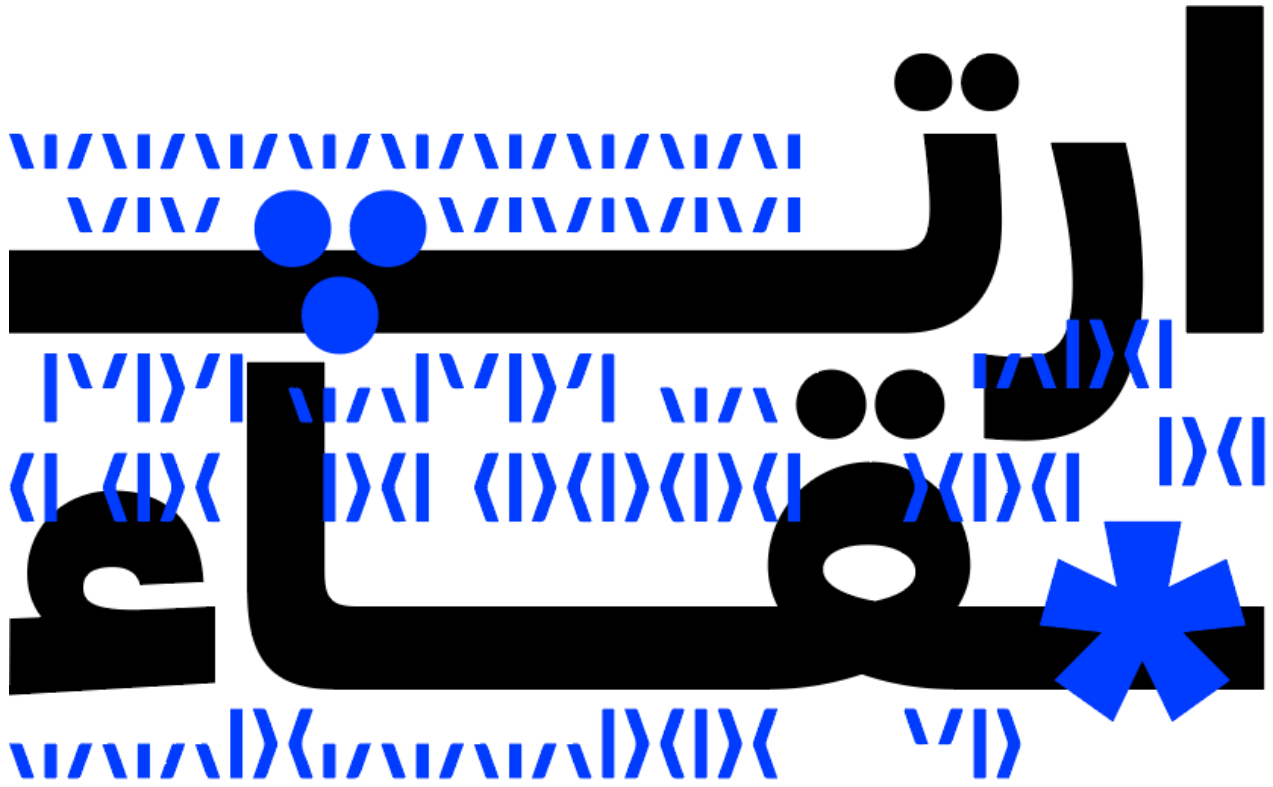




Irtiqa'a School Inspection

AY 2024/25

Dar Al Uloom Private School - Falaj
Hazza

Rating: Acceptable

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School Information

General Information		
	Name	Dar Al Uloom Private School - Falaj Hazza
	Esis Number	9186
	Location	11,Al Ajyal St,Al Muwaiji,Al Ain 30059
	Website	http://www.daraluloom.school/en/
	Telephone	037676514
	Principal	REYAD IBRAHIM MAHMOOD KHALED
	Inspection Dates	17 to 20 Feb 2025
	Curriculum	MoE (UAE)

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1125
Number of Emirati students	58
Number of students of determination	14
Largest nationality group of students	Sudan - Syria - Egypt

Information On Teachers

Number of teachers	61
Nationalities	Egypt - Syrian Arab Republic - State Of Palestine
Number of teaching assistants	4

Changes since the previous inspection

Since the school's previous inspection, the school's overall judgment has regressed to Acceptable.

Overall, students' achievement in Islamic education and UAE social studies remains as the previous inspection at Good across all phases. In Arabic as a first language, achievement remains Good across phases 1, 2 and 4; however, while progress remained Good in Phase 3, attainment has regressed to Acceptable.

In English, achievement in Phase 1 has regressed from Good to Acceptable. However, students' achievement have remained at an Acceptable level in phases 2 and 3, and have improved to Very Good in Phase 4. In mathematics, both attainment and progress have declined in Phase 1 from Good to Acceptable. Achievement in phases 2 and 3 remains Acceptable; but achievement in Phase 4 has improved to Good overall. Science in KG has also regressed from Very Good to Acceptable, and in Phase 2 from Good to Acceptable. Students in Phase 4 have maintained Good levels of achievement. Learning skills have also declined in phases 1 and 2 from Good to Acceptable; remained Acceptable in Phase 3 and Good in Phase 4.

Students' personal and social development was not inspected during the last inspection. During this inspection, students' personal development has been evaluated as Acceptable in phases 1 and 4 and Good in phases 2 and 3. Students behave well and show respect towards adults in the school. Relationships are courteous and friendly, and students are eager to learn and exhibit positive attitudes. Attendance, particularly in phases 1 and 4, is weak. Students' awareness of Islamic values and UAE culture have been evaluated as Good across all phases. Students demonstrate a clear appreciation and

knowledge of the heritage and culture of the UAE. Students' social responsibility and innovation skills have been evaluated as Good. Students understand the need to work hard and recognize their responsibilities in supporting the school and the community through volunteer work.

The quality of teaching has regressed in phases 1 and 2 from Good to Acceptable. Teaching in Phase 3 remains Acceptable and in Phase 4 remains Good. While most teachers have secure understanding of their subject, their pedagogical knowledge is less robust, particularly in understanding how their students learn. Independent, active learning is not a common feature of lessons. Questioning varies; hence critical thinking is not effectively developed outside of Phase 4. Differentiation is a significant issue identified by leaders, as teachers do not plan lessons to meet the diverse needs of all learners, including students with additional learning needs and those who may be gifted and/or talented. The decline in performance is attributed to the high turnover of staff, which stands at 32%. This has impeded the effectiveness of the professional development provided to raise standards in teaching and learning.

Assessment has been evaluated as Acceptable across all phases, with the only regression noted in Phase 1 from previously Good. Teachers do not sufficiently use assessment information to plan lessons and ensure that students are given tasks that will appropriately support and challenge them. Similarly, in lessons, assessment is not used to adjust the lesson to meet the emerging needs of students. Teachers provide valuable verbal feedback, but constructive written comments are not apparent.

The curriculum was not inspected during the previous inspection. It has been evaluated as Acceptable in terms of both design and adaptation. The school follows the Ministry of Education curriculum, which is broad and balanced, meeting the needs of most students. However, there are limited curricular choices for older students, and cross-curricular links are not explicit in lessons. The curriculum is not adequately modified to meet the needs of all students. Opportunities for enterprise, innovation, and creativity are limited. However, links with Emirati culture and heritage are more consistent and evident in most lessons.

