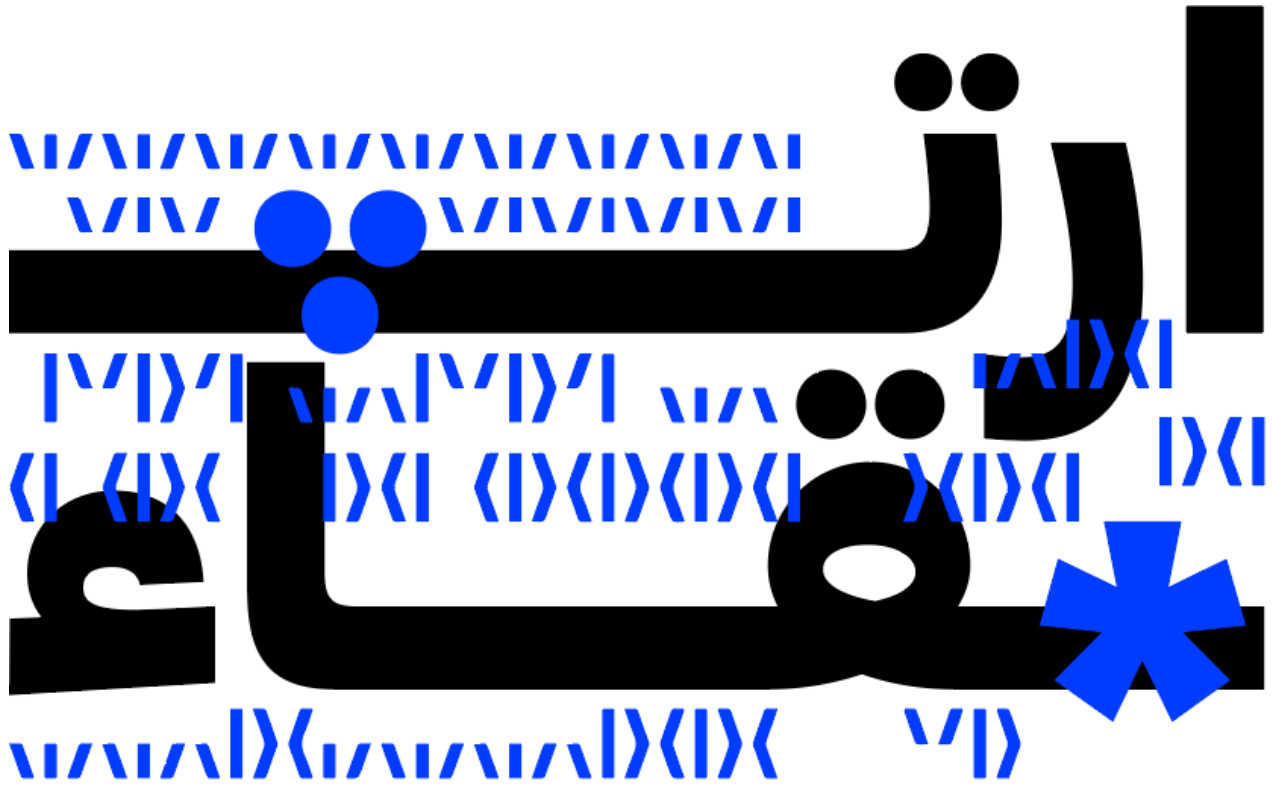




Irtiqa'a School Inspection

AY 2024/25

Alkhalil International Private Schools

Rating: Good

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School Information

General Information		
	Name	Alkhalil International Private Schools
	Esis Number	9143
	Location	77, Al Rayhani St, Falaj Hazza', Al Ain 30064
	Website	http://alkhalilschools.com
	Telephone	037820676
	Principal	Hussein Ibrahim Atyeh Abuirtaimeh
	Inspection Dates	22 to 24 Feb 2022
	Curriculum	MoE (UAE)

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	811
Number of Emirati students	23
Number of students of determination	7
Largest nationality group of students	Jordan

Information On Teachers

Number of teachers	49
Nationalities	Egypt
Number of teaching assistants	3

Changes since the previous inspection

School leaders have, in part, addressed the recommendations in the previous inspection report, although some issues are yet to be fully resolved. The path of improvement has been impacted by the recent pandemic which has set back, for example, planned training and those areas for development which require staff to be on the premises. However, there have been improvements in students' attainment and progress in English, mathematics and science in Cycle 3. Overall, students' achievement in the Arabic subjects all remains consistently good. There have been further improvements in governance and its impact on the school community through the period of disruption. The school has successfully embraced online teaching as necessary, sustained standards of achievement and has developed robust monitoring systems of online practice. There has been some effort to provide stimulating displays in classrooms, although the use of extensive displays has been contrary to COVID-19 regulations. There has been no significant improvement in the provision of physical books to support reading in Arabic or English. However, students now have access to a wide range of reading materials through online libraries as part of the school's efforts to make more structured provision for reading development in both languages. The use of computers in lessons has improved in some subjects but there is limited use of IT resources for research purposes in others. Most staff now provide more informative written feedback, which is linked to self- and peer-assessment. However, the marking of books has been discouraged as part of the Covid prevention regime. Senior leaders monitor teaching frequently and provide incisive feedback to staff. The provision and quality of professional development for staff is a key strength of the school. Subject leaders are knowledgeable and effective, although most are based in Cycle 3 which does not necessarily give them a close engagement with Cycle 1, where the impact of improvement has been least marked. Some issues remain over the accuracy of self-assessment processes and the decisions which emerge from them.

