection. There is a safeguarding policy that is shared with stakeholders, but this has not been reviewed or updated. Ten members of staff, including the school counselor and the Director of the school form the child protection committee. Most other staff are aware of safeguarding procedures. There has been no recent or updated training for staff in best practices related to safeguarding and child protection. Training materials have not been recently updated or refreshed. Records of training are not kept up to date. Consequently, the support for students is reliant on only a small number of staff. The school is committed to protecting students from all forms of bullying including online bullying.
- There are regular health and safety checks across the site. The school provides a safe, hygienic and secure environment for all students and staff. Health, safety and security checks take place regularly for all essential functions including utilities. Students are well supervised at all times during the day in school. Meticulous care and attention are given to the safety of students who travel to school by bus.
- The school's premises, including furnishing are old and well used. Some are in poor condition. These are regular maintenance and repairs to the existing premises and furnishings. Few are replaced. There are no delays for essential maintenance. The school maintains records for fire safety and is compliant with all Civil Defense expectations. There are records for water tank cleaning and routine electrical safety checks. Records indicate that the school meets all legal requirements and is fully compliant with all mandatory checks. All medications are kept in locked cupboards in the clinic and the nurse keeps confidential records secure. In laboratories, there are procedures regarding the storage and use of chemicals, which are kept in secure and locked cupboards.
- The school is committed to ensuring access for all to the full range of the school's specialist facilities. There are contingency plans through modifications to the organization and arrangements of lessons should there be a need to assist students and staff with temporary mobility restrictions.
- The school promotes healthy living. There are events held at the school to inform students about the importance of making healthy food choices. Lunch boxes are checked regularly. Students are encouraged to engage in daily exercise and use the spacious outdoor areas for sports and exercise during break times.

### Next Steps:

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1. Review and update the health, safety and safeguarding policies and procedures in line with the very best practices. Take account of the up-to-date guidance as it is published.
2. Provide update training for all employed staff in safeguarding and child protection best practices. Refresh training materials to ensure all staff are aware of their roles and responsibilities.
3. Keep accurate records of the attendance of all employed staff to the mandatory training provided by the school related to health, safety and safeguarding.
4. Invest in the school's premises, replacing the equipment and furnishings in classrooms and corridors that are old and in poor condition.

## Care and support

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Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Not Applicable	Acceptable ↓	Acceptable ↓	Acceptable ↓

### Findings:

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- Staff form positive and purposeful relationships with students, with effective behavior management systems resulting in a family atmosphere and respectful behavior.
- The school's approach to promoting attendance is successful in promoting outstanding attendance and students are seen to move between lessons punctually. Only a few students arrive late to morning assembly, but not to classes. The follow-up of unauthorized attendance and punctuality are efficient and effective, with prompt and decisive actions.
- The school has a system in place to identify students with additional needs, including students of determination. This is not yet a systemic or robust process. Consequently, there are very few students identified as having additional learning needs. There is one student of determination. There are 10 students identified with talents and 7 students with gifts. The school has partnerships with specialist clinics. However, the sharing of relevant information with staff to track and monitor trends and patterns of their academic and personal development is insufficient.
- The Head of Inclusion has developed training plans to enable teachers to support the progress of students with additional needs including the one of determination. However, the impact of these efforts is yet to be seen in lessons.
- The wellbeing and personal development of all students are monitored at intervals throughout the year and appropriate support is provided where needed. For older students, the school offers adequate support to advise students with advice and guidance about career choices and higher education pathways.

### Next Steps:

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1. Establish a systematic and robust system to identify students with additional learning needs, including students of determination. Ensure there is an appropriate categorization of all learning needs.
2. Provide effective intervention and support for students with additional learning needs and those of determination. Ensure documented learning plans (DLPs) detail individual academic targets and personal development goals.
3. Train teachers in best inclusive practices in providing support in lessons for those students with additional learning needs, including students of determination.

# PS6: Leadership and Management

## The effectiveness of leadership

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Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable ↓