The school's efforts to ensure students' health and safety continue to be a positive aspect and remain Good. Effective procedures are in place to safeguard students from all forms of abuse, including bullying via social media. The school is hygienic, and safety checks are thorough. Students are well supervised, including during transport. The recent refurbishment and decoration of the buildings have provided a pleasant environment.

The care and support of students have declined from Good to Acceptable. This is primarily due to the insufficient support and challenge provided for students with additional learning needs, including students of determination and those who may be gifted and/or talented in their lessons. Advanced learning plans for gifted and talented students would benefit from being more rigorous. Additionally, procedures for managing attendance and punctuality are not yet effective in yielding Good attendance levels across all phases.

Leadership and management have regressed in each indicator by one judgment. The effectiveness of leadership has regressed from Good to Acceptable. Self evaluation and improvement planning have regressed from Good to Acceptable. The school's self-evaluation is descriptive rather than evaluative and lacks internal or external data. Teaching and learning are monitored regularly, but there is too much focus on the teacher's actions rather than on student learning outcomes. Middle leaders require further development in accurately judging the quality of teaching, attainment, and progress in line with the inspection framework. Although several workshops and training opportunities have been provided, the impact of this work is not consistently evident across all phases. The school's efforts to improve have been hindered by a high staff turnover, alongside an influx of admissions into phases 3 and 4.

Governors visit the school regularly, but these visits are not always linked to school priorities. There is no formal mechanism in place for the principal's appraisal. Nevertheless, leaders are united in their determination to raise standards in the school and effectively communicate their vision to all stakeholders. Strong partnerships with parents exist, and they are satisfied with the level of communication. However, report cards do not contain information about students' personal and social development. The management of staffing, facilities and resources has also regressed to Good. The school functions smoothly on a daily basis and most staff are appropriately qualified, although there is no one in KG holding an early childhood qualification, and the leader is a Phase 4 teacher. There is a shortage of resources to support practical learning in all subjects.

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

The school understands the importance of international benchmarking and wants to improve its performance in global tests. To better prepare students, the school has added PISA and TIMSS-style questions to its regular assessments, focusing especially on building critical thinking and problem-solving skills. While teachers have received training for this approach, the school now needs to check whether this training is actually helping to improve PISA and TIMSS results. The school knows it faces challenges in reaching higher scores on these international tests, and realizes it must pay more attention to how middle leaders and classroom teachers are implementing these changes in their daily teaching.

Performance in standardized and international assessments

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

Standardized Assessments

The school administers the IBT standardized assessment in Arabic, mathematics and science for students in phases 2, 3 and 4.

- Results for AY2023/24 in IBT Arabic indicate good levels in Phase 2, acceptable levels in Phase 3 and weak levels in Phase 4.
- Results for AY2023/24 in IBT science indicate weak levels across the three phases.
- Results for AY2023/24 in IBT mathematics indicate weak levels across the three phases.

International Assessments: TIMSS, PISA, PIRLS

In the PISA (Programme for International Student Assessment) 2022 results for 15-year-old students:

- In reading literacy, students achieved a score of 387.9, which was below the PISA international average of 476, but exceeded the school's target of 381.3.
- In mathematical literacy, students achieved a score of 407.9, which was below the PISA international average of 472, but exceeded the school's target of 403.3.
- In scientific literacy, students achieved a score of 426.7, which was below the PISA international average of 485, but exceeded the school's target of 392.8.

In the TIMSS (Trends in International Mathematics and Science Study) 2023 assessment, student performance varied across grade levels and subjects:

- In Grade 4 mathematics, students achieved a score of 430.79, which was below the international average of 503, and below the school's target of 458.26.
- In Grade 8 mathematics, students achieved a score of 420.88, which was below the international average of 478, and below the school's target of 457.39.
- In Grade 4 science, students achieved a score of 418.89, which was below the international average of 494, and below the school's target of 452.60.
- In Grade 8 science, students achieved a score of 438.42, which was below the international average of 478, and below the school's target of 477.66.

The school did not participate in PIRLS (Progress in International Reading Literacy Study) 2021.

Reading

The school's library features a full-time librarian and provides ample space with comfortable seating areas for reading, research, and group work. Its collection consists of 2,525 physical books (2,000 in Arabic and 525 in English) plus 600 digital titles. Arabic resources include 525 stories/novels for KG-Grade 8 and 1,424 curriculum-supportive texts, while English offerings contain 201 novels and 324 subject-related books used by teachers across disciplines. All grades participate in weekly library sessions rotated among subject teachers, where students select materials aligned with lesson topics, with borrowing tracked by the librarian. Students maintain reading journals containing book summaries and reflections, while some sessions allow free reading and peer sharing of literary experiences.

The library actively promotes reading through competitions like KG's Little Reader Arabic, Phases 2-3's Best Writer contest, and the school-wide Read to Lead initiative. Pre-vacation book distributions and parental links encourage continuous reading, with certificates awarded for 3-5 books completed. Students represent the school in external events including the Arabic Reading Challenge and Chevron Readers Club. October's Reading Month features a book fair and special activities like the whole-school Reading Day, where students engage in extended silent reading, reflective writing, and dramatic interpretations.

Targeted programs strengthen Arabic literacy through research tasks and competitions that develop analytical abilities, while a structured weekly reading plan has demonstrably improved both language skills and subject comprehension schoolwide. Teachers consistently reinforce reading habits by integrating library resources into lessons and encouraging home reading, with particular emphasis on developing students' capacity for critical engagement with texts across all disciplines.

Strengths of the school

- Students' achievement is Good in Arabic as a first language in phases 1,2, and 4, and in Islamic education and social studies across all phases.
- Students have positive attitudes to their learning, demonstrate good behavior and friendly relationships with each other and with all school staff.
- Students have a thorough understanding of Islamic values in addition to an appreciation of UAE culture and society.
- The school is a safe, secure, and hygienic place for students and staff.
- The school runs smoothly on a day-to-day basis, with a premises and facilities that meet the needs of all students.

Key Recommendations

1. Raise achievement of students across all subjects to at least Good or better levels by:

- ensuring that there is appropriate support and challenge in all lessons to meet the needs of students with additional needs, the most able, and those who may be gifted or talented.
- providing more opportunities for students to use technology to support their independent research skills in all phases.
- enhancing the range of practical resources available, to enable students to learn in a practical way.

2. Improving teaching, learning and the use of assessment in all phases by:

- ensuring that cross curricular links are explicit to enable students to transfer learning between subjects.
- ensuring that teachers consistently use assessment to effectively plan engaging activities to meet the learning needs of students, especially the more able and those with additional needs.
- enhancing the ability of teachers to consistently use strong questioning techniques, to allow students to reason, justify and explain their views, thus further developing critical thinking skills.
- using assessment for learning techniques consistently, to ensure that lessons are adapted to meet the emerging needs of students.
- consistently applying the marking and feedback policy, in an age-appropriate way, to ensure that students know how to improve their work.
- making better use of additional adults in KG to enhance the learning experiences of students.

3. Improve students' performance in international assessments of PISA, TIMSS, and PIRLS by:

- aligning curriculum content closely with PISA, TIMSS, and PIRLS frameworks to ensure comprehensive coverage of assessed competencies.
- embedding international assessment-style questions systematically across all unit plans to familiarise students with question formats and expectations.
- providing targeted, ongoing teacher training on constructing and analysing assessment-style items to strengthen instructional alignment with global benchmarks.
- administering rigorous quarterly benchmark tests using authentic international assessment formats to monitor progress and identify learning gaps.
- dedicating structured daily practice time to develop critical thinking and problem-solving skills across all subject areas.
- conducting detailed item-level analysis of student performance data to inform targeted interventions and teaching strategies.
- establishing professional learning communities for teachers to collaboratively review assessment data and share evidence-based pedagogical improvements.