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

The school is making mostly effective use of international assessment platforms that provide feedback on student performance. The school is aware of its targets for the next examination sessions in both TIMSS and PISA. The school has appointed a coordinator for the required international examinations who analyses the requirements of the various tests in some detail and monitors the progress of students using the specified assessment requirements. While the school indicates that systematic preparations are in place, the focused provision appears, for example, to be more rigorously developed in mathematics than in science. Overall, the school gives priority to preparing students to the appropriate standard. The school was not selected for the 2021 PIRLS examination. The cohorts to be entered for the TIMSS assessments in mathematics and science at ages 10 and 14 in 2023 are undertaking regular practice tests in these subjects. Some provision is also made for PISA and the various EmSAT papers, with adaptations made to the curriculum to include the format and content which is typically encountered in the international tests. Worksheets and projects which are underpinned by skills relevant to PISA are created.

Reading

The school has a coherent plan in place to address the provision for reading in both languages. There are approximately 1970 books written in Arabic and around 350 books written in English in the school library. The school employs a full-time librarian. Although students are not using the library at the moment, the school has developed outdoor reading areas, where students go each week. Previously, students had a regular lesson in the library and could borrow books to read at home. Various virtual libraries, for both English and Arabic readers, can be accessed by students so that they can read books at school and at home. The school considers that the period of online learning has given the opportunity to develop better practice in teaching reading. A diagnostic reading test has been introduced and is used as the basis for monitoring students' progress in acquiring advanced skills in reading. There are regular re-tests. Where particular needs are identified, students are given additional support and their progress is tracked. When online, students record themselves reading and their recording is evaluated by the teacher, with feedback provided. A Guided Reading program has been introduced in Grades 1 to 3, with trained staff. This links into the MoE class phonics curriculum in English. The class King and Queen of Reading are crowned every month to promote the importance of reading. Students support each other in developing their reading skills, with some more proficient readers, for example, regularly reading to other, less confident students. There are opportunities to read aloud through the grade workbooks and ancillary material. Teachers also listen individually to students read. Once a book is finished, students write a book review and complete some questions about the book. The teacher uses this information to adjust the level of the book. In class, students complete comprehension exercises, progressing from literal retrieval to inference as they move through the school. Students' increased interest in reading has led to the school's successful involvement in local speaking competitions. The school feels that they are promoting reading well, although a few parents have suggested that there is some loss of momentum in the promotion of reading in Cycle 2.

Strengths of the school

Senior leaders demonstrate vision and ambition. The senior leaders are an effective group who have, despite recent challenges, brought about some improvement in students' achievement and have retained the goodwill of parents. There is a very positive culture of learning in the school, particularly in Cycle 3, where the pace of improvement is most rapid. The Governing Board is highly effective. The membership of

the Board is reflective of a wide range of interests within the local, national and international communities, with representatives from the academic world, the local public sector, the defence forces, the youth sector, local business, parents and staff. They fulfil their duties extremely well, aiming to support staff and students in the best way they can. Consequently, no staff were laid off during the pandemic and salaries were maintained, with support given to families in difficulties. There is a creative relationship between the school and its parents. Parents are very positive about their engagement with the school and the support it gives to their children. There is an appreciation of the efforts made by the school during the COVID experience and the school's capacity to sustain students' learning. There is a very effective programme of professional development to support and retain staff. There is intensive provision for staff development at departmental and whole school level. The Principal has extensive understanding of current practices in the training and support of emerging teachers.

Key Recommendations

Improve achievement in English, particularly in Cycles 1 and 2, by:

- Providing more opportunities for students to develop their speaking skills, both in paired and small group interactions and in presentations to larger groups.
- Providing, where possible, reading areas in each classroom and greater access to physical books in English.
- Ensuring more frequent opportunities for students to develop their writing skills in English lessons.

Improve the impact of teaching by:

- Adopting a more consistent and thorough approach to providing feedback on students' work, indicating both their developing strengths and their areas for development.
- Providing more practical, hands-on activities to motivate students and engage their interest more effectively.

Improve leadership further by:

- Ensuring that the self-evaluation process is more robustly focused on current evidence of teaching and achievement.
- Ensuring that a more focused approach is taken towards the preparation of students for international exams such as TIMSS and PISA.

Provide more opportunities for students to collaborate in their learning, to undertake research through the use of information technology and to build more links to real-life experiences in all subjects.

Overall School Performance: Good

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	Good	Good
	Progress	Good	Good	Good	Good
UAE Social Studies	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Very Good	Acceptable	Good	Very Good
Mathematics	Attainment	Good	Good	Good	Very Good
	Progress	Very Good	Good	Good	Very Good
Science	Attainment	Good	Good	Good	Good
	Progress	Very Good	Good	Good	Very Good
Learning Skills		Good	Good	Good	Good

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

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

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

PS5: The protection, care, guidance and support of students				
	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good