### Findings:

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- Leaders at all levels, including the principal, demonstrate commitment to UAE's national priorities. The senior leadership team, comprised of the principal, vice principal and academic supervisor, sets a clear direction and vision that is shared with all stake holders and that aligns with national priorities. It emphasizes the importance of tolerance and promotion of UAE national identity and reflects leaders' ambition to improve students' learning. The senior leaders are also committed to inclusion and to making provision for students with special educational needs. However, this commitment has not yet reached across all phases and subjects.
- Leaders at all levels demonstrate an adequate understanding of the curriculum and effective practices in teaching and learning. They are less effective in ensuring assessment processes provide accurate information about students' achievements. Leaders recognize the need for more precise and detailed assessment data. The impact on raising students' achievement, especially in the elementary phase is minimal. There have been some improvements in Arabic medium subjects.
- Positive relationships and adequate communication are evident throughout the school, although they may not always be fully effective in pursuing leaders' passion to achieve the school's vision. The principal adequately delegates leadership responsibilities to individuals and teams but doesn't hold them accountable for improving the quality of outcomes across the school. In addition to senior leaders, staff members have clear roles and responsibilities, and most staff are aware of their professional standards and what is required from them. Morale is generally positive.
- Leaders at all levels and school staff are aware of the required actions for further improvement. They acknowledge the need for more effective assessment processes to inform teaching and learning. They show a capacity to improve the school further.
- Leaders hold staff accountable through lesson observations and by regularly reviewing the quality and effectiveness of planning and teaching strategies. The school has raised standards in most subjects in middle and high school. There has been improvement in Arabic and English as a result of the evident improvement in the quality of teaching. They ensure that the school is compliant with statutory requirements.

### Next Steps:

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1. Strengthen the vision and direction of the school to ensure an inclusive ethos permeates throughout the entire school community and is understood by all stakeholders.
2. Enhance all leaders' knowledge of best practices in assessment.
3. Strengthen leadership structure to include clear lines of reporting to ensure middle leaders, including the Head of Inclusion, are consistently held accountable for the academic and personal

improvement of student outcomes.

# School self-evaluation and improvement planning

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

## Findings:

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- The senior leadership team involves most stakeholders including staff members, teachers, parents and students in the process of self-evaluation (SEF). Information is gathered through the Parents Council and the Student Councils. Leaders take account of digital surveys and the Parents-Teachers Association (PTA). The SEF also takes account of internal and standardized assessment data. There is effective communication between the Governing Board and senior leadership team (SLT) with all parents who they know well. Overall, the processes of self-evaluation have enabled leaders at all levels to be fully aware of the school's strengths and areas that require improvement.
- The monitoring of teaching and learning is systematic and conducted by senior and middle leaders. They evaluate teachers' performance once a month and provide them with actionable feedback on teaching and classroom practices that includes strengths, areas for improvement and success criteria. Middle leaders also conduct focused visits to lessons to review the impact of training and professional development on students' outcomes. The school's observation forms include relevant criteria, with appropriate emphasis on students' progress and the impact of teaching on students' learning. Changes in staffing within the middle phase have slowed the impact of monitoring on students' achievement in the elementary phase.
- The school improvement plan (SIP) includes clear priorities, and success criteria that identifies most areas for improvement. There is assumed responsibilities and timelines for review. Targets are generally specific and measurable. The SIP specifies success criteria generally aligned to students' achievement and personal development goals.
- The school has been successful in improving students' achievement in Islamic, Arabic and English subjects and maintaining high levels of attainment in mathematics and science particularly in the middle and high phases.

## Next Steps:

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1. Ensure that the processes for school self-evaluation include accurate and reliable internal and external data to inform school improvement planning and strategic decision-making.
2. Ensure that improvement plans are comprehensive and include SMART targets that are regularly reviewed.
3. Improve the processes for monitoring and evaluating lessons so there is more focus on students' outcomes.

## Parents and the community

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Performance Indicator	Quality judgement
Parents and the community	Good ↓

### Findings:

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- Parents are positively involved in the school life and the learning of their children. The school has an effective Parents Council that encompasses a wide range of expertise in multiple areas, including academics and educators. They are aware of what their children are learning and how well they are doing and actively participate in organizing events and celebrations in the school. Additionally, some parents participate in delivering awareness sessions to middle and high-phase students on multiple topics, including national identity, military service, safe driving, and personal safety. Their partnership with the school has also led to improvement, particularly in Arabic and English. The Governing Board and the senior leaders track parents' views and their levels of satisfaction using digital surveys that are available online.
- The school's communication with parents is strong. Parent-teacher meetings are held once a term, where parents receive detailed feedback on their children's progress and attainment and share updates on the school's impact on the social aspects of students' personal development. Parents who have children of determination are not always fully involved in the monitoring and target setting in their child's individual education plans. Parents generally express high levels of satisfaction with the communication from the school.
- Parents receive reports at the end of each term about their children's academic performance that include quantitative data on students' academic attainment in all subjects. Those reports do not always include details about students' personal and social development or inform parents of the strengths and next steps that can accelerate their academic progress. Parents consistently receive verbal feedback on the quality of their children's learning from leaders at all levels and teachers of all subjects as a result of the strongly established relationships and communication.
- The school has partnerships with multiple national organizations, including other schools and UAE universities, that offer support to student's academic and personal development through sessions delivered inside and outside the school. The school also hosts trainees from local universities who observe some lessons and assist teachers in implementing planned learning activities. The school is also partnered with the Red Crescent and participates in various initiatives. However, expanding links with international entities will provide students with more effective opportunities to broaden their life skills and enrich their learning opportunities.