4. Further strengthen the effectiveness of leadership at all levels by:

- making the SEF evaluative, not descriptive and aligning it with the SDP to ensure that the one informs the other.
- continuing to develop middle leaders to ensure that all use the inspection framework to consistently recognize best practice in teaching and learning and make accurate judgements about students achievement.
- ensuring that the curriculum is adapted to meet the requirements of international assessments and that students are properly prepared for these assessments.
- providing a rigorous and thorough system of appraisal by governors of the principal.
- strengthening the provision in KG by ensuring that teachers hold qualifications in Early years, understanding how young students learn effectively.
- increasing the range of practical resources to support students' learning, particularly in KG and in Cycle 2.

Overall School Performance: Acceptable

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic as a first language	Attainment	Good	Good	Acceptable ↓	Good
	Progress	Good	Good	Good	Good
UAE Social Studies	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good
English	Attainment	Acceptable ↓	Acceptable	Acceptable	Very Good ↑
	Progress	Acceptable ↓	Acceptable	Acceptable	Very Good ↑
Mathematics	Attainment	Acceptable ↓	Acceptable	Acceptable	Good ↑
	Progress	Acceptable ↓	Acceptable	Acceptable	Good ↑
Science	Attainment	Acceptable ↓	Acceptable ↓	Acceptable	Good
	Progress	Acceptable ↓	Acceptable ↓	Acceptable	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	Acceptable	Good	Good	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

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

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

PS6: Leadership and Management	
The effectiveness of leadership	Acceptable ↓
School self-evaluation and improvement planning	Acceptable ↓
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	Good	Good	Good	Good
	Progress	Good	Good	Good	Good

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education's (MoE) curriculum standards indicates that most students across all phases attain levels that are above curriculum standards.
- There are no external or standardized assessments in Islamic education in Phase 1. Students across phases 2, 3 and 4 sit for the MoE external assessments. Results for AY2023/24 indicate that most students across phases 2,3 and 4 attain above the MoE curriculum standards.
- In lessons and their recent work, the majority of students across all phases demonstrate knowledge, skills, and understanding that are above the MoE curriculum standards.
- Over the past three years, the school's internal attainment data indicates that attainment has been consistently outstanding in all phases. Trends in MoE external assessments also indicate consistently outstanding levels.
- The school's analysis of internal assessment data for AY2023/24 indicates that almost all students in Phase 1 and the large majority in Phase 2 make better-than-expected progress in relation to their individual starting points, and less than three-quarters of students in phases 3 and 4 make the expected progress.
- In lessons and recent work, the majority of students across all phases make better than expected progress against learning objectives aligned with curriculum standards.

- The school's analysis of internal progress data for the different groups of students indicates that boys make weak progress across phases 1, 3 and 4, and very good progress in Phase 2. Girls make outstanding progress in Phase 1, very good progress in Phase 2, and weak progress in Phases 3 and 4. There is no data to inform the progress of any other groups in Phase 1. In Phase 2, Emirati students, high and low attainers and G&T students make outstanding progress, while students with additional learning needs make weak progress. Almost all groups of students make weak progress in phases 3 and 4, except for low attainers who make outstanding progress. In Phase 4, there are no students identified with additional learning needs in this subject.

Next Steps:

1. Improve students' accurate recitation skills in Phase 1 and develop students' skills across all other phases in applying Tajweed rules.
2. Strengthen students' understanding of Qur'anic words and phrases in phases 2 and 3.
3. Accelerate the progress of all students in phases 3 and 4 to at least Good levels.

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	Good	Good	Acceptable ↓	Good
	Progress	Good	Good	Good	Good

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education's (MoE) curriculum standards indicates that most students across phases 1, 2 and 4 and the large majority of students in Phase 3 attain levels that are above curriculum standards.
- There are no external or standardized assessments in Arabic in Phase 1. The school administers the IBT standardized assessment in Arabic for students in phases 2, 3 and 4. Results for AY2023/24 in IBT indicate good levels in Phase 2, acceptable levels in Phase 3 and weak levels in Phase 4. Students across phases 2, 3 and 4 sit for the MoE external assessments. Results for AY2023/24 indicate that most students across phases 2 and 4 attain above the MoE curriculum standards, while most students in Phase 3 attain levels in line with curriculum standards.
- In lessons and their recent work, the majority of students across phases 1, 2 and 4 demonstrate knowledge, skills, and understanding that are above the MoE curriculum standards.
- Over the past three years, the school's internal attainment data indicates that attainment has been consistently outstanding in all phases, except Phase 3, which regressed to very good levels in AY2023/24. Trends in MoE external assessments also indicate consistently outstanding levels, except Phase 3, which regressed to acceptable levels in AY2023/24 from previously outstanding. Trends in IBT standardized assessments indicate fluctuating levels from outstanding to weak, to good attainment in AY2023/24 in Phase 2; from good to weak, to acceptable attainment in AY2023/24 in Phase 3; and from good to consistently weak attainment levels in Phase 4 for the past two years.
- The school's analysis of internal assessment data for AY2023/24 indicates that most students in Phase 1 make better than expected progress in relation to their individual starting points, and less than three-quarters of students in phases 2, 3 and 4 make the expected progress.
- In lessons and recent work, the majority of students across all phases make better than expected progress against learning objectives aligned with curriculum standards.

- The school's analysis of internal progress data for the different groups of students indicates that boys make weak progress across all phases. Girls make outstanding progress in Phase 1, and weak progress across all other phases. There is no data to inform the progress of any other groups in Phase 1. In Phase 2, Emirati students, low attainers, students with additional learning needs, and G&T students make outstanding progress, while high attainers make good progress. Almost all groups of students make weak progress in phases 3 and 4; except for low attainers who make outstanding progress across both phases, G&T students who make outstanding progress in Phase 4; and students with additional learning needs who make outstanding progress in Phase 3, and very weak progress in Phase 4.

Next Steps:

1. Accelerate students' progress to at least Good levels in phases 2, 3 and 4 in internal and standardized assessments.
2. Improve students' speaking and reading fluency in phases 2 and 3.
3. Improve students' skills to write extensively on a wider range of topics 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



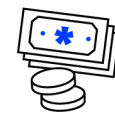
Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education's (MoE) curriculum standards indicates that most students across all attain levels are above curriculum standards.
- Students across phases 2, 3 and 4 sit for the MoE external assessments. Results for AY2023/24 indicate that most students across phases 2, 3 and 4 attain above the MoE curriculum standards.
- In lessons and their recent work, the majority of students across phases 2, 3 and 4 demonstrate knowledge, skills, and understanding that are above the MoE curriculum standards.
- Over the past three years, the school's internal attainment data indicates that attainment has been consistently outstanding in all phases. Trends in MoE external assessments also indicate consistently outstanding levels.
- The school's analysis of internal assessment data for AY2023/24 indicates that less than three-quarters of students in phases 2, 3 and 4 make the expected progress.
- In lessons and recent work, the majority of students across all phases make better than expected progress against learning objectives aligned with curriculum standards.
- The school's analysis of internal progress data for the different groups of students indicates that boys, girls and Emirati students in Phase 2 make weak progress, while all other groups make outstanding progress, except for high attainers who make acceptable progress. In Phase 3, most groups of students make weak progress except for low attainers, who make outstanding progress, and G&T, who make very good progress. In Phase 4, most groups of students make weak progress, except for low attainers and students with additional learning needs who make outstanding progress.