PS6: Leadership and Management	
The effectiveness of leadership	Very Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Very Good
Governance	Outstanding
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 internal assessment information indicates that attainment at the end of term 3 of 2021 is outstanding in KG and very good in Cycles 1, 2 and 3 as almost all students attained knowledge, subject skills and understanding that are above the curriculum standards. External assessment information indicates that most Grade 12 students attained above curriculum standards. Thus attainment is outstanding. There are no external assessments for other grades or phases. There is no international assessment data in relation to Islamic Education. In lessons and in their recent work, a majority of children in Kindergarten, and students in Cycles 1, 2 and 3, attained levels of knowledge, skills and understanding that are above the curriculum standards. In Kindergarten, children are able to identify the pillars of Islam and recognize the pillar of pilgrimage (Hajj). However, a few children only partially memorized and enumerated the pillars of Islam or knew what Muslims wear during Hajj. In Cycle 1, Grade 1 students know the steps of ablution and arrange them correctly. They are aware of why we pray and why we should not be extravagant with water. However, a few students have less understanding of the arrangement of the ablution steps. Grade 4 students were able to know the biography (السيرة النبوية) of the Prophet (PBUH), such as the aspects of the Prophet's (PBUH) trust in his companions and how he consulted them. In Cycle 2, students demonstrate understanding of the overall meaning of the concept of kindness (الرفق). They can identify aspects of kindness to others and what may happen if we are not committed to being kind. They gave examples of personal behavior that may result in negative effects on social relationships. However, a few students show less extensive knowledge of Islamic rules and values. In Cycle 3, a majority of students attain above the curriculum standards. Grade 10 students were able to show the wisdom of legislating marriage correctly and understood the conditions for marriage. However, a few less able students have a less deep understanding of the impact of Islamic legislation on society. Grade 12 students were able to recognize the concept of globalization and to clarify the position of Islam on globalization. Over the past three years, the school's internal data indicates that almost all children in Kindergarten and students in Cycles 1, 2 and 3 attained above the curriculum standards. Internal assessment information

indicates that most children in Kindergarten and students in Cycles 1, 2 and 3 have made consistently outstanding progress since 2019. In lessons and in student work, however, progress across all cycles is good. In the Kindergarten, children's progress has improved to be good as a result of more effective teaching. In Cycles 1, 2, and 3 progress in lessons remains good, as the majority of children and students make above the expected levels of progress. In a Kindergarten lesson observed, children progressed well, quickly coming to understand the pillars of Islam. They showed good capacity to explain that (Eid Al Adha) comes after Hajj. By the end of Cycle 1, learning has accelerated so that students have become more able to draw out the Prophetic guidance, discuss confidently a range of Islamic values and rules, and share their knowledge of the Prophet's (PBUH) biography. Grade 1 students show good progress, within one lesson, in learning, sequencing and being able to explain orally the steps of ablution. Grade 4 students rapidly build their knowledge and understanding of the Prophet and his significance. By the end of Cycle 2, students have continued to make good progress, developing a deeper understanding of concepts such as kindness, and linking their learning to real-life contexts. With maturity, they recognise aspects of personal behavior that may result in negative effects on social relationships. Grade 10 and Grade 12 students are able to discuss family relationships, while Grade 12 students have extended their understanding to concepts such as globalization and the stance of Islam in relation to that development. Most groups of students make above the expected levels of progress in relation to their starting points. There are no significant differences that could be attributed to nationality as both Emirati and non-Emirati students are making the same level of progress. However, students' progress in relation to their gender is inconsistent across the classes in Cycle 1 where boys and girls make similar levels of progress overall, but with some variations where girls outperform boys. The students of determination are making above the expected progress in relation to their identified learning challenges. No gifted and talented students were identified in the lessons observed.

Next Steps:

1. Advance students' understanding of the impact of implementing Islam principles and values on society by providing opportunities to analyze real-life situations, particularly in Cycle 3. 2. Enhance students' understanding of main historic events during the dawn of Islam, through individual research projects, particularly in Cycle 2. 3. Evaluate students' ability to categorise the behaviour of individuals in relation to Islamic teaching through providing a range of standardised examples which test their judgement in various scenarios.

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	Good	Good
	Progress	Good	Good	Good	Good

Findings:

The school's internal assessment data indicates that attainment is very good across all cycles. However, the reported high levels of attainment were not seen in lessons or in students' work. The Grade 12 MoE term 1 results showed outstanding attainment. IBT international testing For Grades 3 to 9 has been recently completed in Arabic. However, the final results are not available. In the EMSAT test in 2021, a very high proportion of students achieved the university requirements in Arabic. Attainment remained the same as it was in the previous inspection in the KG and in Cycles 2 and 3. It improved in Cycle 1 from acceptable to good due to the better teaching strategies used by teachers. The school's internal assessment data indicates that, at the end of term 3 of 2021, a majority of students in Kindergarten, and in Cycles 1,2 and 3, attained knowledge, subject skills and understanding that are above the curriculum standards. In lessons and in students' work, the majority of students demonstrate knowledge, skills, and understanding that are above curriculum standards. For example, in KG, children can recognize Arabic letters individually with short and long sounds and they can analyze words that include the letter ع. However, their speaking skills are less well developed. In Cycle 1, a majority of students show good comprehension of what they hear and can articulate their understanding clearly. They recognize new terms and can read short paragraphs and summaries with ease, demonstrating high comprehension. Grade 1 students can read the words correctly and distinguish the sound of the letter م with 'Harakat'; they also can write words including the letter م. However, writing skills are less developed for some students. Grade 4 students can read an informative text aloud expressively and correctly. However, reading skills are less developed for few students. In Cycle 2, a majority of students can discuss and explain the paragraphs they read. Their reading is expressive and fluent. They show a good understanding of texts and can discuss well what they have understood. Their reading is improving steadily. Students' speaking skills are accurate; they use standard Arabic while talking about professions. Students' extended writing skills, using accurate punctuation and spelling (including Tashkeel), are less well-developed. In Cycle 3, the majority of students can show understanding when listening to a text and can discuss it in a clear speaking voice. For example, students understand and know what psychological stress means and can discuss the topic in accurate standard Arabic language. They read fluently and accurately, but few students utilize punctuation marks while writing. Overall, the majority of students can demonstrate understanding and engage in discussion with clarity. They read quickly and accurately, but just a small percentage of students utilize punctuation marks while writing. Over the past three years, school data indicates that consistently outstanding attainment has been sustained in the Kindergarten and in Cycles 1, 2 and 3 as most students attained