### Next Steps:

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1. Strengthen the partnerships with parents of students of determination to effectively involve them in the development and application of Detailed Learning Plans (DLPs).
2. Ensure that reporting is sufficiently comprehensive to include students' social and personal development, including those with additional learning needs and students of determination.
3. Establish partnerships with international communities to ensure a positive impact on students' learning, development and achievement.

# Governance

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Performance Indicator	Quality judgement
Governance	Good ↓

## Findings:

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- The Governing Board includes diverse skills and expertise in multiple areas, including education. It is mainly comprised of 5 members and includes the school principal, an education consultant, and the owner, who has strong relationships with all parents. However, there are no representatives of the parents, staff, and students. Board members use their experience in offering support and training to leadership and teachers through focused training and consistently monitor leadership and school performance.
- The Governing Board adequately holds senior leaders accountable for both the performance and quality of service, including all students' academic and personal development. The Governing Board effectively communicates information with stakeholders and actively seeks their input and views. Suggestions put forward by stakeholders are discussed in the meeting of the board of trustees and relevant information is shared immediately, so they are kept aware of the work of the school. The Governing Board meets once a month to review parents' views and discuss emerging updates and ensure that the school operates effectively and that all statutory requirements are being met. The Governing Board has direct communication channels with all parents through which they can receive immediate responses to any inquiry about the quality of provision to their children.
- The Governing Board has a positive impact on school's overall performance, including improvements in teaching and learning, particularly in the middle and high phases. This is most evident in their commitment to the recruitment of qualified staff. However, there is less awareness of the need to focus attention and prioritize elementary. The governing board consistently ensures that the school is sufficiently equipped to offer a diverse range of learning experiences for students. However, the range of provided resources is not based on accurate data analysis that identifies learning needs.

## Next Steps:

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1. Review the constitution and expand the Governing Board to include full stakeholder and student representation.
2. Prioritize improving all aspects of the elementary phase.
3. Ensure that the Governing Board systematically monitors the school's actions and holds senior leaders accountable for school improvement.

## Management, staffing, facilities and resources

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

### Findings:

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- Almost all aspects of the day-to-day management of the school are being well managed. As a result, punctuality is well controlled and the school has a calm and welcoming learning environment. The timetable is built around clearly identified needs of all students, particularly in the high phase.
- The school is staffed appropriately to align with school's vision and directions. Teachers are recruited with regard to their experience and qualifications. As a result, teachers in the middle and high phases demonstrate strong subject knowledge and pedagogical skills that has led to considerable improvement in students' achievement in Islamic, Arabic and English and maintained high levels of achievement in science and mathematics. However, teacher turnover is challenging and has consequently caused considerable drop in students' achievement in the elementary phase, particularly in science and mathematics. Although all staff, including support staff, benefit from regular professional development, the program needs to further align with the data analysis of lesson observations and students' outcomes in external exams. Additionally, there is still more to be done for leaders and teachers to consistently understand what effective teaching and learning and assessment looks like, particularly regarding providing appropriate support for students with additional learning needs including students of determination.
- The well-designed premises are effectively maintained and designed to meet the learning needs of students across all grades and phases. Displays in classrooms and corridors adequately celebrate students' achievement and includes Arabic and English writing marked by teachers. There is a range of specialist facilities including science labs, a library with 2500 books, ICT labs and a licensed IELTS center. Recreation areas are safe, well-designed and suitably supervised at break times. There are outdoor areas sufficient to promote and help students develop their physical and mental well-being. Recreation areas are safe, well-designed and suitably supervised at break times. The school does not have a left, but there are ramps throughout the school, enabling everyone to access all areas in the ground floor.
- The school is appropriately resourced to support teaching and learning, with all classrooms having interactive whiteboards, which helps to facilitate student learning. KG is also appropriately resourced to support children's play-based learning and the development of their fine and gross motor skills.

### Next Steps:

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1. Reduce teachers' turnover rate and retain teachers of high quality, experience, and expertise.
2. Provide more engaging resources that align with the curriculum, especially in elementary in mathematics and science.
3. Ensure there are professional development opportunities for all senior and middle leaders as well as teachers to understand, interpret, and use assessment data in meaningful ways related to their role.

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