Next Steps:

1. Strengthen Phase 2 students' understanding of abstract civic concepts (responsibility, belonging) through real-world examples, role-playing, and community engagement activities to bridge the gap between theory and practice.
2. Benchmark students' attainment in UAE social studies across all phases.
3. Accelerate all students' progress in internal assessments across all phases to at least Good levels.

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	Very Good ↑
	Progress	Acceptable ↓	Acceptable	Acceptable	Very Good ↑

Findings:

- The school's analysis of internal assessment data for the AY2023/24 measured against the Ministry of Education (MoE) curriculum standards indicates that most students across all phases attain levels that are above curriculum standards.
- The school has no national or international assessments in English in Phase 1. Students across phases 2, 3 and 4 sit for the MoE external assessments. Results for AY2023/24 indicate outstanding attainment in Phase 2, good attainment in Phase 3 and very good attainment in Phase 4. 15 year old students participated in the PISA (Programme for International Student Assessment) 2022. In reading literacy, students achieved a score of 387.9, which was below the PISA international average of 476 but exceeded the school's target of 381.3.
- In lessons and their recent work, most students in Phases 1, 2 and 3 demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards.
- Over the past three years, the school's internal attainment data indicates that attainment has been consistently outstanding in all phases. Trends in MoE external assessments indicate that in Phase 2 attainment fluctuating between outstanding and very good, with AY2023/24 results at outstanding levels. In Phase 3, there has been a regression from outstanding to good in AY2023/24. In Phase 4, attainment regressed from outstanding levels in AY2021/22 to consistently very good levels.
- The school's analysis of internal assessment data for AY2023/24 indicates that most students in Phase 1 make better than expected progress in relation to their individual starting points, and less than three-quarters of students in phases 2, 3 and 4 make the expected progress.
- In lessons and in their recent work, most students in Phases 1, 2 and 3 make the expected progress against learning objectives aligned with curriculum standards.

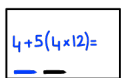
- The school's analysis of internal progress data for the different groups of students indicates that boys make weak progress across all phases. Girls make outstanding progress in Phase 1, and weak progress across all other phases. There is no data to inform the progress of any other groups in Phase 1. In Phase 2, Emirati students, low attainers, and students with additional learning needs make outstanding progress, while high attainers make weak progress, and G&T students make very weak progress. Almost all groups of students make weak progress in phases 3 and 4; except for low attainers who make outstanding progress across both phases, and students with additional learning needs and high attainers who make very weak progress in Phase 4.

Next Steps:

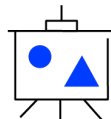
1. Provide an effective phonics program for students in Phase 1 to ensure that they make progress in English language learning.
2. Accelerate the progress of all students across phases 2, 3 and 4 in internal assessments and benchmark students' achievement across all phases.
3. Provide an effective reading program for all phases that assesses, monitors, measures, tracks and recommends appropriately levelled texts for students to make progress in their reading skills.

Mathematics

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



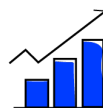
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students across all phases attain levels that are above curriculum standards.
- The school administers the IBT standardized assessment to benchmark students' attainment in mathematics in phases 2, 3 and 4. Results for AY2023/24 in IBT indicate weak attainment with no significant variation across the grades. Students across phases 2, 3 and 4 sit for the MoE external assessments. Results for AY2023/24 indicate that the large majority of students in Phases 2 and 4, along with a majority in Phase 3, attain above curriculum expectations. 15-year-old students participated in the PISA (Programme for International Student Assessment) 2022. In mathematical literacy, students achieved a score of 407.9, which was below the PISA international average of 472, but exceeded the school's target of 403.3. Grade 4 and Grade 8 students participated in the TIMSS (Trends in International Mathematics and Science Study) 2023 assessment. In Grade 4 mathematics, students achieved a score of 430.79, which was below the international average of 503, and below the school's target of 458.26. In Grade 8 mathematics, students achieved a score of 420.88, which was below the international average of 478, and below the school's target of 457.39.
- In lessons and in their recent work, most students in phases 1,2 and 3 demonstrate levels that are in line with MOE curriculum standards. The majority of students in Phase 4 demonstrate skills that are above curriculum standards.
- Over the past three years, the school's internal attainment data indicates that attainment has been consistently outstanding in all phases. Trends in MoE external assessments indicate regression over time where in Phases 2 and 4, attainment regressed from outstanding to very good levels in AY2023/24; and in Phase 3 from very good to good in AY2023/24. Trends in IBT over the past three academic years indicate consistently weak attainment across Phases 2, 3, and 4.
- The school's analysis of internal assessment data for AY2023/24 indicates that most students in Phase 1 make better than expected progress in relation to their individual starting points, and less than three-quarters of students in phases 2, 3 and 4 make the expected progress.

- In lessons and in students' work, most students in Phases 1, 2, and 3 make the expected progress toward learning objectives aligned with MOE curriculum standards, and the majority of students in Phase 4 make better than expected progress.
- The school's analysis of internal progress data for the different groups of students indicates that boys make weak progress across all phases. Girls make outstanding progress in Phase 1, and weak progress across all other phases. There is no data to inform the progress of any other groups in Phase 1. In Phase 2, Emirati students, low attainers, and students with additional learning needs make outstanding progress, while high attainers 7 G&T make weak progress. All groups of students make weak progress in phases 3 and 4.
- In lessons, most groups make the expected progress, with boys and girls progressing at the same rate. High attainers make better-than-expected progress but are not always sufficiently challenged to reach their full potential.

Next Steps:

1. Strengthen mental calculation fluency in Phase 2 through daily number sense drills and timed arithmetic challenges to build speed and accuracy with core operations.
2. Develop advanced graphical skills in Phase 3 by practicing precise plotting of inequalities on both number lines and coordinate planes, emphasizing real-world applications.
3. Build strategic problem-solving across Phases 2–4 using scaffolded, multi-step word problems that integrate concepts like fractions, ratios, and algebra to deepen analytical reasoning.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students across phases 1, 2 and 4 and the large majority in Phase 3 attain levels that are above curriculum standards.
- The school does not have any external assessment in Phase 1. The school administers the IBT standardized assessment to benchmark students' attainment in science in phases 2, 3, and 4. Results for AY2023/24 in IBT indicate weak attainment across the three phases. Students across phases 2, 3 and 4 sit for the MoE external assessments. Results for AY2023/24 indicate outstanding levels in Phase 2 science and Phase 4 chemistry and very good levels in Phase 3 science, Phase 4 physics and biology. 15-year-old students participated in the PISA (Programme for International Student Assessment) 2022. In scientific literacy, students achieved a score of 426.7, which was below the PISA international average of 485 but exceeded the school's target of 392.8.
- Grade 4 and Grade 8 students participated in the TIMSS (Trends in International Mathematics and Science Study) 2023. In Grade 4 science, students achieved a score of 418.89, which was below the international average of 494 and below the school's target of 452.60. In Grade 8 science, students achieved a score of 438.42, which was below the international average of 478 and below the school's target of 477.66.
- In lessons and their recent work, most students in phases 1, 2 and 3 attain levels that are in line with the curriculum standards, while the majority in Phase 4 attain levels above curriculum standards.