above the curriculum standards. Over time and from their starting points, school internal data indicates that students make very good progress. In lessons and students' work, the majority of students across all the phases make better than expected progress. For example, in KG, children have made rapid progress since they began school, can recognize Arabic letters individually with short and long sounds and can analyze words that include the letter ع. The record of students' work in Cycle 1 indicates that the students are making acceptable progress. In Cycle 2, they are making good progress. In Cycle 3, they are making very good progress. The progress of children in Kindergarten in reading and writing is currently very good, although their speaking skills are less well developed. By the end of Cycle 1, a majority of students have made better than expected progress, particularly in their comprehension and speaking skills. They recognize new terms and can read short paragraphs and summaries with ease. Grade 1 students make good progress and are quickly able to match letters to pictures and to put words together to form full sentences. Grade 4 students progress well, gaining the skills to enable them to read an informative text aloud expressively and correctly. By the end of Cycle 2, a majority of students can discuss and explain the paragraphs they read. As a result of the good progress they make, their reading is now much more expressive and mostly fluent. They have developed good understanding of texts and the capability to discuss confidently what they have understood. Their reading is improving steadily. Students' speaking skills are accurate, using standard Arabic while talking about professions, although progress in the development of their writing skills is not so rapid. By the end of Cycle 3, the majority of students have progressed well and can now show understanding when listening to a text and later discuss it perceptively in a clear speaking voice. Their reading has improved to be fluent and accurate, although few students utilize punctuation marks. Most groups of students make above the expected levels of progress in relation to their starting points. There are no significant differences between boys and girls. Both Emirati and non-Emirati children and students are making similar levels of progress. The students of determination (SOD) are making above the expected progress in relation to their identified learning challenges. The high-attaining students do not make much better progress in relation to their starting points, because work provided sometimes fails to offer them sufficient challenge.

Next Steps:

1. Improve students' extended writing skills in Cycle 2, by providing more opportunities for them to do summaries and compositions, while observing the grammar rules. 2. Increase children's awareness of accurate writing direction in Kindergarten by providing more opportunities for students to practice handwriting. 3. Enhance students' reading skills with "harakat" across all cycles, within the next term, by increasing individual reading opportunities even further.

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



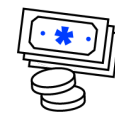
Government



Values and ethics



The individual and society



The national economy

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good

Findings:

The school's internal assessment data indicates that attainment is very good in the KG, and in Cycles 1, 2 and 3. The majority of students attain levels that are above curriculum standards; however, the reported high levels of attainment were not seen in the lesson observations or in reviews of students' work during the inspection. MOE examination results for Grade 12 in 2020-2021 show outstanding attainment. There are no external examinations for the other cycles. In lessons and in students' work, the majority of students demonstrate knowledge, skills, and understanding that are above curriculum standards in the KG, and in Cycles 1, 2 and 3. For example, in the KG, children talk about the things that distinguish them as citizens and can identify the elements of the national identity in the UAE. They also can recognize the importance of professions such as teacher, doctor, policeman, etc. in their life. In Cycle 1, students know and understand the natural features of the UAE and the significance of the colors on the map. However, a few students are unable to distinguish between land and sea borders. In Cycle 2, students demonstrate understanding of Sheik Zayed's achievements; for example, they know that he is the founder builder of the UAE and can talk about his role in establishing the pillars of unity among the sons of the Emirates, and his role in building the union, developing the state, and ensuring the welfare of its people. However, a few students are not able to articulate the impact of Sheik Zayed's achievements on society. In Cycle 3, students know the characteristics of the ancient life in 'Hili' and can show the role of agriculture in human settlements in 'Hili'. The majority can enumerate the indicators that measure the health situation of the population of the UAE. The school's internal assessment data and external examination results show that the attainment for KG and all the cycles over the past three years is very good. There are no international standards for comparison in this subject. While students do not attain at the levels reported by the school, their attainment is good in the KG and in Cycles 1, 2 and 3. The school's assessment data reports that students make good progress in relation to their starting points and over time. During the inspection, in lessons, and in students' work, the majority of students make better than expected progress overall. For example, in Cycle 1, the students can talk about the significance of the colors of the map and distinguish between land and sea borders. In Cycle 2, students are able to talk in greater than expected depth about the role of the Shaikh Zayed in establishing the pillars of unity among the sons of the Emirates, developing the UAE, and ensuring the welfare of its people. In Cycle 3, students can explain new concepts, such as sustainability, and can discuss them in detail with their teachers and colleagues. The school has a few Gifted and Talented students and students of determination (SOD) but none of these were observed in the social studies lessons. Most groups of students, including boys and girls and Emirati and non-Emirati students, make similar progress overall. For example, in Cycle 2, while lower attaining students are able to

list Shaikh Zayed's achievements, the high attainers can discuss new concepts, such as the international poverty line and the rate of population growth.

Next Steps:

1) Enhance students' strategies and skills, across the school, in evaluating UAE initiatives, such as those which seek a balanced use of renewable and non-renewable energy, taking account of the impact of these energy sources on the natural environment. 2) Advance the skills of students in Cycle 1 in the use of the e-map of the UAE by providing opportunities for them to identify locations and make comparisons. 3) Advance students' understanding in Cycle 3, through presentations, of the positive impacts on individuals, society, and the region of the historic union between the Emirates.