- Over the past three years, the school's internal attainment data indicates that students' attainment in phases 1, 2 and 4 has been consistently outstanding, while students' attainment in Phase 3 regressed from outstanding in the AY2021/22 and AY2022/23 to very good in the AY2023/24. Trends in MoE assessment data indicate consistent outstanding student attainment in Phase 2 and in chemistry in Phase 4. Whereas, students' attainment in MOE assessment regressed from outstanding in the AY2021/22 and AY2022/23 to very good in the AY2023/24 in Phase 3, and in Phase 4 physics and biology. Over the past three years, ACER IBT assessment data indicates that phases 3 and 4 attainment has been consistently weak, while attainment in Phase 2 regressed from good in the AY2021/22 to weak in the past two years.
- The school's analysis of internal assessment data at the end of the AY2023/24 indicates that most students in Phase 1 and in Phase 4 chemistry make better than expected progress, while less than three-quarters of students in phases 2 and 3 and in Phase 4 physics and biology make the expected progress against curriculum standards over time and from their starting points at the beginning of the academic year. ACER IBT assessment data indicates that less than three-quarters of students in phases 2, 3, and 4 make the expected progress.
- In lessons and their recent work, most students in phases 1, 2 and 3 make the expected progress, while the majority in Phase 4 make better-than-expected progress against their learning objectives aligned with curriculum standards.
- The school's analysis of internal progress data for the different groups of students indicates that boys and girls make weak progress in phases 2 and 3, and in Phase 4 physics and biology, while they both make outstanding progress in Phase 4 chemistry. In Phase 1, however, boys make weak progress while girls make outstanding progress. No data has been provided of the progress of other groups of students in Phase 1. Data indicates that Emirati students and higher attaining students make weak progress and lower attaining students make outstanding progress in phases 2 and 3 and across sciences in Phase 4. Data further indicates that while gifted and talented students make weak progress in Phase 2 and across sciences in Phase 4, they make outstanding progress in Phase 3. Students with additional learning needs, including students of determination, make good progress in Phase 2, however, they make very weak progress in Phase 3, and in physics and biology in Phase 4.

Next Steps:

1. Increase opportunities for hands-on laboratory activities and inquiry-based learning experiences.
2. Integrate the scientific method into science units, emphasizing the importance of observation, prediction, experimentation, data analysis, and drawing evidence-based conclusions.
3. Conduct a curriculum review and implement teaching strategies that explicitly promote students' higher-order thinking skills to enhance student performance on international assessments, namely on TIMSS and PISA.

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:

- Most students are engaged in learning in lessons and they enjoy learning. The students who most often take responsibility for their own learning are in Phase 4. For students in Phases 1, 2 and 3, this is a developing feature of learning. Students in Phase 4 more often know their strengths and areas to improve. Younger students can work for short periods without undue teacher intervention. Some learners in Phases 1, 2 and 3 are passive listeners and watchers.
- In Phase 4, students interact, collaborate and communicate well in a range of learning situations. The majority are active learners and can communicate their strengths and areas needing development. In the other phases the encouragement of collaboration and communication is variable. Students in a number of lessons need greater opportunities to work together effectively, improve their ability to exchange ideas, listen to diverse perspectives, and in group work to achieve agreed goals.
- A number of teachers purposefully ensure learners consider real-world applications and real-world challenges in their learning. These students are encouraged to think about the relevance of what they study in everyday life. Students less often make clear connections between areas of learning. Knowledge and skills from a range of contexts is restricted. Most students learn in familiar contexts and requiring them to apply their learning to new contexts is challenging.
- Innovation, enterprise, enquiry, research, critical thinking, and use of learning technologies is variable across the school. Students do basic research most often with the support of teachers. Students in Phase 4 more often enquire and research independently. Critical thinking and problem-solving are not routinely a part of the development of learning skills particularly in Phases 1, 2 and 3. The use of learning technology is not used effectively to develop learning skills.

Next Steps:

1. Ensure all students develop a sense of responsibility for their own learning.
2. Ensure Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies are features of learning.
3. Ensure students make connections between areas of learning and can apply their learning to new contexts.

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

Personal Development

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

Findings:

- Students have a positive attitude in classes. They respond well to staff instruction. In Phase 3 and Phase 4, they take responsibility for their learning when possible. In KG and Phase 2, they rely more on teacher support.
- Students in all phases behave well in class and around school, showing courtesy to peers and staff. They help maintain a safe and orderly learning environment. Phase 4 students are more self-disciplined, self-reliant, and respectful of school values. Bullying across the school is rare.
- Students and staff in all phases have a very supportive and nurturing relationship. Students in all phases cooperate well with others and students in phases 3 and 4 are often supportive of students with additional learning needs.
- Students in all phases are generally aware of the importance of staying fit and healthy and all students participate in PE. Students receive some advice in classes, the school clinic, and from information boards about healthy living and often make healthy choices for snacks and meals. This is also supported by the pastoral staff who will confiscate banned snack items such as chips and carbonated or sugary drinks. Student leadership groups are very aware of the importance of healthy lifestyles and promote this to other students in arranged sessions.
- Attendance for the last full term at 93% is acceptable. Attendance is higher in phases 2 and 3 but falls below this average in KG and Phase 4. While punctuality between lessons is generally good, some lateness was observed at the beginning of the day, particularly in Phase 4.

Next Steps:

1. Enhance students' understanding of the importance of regular attendance, especially in phases 1 and 4.
2. Further enhance the adoption of safe and healthy lifestyles, particularly through the expansion of student-led initiatives.
3. Develop KG and Phase 2 students' emerging independence through scaffolded choice-making and collaborative learning tasks.

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	Good	Good	Good	Good

Findings:

- Students demonstrate clear awareness and appreciation of Islamic and Emirati values. They understand the impact of Islamic values on contemporary Emirati society and highly value social life in the UAE. Students recognize safety, security, and multicultural diversity as unique features of UAE society.
- Students across all phases, especially in phases 3 and 4, have developed a clear understanding of UAE traditions, culture, and heritage. They know how Emiratis celebrate cultural events and rituals such as Haq al-Leila. Furthermore, students, especially from phases 1 and 2, participate in celebrating national occasions such as National Day and Flag Day but rarely take a leadership role in organizing these events and taking initiative themselves.
- Students across the school demonstrate a secure understanding of their own culture and could compare it to other cultures. The school has a relatively multicultural student body which contributes to students' awareness of other cultures. As a result, most students develop some understanding of the other cultures presented in their classes. On the other hand, students in the upper grades learn about other world cultures through lessons integrated into the history, social studies, and English curricula. However, students' awareness of other world cultures is inconsistent across the school.

Next Steps:

1. Encourage students to take leading roles in organizing the school's cultural events.
2. Increase students' participation in national celebrations and cultural events, especially in phases 3 and 4.
3. Enhance students' awareness of other world cultures through more consistent research, school-wide events, and activities.

Social responsibility and innovation skills

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

Findings:

- Students across all grade levels demonstrate awareness of their roles in community service and social initiatives, participating in various campaigns and charity events, including healthy food awareness programs led by the Student Council. However, younger students, particularly in KG and Phase 2, have fewer opportunities to engage in age-appropriate activities like mentoring or collaborative projects, limiting their involvement.
- Students actively participate in community initiatives like 'Cleaning the Wild,' but most engage as followers rather than leaders in designing or driving these projects. Innovation is more prominent in STEM and business projects, with older students displaying creativity in science fairs and competitions like the STEM program. However, stronger connections to real-world applications and global challenges would further enhance these initiatives.
- Students possess a foundational understanding of environmental conservation and sustainability, evidenced by activities such as tree planting and recycling programs. Curriculum-integrated projects, like research on the environmental impact on mental health, demonstrate applied learning. Nevertheless, external engagement remains limited, indicating a need to expand outreach, align efforts with broader environmental challenges, and explore hands-on initiatives such as establishing a school garden.

Next Steps:

1. Develop students' capacity to conceptualize, plan, and lead independent projects through scaffolded skill-building.
2. Deepen intercultural competence through immersive learning experiences that explore global traditions, values, and contemporary issues.
3. Increase opportunities for students of all ages to develop their innovation skills through community participation projects.

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 across the phases have secure subject knowledge and the majority understand how their students learn. They consistently apply their knowledge in their lessons. The majority convey subject matter accurately and clearly. They establish effective relationships with students. They consider students' backgrounds and community in their teaching. The majority of teachers provide opportunities for students to engage in learning most particularly in Phase 4.
- Teachers in all subjects plan lessons that align to the Ministry of Education (MoE) curriculum. Teaching is strongest in the subjects of Arabic, Islamic Education and Social Studies. Lesson plans show unit, topic, and activities. A number of lesson plans lack detail on success criteria, the use of assessment data to inform teaching, and specific support for different groups of learners. The learning environment generally encourages learning. Most teachers manage time and use resources that support learners. Teachers in Phase 4 more often apply a varied pace in lessons according to students' needs. The application of IT resources in lessons is inconsistent and is not effectively incorporated in lessons for effective learning.
- The most effective teachers interact with students constructively to motivate them to learn. This is most often seen in Phase 4. The most effective teaching includes the use of assessment for learning and questioning that is probing and targeted, with productive dialogue. This encourages students to think for themselves, reflect, and offer thoughtful responses. These interactions are most evident in Arabic, Islamic Education, social studies, and the upper grades in English. There is an inconsistency amongst teachers in Phases 1,2, and 3 in using effective questioning and dialogue.
- The minority of teachers show an awareness that students have different learning needs. In the most effective lessons teachers adapt their teaching strategies to meet students' needs. In a number of lessons, teachers are not consistent in using a variety of teaching approaches for successful student learning. Teachers' expectations of students vary across subjects and phases. Challenge and support are often not routinely and effectively provided to meet students' needs.
- Lessons do not always provide for critical thinking and problem-solving skills. In a number of lessons students rely too much on adults for guidance. The most proficient teachers purposefully ensure students develop critical thinking and problem-solving skills, as well as independent learning. These skills are most often incorporated in Arabic, Islamic Education, social studies and the upper grades in English. The promotion of these skills is not regular across all subjects and grades. Not all teachers give students sufficient opportunities to think deeply, to develop their own understanding, and to find out for themselves.

Next Steps:

1. Ensure teachers consistently use strategies and approaches that meet the needs of all groups of students based on the use of a range of assessment data.
2. Provide more opportunities in lessons for the development of critical thinking, problem-solving and innovation.
3. Scaffold teaching to gradually build student autonomy and self-directed learning.

Assessment

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

Findings:

- Internal assessment processes are consistent, and linked to the school's curriculum standards in phases 2 to 4. Regular internal assessments are carried out across all phases and subjects, based on MOE curriculum assessment guidelines. Assessment processes provide an appropriate measure of student's academic achievements in all phases and subjects. Assessment policies set out the underlying principles of the Moe Curriculum but do not link with school principles. The broad range of assessment types are identified, and the weighting of assessments and the method for calculating final grade averages. Appropriate systems are in place to ensure that summative assessments are valid and clear, however, these are less effective for formative/continuous assessments.
- Students from grades 3-10 sit for the standardized ACER International Benchmark Tests (IBT) in Arabic, science and mathematics. In grades 4-12, students also sit MoE examinations in all core curriculum subjects. The school has benchmarked Grade 4 and Grade 8 students' attainment in TIMSS (2023). 15 year old students have also participated in the Programme for International Student Assessment (PISA) 2022 to benchmark students' attainment in reading, mathematical and scientific literacy.
- Subject leaders analyze assessment data to evaluate students' progress and information is gathered from internal and external, and standardized test scores. Assessment progress data on individuals and groups is analysed, but this is underdeveloped. The data separates groups of students including boys, girls, gifted and talented, and provides a measure of progress against starting points over time, however, the progression bands selected produce progression grades four grades below the attainment.
- Teachers have some assessment and benchmark data available to them for all classes, however, this is not adequately used to inform teaching or curriculum planning. In all phases, the higher-achieving including gifted and talented students and the low-achieving students, are inconsistently challenged. In some lessons, teachers attempt to use questioning strategies to promote thoughtful and critical responses in students. However, the application of these strategies is inconsistent in all phases and students are rarely given the time to consider their answers.
- Teachers have a reasonable knowledge of the strengths and weaknesses of the students in their classes. In workbooks, teacher-written feedback is neither detailed nor developmental. It mainly provides a tick and some praise. Self and peer assessment is a developing feature in the school and students would benefit from more opportunities to be involved in assessment.

Next Steps:

1. Ensure that assessment processes provide a valid and clear measure of student progress.
2. Ensure that students' academic outcomes are benchmarked in English, Islamic education and social studies.
3. Support teachers and middle leaders to make effective use of assessment data to track and monitor the progress of individuals and groups of students.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school's curriculum demonstrates alignment with the Ministry of Education (MOE) standards. While a reasonably broad and balanced curriculum is implemented, there is a noted emphasis on knowledge acquisition over skill development. The kindergarten curriculum adheres to MOE-approved frameworks and resources across all key subject areas.
- Curriculum planning exhibits adequate progression in most core subjects. However, inconsistencies in progression are observed in some subjects in the lower phases. Phase 4 curriculum planning effectively builds upon students' prior achievements, adequately preparing them for the next educational phases both within and beyond the school.
- The curriculum provides a range of elective options for older students, fostering the development of individual interests, and aspirations. In Phase 4, students are offered distinct academic pathways through advanced and general streams, along with subject-specific electives in sciences, combined subjects, and specialized areas including ICT and health science.
- While cross-curricular connections are integrated in the curriculum, namely in lesson plans, the implementation in classroom practice is currently superficial. Planned cross-curricular links do not consistently facilitate the transfer of learning across subjects. Recently initiated problem-based projects aim to enhance cross-curricular application of knowledge and skills in Phases 3 and 4, the impact of which is yet to be observed due to their recent implementation. Additionally, Phase 4 students occasionally engage in STEAM projects, providing opportunities to integrate knowledge and skills from multiple disciplines to solve real-world problems.
- The school is yet to develop a clearly defined and systematic policy for annual curriculum review. Current review practices primarily reflect adherence to MOE directives with no significant contextual adaptation. The current process does not sufficiently address the academic and personal development needs of all students. Notably, the KG curriculum underwent a comprehensive review and revision process in the previous academic year.

Next Steps:

1. Develop a curriculum framework that prioritizes the integration of skill development simultaneously with knowledge acquisition across all phases.
2. Develop a systematic data-informed process for annual curriculum review to address diverse student needs.
3. Enhance cross-curricular connections in classroom practice ensuring consistent transfer of learning across subjects.