English

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Very Good	Acceptable	Good	Very Good

Findings:

Internal assessment indicates that, in relation to the curriculum standards, most students' achievement is outstanding across the school. This was not borne out in lessons or in students' recent work. Students take a restricted range of external examinations in any aspect of English. Students have not taken the PISA tests since 2018. At that time the school's performance in reading was well below the international baseline. The school is currently preparing students to take these examinations in 2023. There is no English component in TIMSS or IBT testing and the school was not selected for the recent PIRLS reading tests. Very few children enter school with any prior knowledge of English. In lessons, most children in Kindergarten attain in line with the curriculum standards. Given that both Kindergarten year groups have had a disrupted start to their education, this is a positive reflection of the progress they have made in the current year. In KG1, children were learning to recognise the letter 'q' in both its upper- and lower-case forms, and in the context of simple word recognition. There was a good attempt to link children's visual recognition with their emerging ability to trace and write the letter on paper and in sand and to link sound and shape so as to embed their understanding. Children to segment and blend sounds together to improve their reading skills. In KG2, children were using visual and sound cues and deploying their writing skills, with a focus on the digraph 'an'. They could recognise and say a series of words ending in 'an'. There is good use of resources to embed their recognition, as the teacher employs various strategies to reinforce learning, including differentiated worksheets. There are good opportunities to build new vocabulary, although teachers do not always introduce adjectives to help children describe a setting verbally. In Cycle 1, most students attain in line with the curriculum standards. In a Grade 1 lesson, students revised the digraphs 'sh' and 'ch', in line with the Grade 1 Phonics programme. There is a certain level of guessing and students have limited opportunity for oral engagement. Group worksheets are provided but only one student at a time can engage with that activity. In Grade 2, students were identifying new words in a traditional story. Few are actively engaged with the story, or show any enthusiasm to participate. The reading heard indicates only acceptable skills at best. There are too few opportunities for students to use or develop their speaking skills. In Grade 3, they review and re-listen to the story of 'Little Ant', a few read extracts of the text aloud, although with considerable variation in skill across the group, and look for the past tenses of some verbs encountered. In Grade 4, some review a dialogue and listen to a recording on the merits and disadvantages of small schools. A few students offer their opinions clearly, although most do not engage orally. They show acceptable writing skills in the small amount of work completed. Overall, girls are more confident in writing than the boys, although writing is not well-formed for either group. The

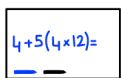
spelling of simple words is generally accurate. Many students still lack confidence in speaking aloud, although a few can speak clearly and confidently, using a range of vocabulary and simple sentences. In Cycle 2, most students attain in line with the curriculum standards. In a Grade 5 boys' lesson, students were able to discuss issues around pollution and to engage to some extent in conversation with a partner. However, speaking skills remain under-developed as too little time is given to practising this skill. The writing seen was also rather under-developed. In Grade 7, the focus was on the use of 'which' with relative clauses. Students recognised pronouns and demonstrated mostly good skills in combining sentences and clauses using 'which'. However, while the students are committed and engaged their spoken responses were limited. While students read with some fluency, there is restricted intonation and tone colour. Grade 10 students, in Cycle 3, extract key facts from a core text, working collaboratively in small groups. Students work with commitment, recognise key vocabulary confidently and write their responses. A few could use more complex sentence structures. In Grade 11, boys worked collaboratively to produce a compelling advertisement which would enable them to sell an old car. Students were engaged and contributed within their group. They self-assessed their work on completion and then this opinion was peer-assessed. In another Grade 11 lesson, in the outdoor area, students were asked in groups to create a product which they then had to sell, orally, to the rest of the class. Supported by two teachers, this was a highly effective session which really captured students' interest and energy and contributed well to the development of their confidence in speaking. Over the last three years, attainment, based on school data, has been judged outstanding from Grades 1 to 12. Internal progress data, which is collated for all students, indicates outstanding progress. This was not borne out in the lessons observed or in students' recent work. The record of students' work in Cycle 1 indicates that the students are making acceptable progress. In Cycle 2, they are making good progress. In Cycle 3, they are making very good progress. Progress of children in Kindergarten is currently very good. There are no other reliable indications of progress in terms of external data. School progress data, while limited in extent, indicates that overall, girls outperform boys overall in the lower grades. In lessons, the large majority of children in Kindergarten currently make better than expected progress from their starting points and against curriculum standards. Progress is rapid because teachers help children to link sounds and writing skills effectively and move learning on at a sufficient pace. In Cycle 1, most students make expected progress from their starting points and against curriculum expectations. Students make some progress in developing their reading and writing skills, although at a relatively unambitious level and there are missed opportunities to accelerate learning. Progress in developing their speaking skills is slower as insufficient time is given in lessons to the intensive development of speaking opportunities. In Cycle 2, students make more rapid progress in speaking and listening skills, although speaking skills are relatively underdeveloped and they are more comfortable listening than speaking. Both the general style of teaching across the lower school, and the challenges of covering the material required in the curriculum, contribute to the fuller development of extended speaking skills being squeezed. Most Cycle 2 students read and write with some fluency, if limited expression or elaboration, using mostly simple sentence structures, a basic vocabulary and mostly accurate spelling. The curriculum enables students to make some links in learning across subjects. A key reason why progress is not more rapid across the lower school is the lack of access to resources which encourage interest in English. Staff work hard to access online libraries, but there are almost no attractive fiction or information books in English. Reading resources, outside the well-used course books, are few. There are limited displays which promote the English language. The pace of learning accelerates significantly in the top end of Cycle 2. Progress is very good across all year groups in Cycle 3. There is an appropriate focus on building speaking skills, as evidenced in a very lively debate around equal pay by gender in a Grade 12 girls' class, and on raising students' confidence in writing. This lesson prompted a lively debate, skilfully managed by the teacher, which really drew in the students and ignited something of a competitive argument, with oral contributions which had fluency, conviction and impact. In Kindergarten, both boys and girls are well-motivated and make similar levels of progress as they catch up in their learning after recent disruptions. In Cycle 1, the boys are often passive because the lessons are not engaging and teachers talk for too long before actively involving the students. In Cycle 1, no planning was provided and there were no students of determination identified in the English lessons observed, nor were there any Gifted and Talented students, hence no comparisons can be made. In Cycle 2, one student of determination was supported with some skill by a very able student. This was a highly effective partnership which enriched both parties. In these phases, despite some differentiation of worksheets, low attaining students and boys made less progress because tasks were not sufficiently personalized to meet their needs. Also, teachers tend to be more ready to direct questions to the more able students, so that the shy or lower-attaining students on the edge of the group, often boys, are less frequently included. In terms of reading and writing, girls made better progress, using more complex sentence structures. There are very few Emirati students in the school. None were identified in the English lessons observed.