Curriculum adaptation

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

Findings:

- In Phases 1, 2 and 3, the school demonstrates adequate curriculum adaptation to meet the needs of the majority of student groups. Phase 4 exhibits a higher degree of success in ensuring teachers modify the curriculum to address the diverse needs of most students. This is mainly through scaffolding and individualized support for lower-attaining students. However, curriculum modification for higher-attaining students requires further development across all phases.
- The curriculum is engaging and provides a range of opportunities to motivate most students. A variety of extracurricular activities and community partnerships enhance students' academic and personal development, particularly in Phase 4, which includes clubs such as chess and science. School-wide participation in sports, Quran recitation, and Arabic poetry competitions further enriches students' experience and fosters holistic development.
- The curriculum incorporates appropriate learning experiences, including integrated lesson plans and displays throughout the school, to foster students' understanding of UAE values, culture, and society. While these links are evident across most aspects of the curriculum, classroom implementation currently lacks depth, impacting students' development of a comprehensive understanding.

Next Steps:

1. Adapt the curriculum to effectively challenge and support all groups of students across all phases.
2. Enhance the integration of extracurricular activities and community partnerships to further promote holistic student development.
3. Ensure consistent and deeper integration of Emirati culture across all subjects and phases.

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 effective procedures for the safeguarding of students including child protection. Child protection and safeguarding arrangements are clearly defined in a written policy that is shared with all stakeholders. All employed staff sign a copy to confirm they have read and understood this policy. The school provides training for all employed staff in child protection and safeguarding and their attendance in this mandatory training is recorded. The school takes steps to ensure that all students are protected from all forms of bullying, including online through assemblies and information posters around the school. There is scope for further development of anti-bullying initiatives with a focus on online and social media safety, by encouraging more student-led initiatives.
- The school provides a safe, secure and hygienic environment for students and staff, with regular safety checks and appropriate risk analysis using approved templates. Potential risks are identified and recorded by the health and safety committee and steps are taken to mitigate any risks identified. Access to the roof has lockable doors, however, students can still access the stairs to these areas, therefore lockable barriers at the base of the stairs to the roof access would improve safety, particularly during an emergency evacuation. Supervision around the school is effective, particularly during arrival and dismissal for students using school bus transport and those being collected by parents. All visitors are logged by security inside the main entrance, and parents are not permitted outside of the administration area. These controls could be enhanced through the addition of colour-coded lanyards and IDs for parents, visitors and contractors.
- The school has contracts with approved suppliers for a range of services, including security, hazardous waste, catering, CCTV and water quality. Consequently, the school is well maintained and up-to-date records are kept. The clinic is adequately stocked with consumables and first aid items and is well run by a qualified and licenced school nurse. There are a small number of adequate first aid kits around the school.
- The school is clean and well maintained and recent improvements to outdoor areas have enhanced the provision for KG in particular. Classrooms are adequate for students, though cramped in some rooms and the provision of an elevator for the first floor would allow for improved access for all students.

- The school promotes healthy living in classes, assemblies and, most effectively, through student leader groups taking over classes which have a substitute teacher to inform and guide the peers on healthy living. The canteen provides a range of healthy food choices and students are aware of the importance of making healthy selections. The school provides reasonable protection from the sun with the addition of awnings in outside play areas.

Next Steps:

1. Provide lockable barriers at the base of the stairs, to control access to the roof of the school.
2. Reinforce systems to ensure full security at the point of entry.

Care and support

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

Findings:

- The school has effective systems to manage student behavior, ensuring students are courteous and respectful toward adults and visitors. They move around the school in an orderly manner, fostering cordial relationships between students and staff.
- Attendance procedures are not effective in yielding Good levels of attendance across the school, especially in KG and Phase 4. In Phases 2 and 3, attendance is better.
- The school has a robust system for identifying students with special educational needs (SEN), currently supporting twelve students of determination with individual education plans (IEPs). However, identification and planning for gifted and talented students are less thorough.
- Students with additional learning needs, including students of determination have shadow teachers, but differentiation in lessons to meet diverse needs is inconsistent. While progress for SEN students meets expectations, fewer than 75% of gifted students make expected progress. The SENCO provides three one-on-one sessions weekly to students of determination. Improving task differentiation in lessons remains a priority.
- The social worker, psychologist, and SENCO collaborate to support students' personal and social development, offering guidance on attendance and punctuality. Their efforts are reinforced by governors, who emphasize the importance of regular attendance for exam success and career prospects to students in Grade 12. Phase 4 students receive guidance and support in making subject choices and university applications, which is valued by students and their families.

Next Steps:

1. Strengthen the procedures for managing attendance and punctuality, particularly in KG and in Cycle 4.
2. Enhance the quality of the Additional learning plans for gifted and talented students to ensure that they meet the needs of the students.
3. Ensure that all teachers plan meaningful activities that support and challenge students with additional learning needs, including students of determination and those who may be gifted or talented, thus meeting their learning needs.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable ↓

Findings:

- The senior leadership team is made up of the principal and vice principal. They are supported by middle leaders who are heads of department for the boys and girls sections. The principal has a clear direction for the school, which is shared with all stakeholders. The vision and mission statements have just been re-written and have a strong focus on UAE national priorities, which include sustainability and the promotion of UAE identity. These priorities are very evident in displays around the school. The school demonstrates a commitment to inclusion, with thorough systems for identifying students with additional needs. However, the support they receive in classrooms is not always effective.
- Senior leaders have an appropriate understanding of the curriculum and best practices in teaching and learning. However, middle leaders are not as skilled. Their impact on raising standards in terms of student outcomes is not wholly evident in all subjects and phases. Leaders know that there is a need for more differentiation in lessons and a more rigorous assessment system. Senior leaders have developed a culture of sharing best practice within the school and have provided a wide range of workshops and professional development for teachers to support improved practice. There is evidence of some strong practice in terms of teaching and learning, particularly in Phase 4, but this is not consistently evident in other phases of the school.
- Relationships in the school are cordial and professional. Communication is effective. Leadership roles are delegated to others, but middle leaders have not received any training specific to leadership, thus limiting their capacity to drive the school forward. The principal ensures that students receive appropriate care and support. Leaders at all levels understand their roles but their judgements relating to the quality of teaching and the attainment and progress students make, are not always accurate, because they do not routinely apply the inspection framework correctly. Morale within the school is positive.
- Leaders know where the school needs to improve. Their work in achieving their goals has been hampered in the current academic year by an influx of over three hundred students, particularly in phases 2 and 3. The school has a high turnover of teachers and this too, has impeded the rate of progress the school has been able to make. Middle leaders all have heavy teaching commitments, limiting their ability to support other teachers. However, leaders demonstrate sufficient capacity to improve the school. Despite these challenges, the school has maintained an acceptable level of achievement in most subjects and key areas, although there have been a few regressions. The personal and social development of students, including their relationships, attitudes and behavior are positive aspects of the school's work. Leaders ensure the school is compliant with statutory requirements.

Next Steps:

1. Ensure that leaders at all levels have sufficient time to perform their roles effectively, particularly in regard to supporting other teachers to improve.
2. Provide specific leadership training for middle leaders to support them in their professional development as leaders.
3. Support leaders at all levels, but particularly middle leaders, in using and applying the inspection framework to enable them to make accurate judgements of teaching, learning, attainment and progress.