Next Steps:

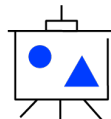
1) Provide more opportunities for students in Cycles 1 and 2 to write at length, both in fiction and non-fiction modes, so that the school has established a body of exemplar material which provides a baseline. 2) Ensure that students in Cycles 1 and 2 are given more opportunities to speak at length, both in English lessons and across the curriculum, so that they build their confidence in speaking English. 3) Ensure that the good practice in Cycle 3 of embedding subject-specific vocabulary is more consistently applied in Cycles 1 and 2.

Mathematics

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



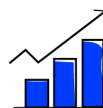
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

Most students, across all phases, attain standards that are above curriculum standards according to the school's internal assessment data for 2021. The exception to this is Grade 7 and Grade 8 where internal assessment indicates these students are attaining in line or slightly below curriculum standards. In the external PISA tests in 2018, the school score for mathematics was below the international benchmark. TIMSS results for 2019 show that Grade 4 (age 10) and Grade 8 (age 14) students performed below international benchmarks. Students are currently preparing for the next TIMSS exams by practising recent test papers and taking part in on-going quizzes in classes. EmSAT assessments show 85 students sat the exam of which 59 achieved above college entry requirements. IBT internal tests have been completed in Grades 3 to 9. However, the results are not yet available. No other external tests are available for the remaining grades. In lessons and in their recent work a majority of students in Kindergarten and in Cycles 1 and 2 demonstrate skills and understanding which are above expected curriculum standards. In Cycle 3, a large majority of students show skills and understanding which are above expected curriculum standards. In KG children can recognise numbers and can count confidently up to ten and beyond. Children count small groups of objects and some can match numbers correctly according to a group of items on paper. Some children have yet to develop skills recognising and naming basic shapes and have yet to demonstrate the ability to apply mathematical skills to solve basic problems. In Cycle 1, students understand fractions and can talk about number formulas, such as 1 over 5 and 2 over 4 but do not use appropriate vocabulary to talk about number in terms of fractions, such as quarter or third. In Cycle 2, students demonstrate good levels of critical thinking and reasoning. They can solve problems with one or more square roots and know how to identify relationships of angles formed by two parallel lines. They understand that to work out a multiplication of a fraction they need to apply numerators and denominator, and some can explain how they calculate the answer. For the majority of students English is a second language which results in most students in Cycle 1 and some students in Cycle 2 using mathematical language that is under-developed. This presents these students with a range of challenges when attempting word problems or conveying what they have learnt or need to know. As students progress to Cycle 3 their vocabulary skills become more refined. As a result, students are confident to use complex vocabulary as they talk through their approach to solving problems. Students use their well-developed algebra and geometry skills to help solve a wide range of problems. For example, they know that radian is not a unit of measure, and that the vertex is the center of a circle. They competently work out complicated relationships between numbers as they know how to integrate by substitution. Students' ability to apply their mathematic skills in a range of practical, real-life situations are not as secure. The

school's data for the trends in attainment over the last three years could not be confirmed or verified but in lessons and in their recent work, it was observed that a majority of students in Kindergarten and in Cycles 1 and 2 are attaining above curriculum standards and a large majority of students in Cycle 3 are attaining above curriculum standards. The school's progress data could not be fully verified or clarified but as evidenced in their work and lessons, a majority of students in Kindergarten and in Cycles 1 and 2 make progress above that expected from their starting points and over time. In Cycle 3, a large majority of students make greater than expected progress from their starting points and over time. In lessons, the majority of students make better than expected progress in relation to learning objectives that support the curriculum standards. Children in KG start school with limited knowledge of number but most make better than expected progress towards counting numbers, sorting numbers, and recognising numbers. In Cycle 1 a majority of students are making better than expected progress towards understanding and writing basic numerical expressions. For example, students use circles to divide into equal parts to help them understand fractions. In Cycle 2, the majority of students make better than expected progress in critical thinking as they explore parallel lines and angles, work out multiplication of fractions and solve equations involving signed numbers. In Cycle 3, students demonstrate remarkably high levels of progress in algebra tasks as they confidently use logarithms to speed up calculations, working out complicated relationships between fictional and real numbers. The majority of groups of students make better than expected progress. The school has a suitable level of data regarding the progress of different groups of students. In some lessons students of determination and gifted and talented students make good progress due to the support they receive from adults, their peers, and the careful structure of their lesson objectives. Lower and higher attaining students are making expected progress across all phases. School data is not sufficiently refined to capture differences in the progress of boys and girls. From lesson observations, a few boys are less engaged, especially in the lower primary, and therefore girls progress slightly better in these classes. Students in all phases are motivated and enthusiastic learners. Enjoyment of maths is clear throughout the school. Students in all phases readily engage with learning tasks and work well independently and in taking the lead in lessons. There are some links made in the application of mathematical techniques, for example to calculate the angle an airplane makes its descent but applying maths to the wider world is narrow in all phases. Students in Cycle 3 are more adept at using technology, such as calculators and the internet to support their learning. Students in all phases are encouraged to think critically either as an integral part of the lesson or through the teachers' effective use of open-ended questions. The majority of students can talk about what they are expected to learn and what they need to do next.

Next Steps:

1) Improve mathematical vocabulary in Cycles 1 and 2 by organizing time for students to extend their mathematical vocabulary by talking about their maths experiences during and after they participate in activities. 2) Refine problem-solving and shape recognition in KG by providing exciting hands-on activities to help children ask questions about shapes, organize shapes, compare and label different shaped objects. 3) Support students in Cycle 3 to extend their mathematical investigations by exploring how real life problems can be solved by mathematics.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Good	Good	Good	Good
	Progress	Very Good	Good	Good	Very Good

Findings:

The school's internal data for the academic year 2021 indicates outstanding attainment across all Cycles in general science, and very good attainment across Cycle 3, for example in Grade 9 physics and Grade 10 chemistry. This was not borne out in lessons or in students' recent work. The school's internal assessment in KG is concept- and skills-based. Some students in Grades 3 to 10 took the 2021 IBT tests in science in 2021, but the results are not yet received. Grade 12 students attained above-expected level outcomes at the end of term 1 in the MoE external exams in physics and chemistry. The 2021 EmSat assessments for Grade 12 students show that a majority of students achieved the college entry requirements. In the TIMSS tests in 2019, both Grade 4 (age 10) and Grade 8 (age 14) students attained just below the international benchmark in science. In the 2019 PISA tests, outcomes in science were also below the international benchmark. In the lessons observed, children in KG1 learn about useful insects and in KG2 about humans and disabilities. Most children are able to name different insects and present a simple description of the insect body and understand that honey is food produced by the Bees. In KG2 children are able to describe the five senses and understand the importance of sign language for people with hearing difficulties, and what is needed to help them. In Cycle 1, the majority of students demonstrate levels of knowledge and skills that are above curriculum standards. In Grade 1, most students learn to describe features of the spring and summer seasons and talk about characteristics of plants during the two seasons. However, students' ability to describe changes in weather during the two seasons and make connections to the real-life context is less developed. Students' work in Grade 3 shows that a large majority of students are able to talk about the different states of matter. Overall, however, in KG and Cycle 1 learning is largely guided by the teacher, so that children and students do not always predict, and investigate things independently. In Cycle 2, the majority of students demonstrate levels of knowledge and skills that are above curriculum standards, although boys overall attain more highly than girls. They have a deeper engagement with scientific concepts and procedures, learning about motion and forces, photosynthesis and respiration in plants and the human respiratory system. Most Grade 5 students are able to calculate speed and differentiate between speed and velocity. However, students' ability to predict the law variable (distance versus time) and to link their understanding with real-life experience is limited. In Grade 7, most students can explain photosynthesis and respiration, compare the two processes and explain the importance of each process for living. However, students' learning is mainly directed by the teacher. Opportunities for students to explore the differences between the two processes experimentally, through