School self-evaluation and improvement planning

Performance Indicator	Quality judgement
School self-evaluation and improvement planning	Acceptable ↓

Findings:

- The senior leadership team involves all staff, governors, students and parents in the self-evaluation process (SEF). Suggestions from parents have resulted in the provision of more shaded areas outside. The self evaluation form (SEF), lacks reference to either internal or external data to support its judgements, hence, these may not accurately represent student achievement. However, senior leaders are aware of the school's strengths and areas in which it needs to improve.
- The school development plan is loosely based on the SEF, it is focused on six key areas, several of which are previous inspection recommendations. The targets are not SMART, and the plan includes personnel responsible and time frames for review and completion. However, there is no commentary as to the success of actions and the linkage to student outcomes is not clear.
- In terms of success in meeting previous inspection recommendations, it is a mixed picture in that the areas not inspected relating to students' personal development are relatively strong, but the school is still working on other recommendations. This is mainly due to the turnover of teachers but also to the large influx of students in the current academic year, which has slowed the pace of improvement.
- Teaching and learning is monitored regularly by both senior and middle leaders. They undertake joint observations, with senior leaders offering guidance to middle leaders to develop their expertise. These observations take place six times per term, but this is variable depending on the experience and expertise of the teacher. Teachers receive written feedback that is more focused on what the teacher does rather than on student outcomes. Middle leaders are not wholly familiar with the inspection framework, leading to some inaccurate judgments on their part. The school is hampered in its progress because teachers regularly leave for jobs elsewhere.

Next Steps:

1. Ensure that the school's self evaluation is evaluative rather than descriptive, and is informed by various sources of evidence and data.
2. Ensure that the school development plan contains SMART targets that are linked to student outcomes.
3. Continue to closely monitor the quality of teaching and learning so that it is wholly focused on student outcomes and their learning.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good 

Findings:

- The school effectively engages parents in supporting teaching and learning through multiple initiatives. Parents are very aware of what their kids are learning and how well they are doing. Regular parent meetings are held; this year, an Open Day event was initiated on Friday, allowing parents to visit the school and discuss their kids' academic achievements with teachers. These meetings primarily focus on academic performance, while communication regarding students' personal development is handled verbally by the administration, particularly the social counsellor and section supervisors. The Parents appreciate the easy communication with the school staff and the principal at any time to discuss any concerns or suggestions, which is taken seriously by the administration and staff. The school encourages parents' participation in decision-making processes through surveys, which show that most parents express high satisfaction with the school's support for students' learning and social development. They say that they feel the school staff is like a second family for their children. At the last parent meeting, they suggested introducing after-school tutoring sessions to help students bridge learning gaps. The school is awaiting official approval to proceed and has begun offering online support by volunteer teachers on Saturdays for students needing academic support. Parents involvement makes a highly positive contributions to raising standards.
- The school has implemented a structured, multi-channel communication system to keep parents well informed. All school policies, schedules, announcements, and updates are shared primarily through Telegram, which serves as the primary communication platform. These are also are also shared via Instagram and Facebook. Teachers use ClassDojo to communicate with parents individually, while the ministry's LMS platform is used for educational purposes. Communication with parents also takes place through the receptionist, social worker, and section supervisor daily to keep parents engaged and updated on any concerns regarding their kids' emotional and social development or any behavioral issues. Parents of students of special educational needs (SEN) have a designated support specialist, the Head of Inclusion, who ensures confidentiality and provides structured updates via formal reports and documented phone calls. Parents of SEN learning needs feel highly supported and that their children have improved significantly academically and socially since joining the school. All students nominated for activities or identified as gifted or talented receive formal approval forms for parental consent. Despite high levels of communication with parents, they remained less aware of the importance of external and international assessments for their kids.
- The reporting system is structured to cover academic achievements of students, reports are sent to parents on regular bases, the end of term results in addition the report of the ongoing summative tests during the term. However, The social and personal development are not covered clearly in these reports.

- The school makes sustainable social contributions to local and national communities, supporting students' learning and community engagement. They partner with the Bidaya Centre, providing follow-up support for students of determination, and The Specialized Hospital, where students participate in volunteering and awareness sessions. Additionally, they collaborate with Civil Defense, conducting safety awareness programs at the school and hosting student visits. The school has extensive and effective local partnerships. They have established partnerships with five other schools to exchange expertise, in addition to partnerships with Abu Dhabi University and Al Ain University, which use the school as a training centre for final-year education students. They also partner with local organizations like Al Khwarizmi College (formerly Liwa College), offering guidance on higher education options. At the national level, students have participated in competitions such as the Chevron Readers Cup in Dubai and various ADEK-organized events in Abu Dhabi. However, the school currently lacks international partnerships, limiting students' exposure to global learning opportunities.

Next Steps:

1. Enhance parental awareness of external and international assessments and their importance in students' learning and achievement.
2. Improve reporting on students' personal and social development to include written coverage of social development in addition to academic achievements.
3. Establish collaborations and partnerships on the international level to enhance students' exposure to global learning experiences.

Performance Indicator	Quality judgement
Governance	Good 

Findings:

- The Board of trustees is representative of the school and its community, with the exception of students. The owner is represented, demonstrating a keen interest in the school. Governors seek the views of parents and students through regular surveys. Governors also met with students in Grade 12 recently to discuss their attendance and emphasise the importance of attending school regularly.
- Governors make regular visits to the school to observe its work. These visits are sometimes, but not always linked to school priorities. Governors meet with the principal regularly to discuss the work of the school and the achievement of the students. However, there is no formal mechanism in place for holding the principal to account. The process currently consists of the regular meetings and the outcome of the irtiqaa report. The principal does not have specific, measurable targets to achieve and be held accountable for.
- The trustees exert a positive influence on the school and have recently invested in the physical aspects of the school, installing smartboards to raise standards in the use of technology, refurbishing the entrance area and the bathrooms, providing more shaded areas outside and additional sports facilities. However, practical resources to support independent learning in the classroom are lacking. Governors ensure that all teaches are appropriately qualified and deployed, with the exception of KG, where there are no teachers with early childhood qualifications and the leader of the department teaches in Phase 4.

Next Steps:

1. Make provision for student representation on the board.
2. Ensure there is a thorough system of appraisal to hold the principal to account.
3. Consider the appointment of teachers and leaders who are suitably qualified to teach KG and have a thorough understanding of how these young students learn.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the school's operations are well organised and foster a calm environment conducive to learning. Routines and procedures, including arrival and dismissal times, are effective and lessons and other activities mostly start on time and run smoothly without significant interruptions. The lesson timetable is effective in managing the facilities to minimise loss of learning time, although, in a few lessons, punctuality is impacted by the late arrival of teachers.
- The school is appropriately staffed to facilitate opportunities for effective learning. Teachers and support staff are deployed well. Staff are suitably qualified in most areas, other than KG, where teachers and leaders have little experience in early years education. Teachers undertake regular professional development and are offered a range of professional development opportunities in pedagogy and systems at the start of the academic year and throughout the term. However, best practice in the classroom is inconsistently shared.
- The school premises are sufficient with all the specialised facilities in place including technology resources, library, science laboratories, gym/theatre and shaded outdoor sports and play facilities. Playgrounds are shaded and suitable for the number of students. Classrooms are of an adequate size and are equipped with smartboards, and students share a tablet or laptop in small groups. Outdoor play areas are well-shaded for KG and meet the requirements for gross motor skill development. However, student seating lack the comfort to sustain learning, particularly for students in the high phases.
- An appropriate range of resources is utilised across the school to support the learning of students. However, there are no early years qualified staff in KG, and few classroom resources are used to encourage practical student activities.

Next Steps:

1. Deploy suitably qualified and experienced staff in KG who have strong knowledge in how young students learn.
2. Increase the availability of classroom resources to encourage practical student activity.
3. Improve the comfort and quality of students' seating arrangements in classrooms, particularly in the high school.

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