virtual lab activities or internet research, are under-developed. In Cycle 3, the majority of students demonstrate knowledge and skills above the curriculum standard. In a Grade 10 physics lesson, students used the virtual lab to calculate the value of resistance and deduce the effect of changing the electric current or the voltage. In chemistry lessons, students are able to find the molecular formula and Grade 12 physics students can apply laws, do problem-solving with complex questions, while the large majority can predict the movement of a neutral atom in the magnetic field. Trends of attainment over the last three academic years indicate that majority of the students are consistently attaining above curriculum standards in Cycles 1 and 2, and for the large majority of Cycle 3 students consistently attaining above these standards. Over time and in relation to their starting points, the majority of students make better than expected progress. In lessons observed and in students' recent work, progress was seen to be very good in Kindergarten, good in Cycles 1 and 2, and very good in Cycle 3. In Kindergarten the large majority of children make better than expected progress and are catching up rapidly, having had only a short period back in school. They quickly grasp the appropriate use of scientific terms such as 'observe', 'think', 'imagine', 'what if' in their approach to scientific ideas. For example, in one lesson, KG children progressed from simply naming the pictures of different useful insects to understanding the value of different jobs and how insects impact upon the quality of our daily lives. In Cycle 1 overall, progress is good. For example, Grade 2 students made good progress by the end of the lesson, so that students could list what they observe in the sky and explain the different phases of the moon. However, in Grade 4, most students made expected progress, as while most of the students could predict what would happen as the result of friction between the balloon and the students' heads, few were able to handle the concept at a higher level. In Cycle 2, the majority of students in Grade 8 made better than expected progress in recalling their previous knowledge of photosynthesis and respiration and can engage with more challenging concepts, such as explaining the gas exchange between the atmosphere and the human cell and between the blood and body cells. In Cycle 3, supported by the specialist teaching available, a large majority of students made better than expected progress. In Grade 9, a large majority of students applied their understanding of Newton's law to the prediction of the impact of the earth's gravity on the orbiting satellite. They can explain the variables involved in calculating the satellite velocity and its periodic time to orbit around the earth. In Grade 11, the large majority of students progressed their understanding of adaptation phenomena in animals to explain the advantages and disadvantages of this process. Other Grade 11 students progressed their understanding of laws of conservation, understanding the conservation of momentum laws, and calculating values in given problems. In Grade 12, the large majority of students progressed their learning of concepts of force, charged particles and magnetic fields, rapidly learning and applying the relationship that links these different concepts. Occasionally, progress was less rapid because activities did not provide sufficient challenge for the most able students. In Cycle 3, students often make confident use of devices and laptops to support and structure their learning. Students' progress in physics is, overall, greater than in chemistry and biology. This is partly because they study physics throughout Grades 10 to 12, whereas biology is only taught in Grades 9 and 10 and chemistry in Grades 10 and 12, leading to some lack of continuity in learning. Students of determination were not identified as present in any of the lessons observed except for KG1. Gifted and Talented students were not identified as being present. Consequently, no view can be taken as to the progress of these groups. However, the school does carry out extensive analysis of the relative outcomes of boys and girls by subject. This information indicates that in the science in Cycle 1, there is very little difference in the attainment and progress of girls and boys by the end of each year. In Cycle 2, the picture is more varied, with boys making more rapid progress than girls. On the limited information available, students of determination achieve at a similarly weak level both across the range of subjects and in relation to overall group performance. Students' opportunities to develop practical and laboratory skills, so enabling them to draw conclusions and communicate their findings, continue to be restricted. Consequently, the provision of a full program of practical science remains limited, despite some access to online virtual labs activities.

Next Steps:

1) Enhance the scientific understanding of Kindergarten and Cycle 1 students through more opportunities for practical exploration of scientific concepts. 2) Strengthen students' critical thinking skills in linking their scientific learning to real-life contexts to support their preparation for TIMSS and PISA. 3) Improve students' IT skills in all phases to support their learning of science, through research and accessing virtual laboratory provision online.

Learning Skills

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

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

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

Findings:

In all lessons, students show enjoyment for learning. Kindergarten and Cycle 1 students enter school excited to learn. Cycle 3 students take a full and active part in lessons and engage immediately with the tasks assigned to them. In Cycles 2 and 3, students take responsibility for their learning as they focus on tasks, complete them and share their findings. These groups of students respond to teachers' questions and provide corrective feedback when requested. Students in all three phases actively check their comprehension during lessons with the teacher and with their peers. Cycle 1 students reflect on their learning by asking questions and seeking answers. Students in Cycles 2 and 3 understand the importance of continuous improvement as they complete homework and re visit workbooks to ensure they are working at the right levels. In all phases students interact well with other students and teachers. In Cycles 2 and 3, group and peer working are key features in most lessons to facilitate learning. In these activities students discuss and shape ideas, work collaboratively to solve problems and present ideas to their peers. Students equally take responsibility to lead on their own learning, particularly in Cycle 3. Gifted and Talented students take on active roles to support the teacher and share some of their knowledge with their peers. Students of determination are fully included by their peers who celebrate achievements with them and support them in their learning. Boys and girls in Cycle 1 work well alongside each other. In all phases, peers show respect and courtesy toward each other and actively listen to others' ideas and suggestions. In the better lessons students make meaningful connections between different learning and can apply learning to real world context, particularly in the maths and physics project in Cycle 2, but this aspect of learning is not applied consistently across the school. Innovation skills are evident across all phases. In Cycle 1, students work on projects such as T-rex Fossil and the solar system, while Cycle 3 students explored projects relating to DNA. Enterprise skills are less evident. Cycle 2 and 3 students have developed confidence and skills to use technology in their learning, particularly students learning online. These students are skilled in using calculators to consolidate findings and work through problems. Cycle 2 students use classroom technology to assist in lesson objectives, complete quizzes and retrieve information. Cycle 1 students are confident to access technology on the classroom whiteboards to present information to their peers to share learning or work through problems. Students across the phases have few opportunities to use research techniques in science. Students' critical thinking skills are developed with most consistency in Cycles 2 and 3, but not in all subjects. However, there was some evidence in English, for example, where the techniques of advertising were demonstrated and the impact of differing approaches was analysed in some detail.

Next Steps:

1) Investigate ways in which the school can help students in all phases apply their mathematical skills in scientific research. 2) Review how teachers in all cycles use resources to support students' enterprise skills. 3) Create opportunities for students in all phases to make connections and apply learning to real world context.

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

Personal Development

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

Understanding of Islamic values and awareness of Emirati and world cultures

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

Social responsibility and innovation skills

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

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

Teaching overall is good. The majority of teachers have a secure knowledge of their subjects and an effective understanding of teaching pedagogy. This is developed and reinforced through a wide range of effective professional development of teaching skills. These skills are evident in lessons as teachers enthuse students to learn new things and develop their skills and understanding. This starts in KG where teachers understand that young children learn best through active play and plan exciting activities that support children to explore and investigate. Teachers are mindful not to give too much instruction. They guide children to learn through imaginative activities. Teachers are skilled in allowing children to work things out for themselves and offer gentle support when needed. In Cycle 1 most teachers swiftly change activities within lessons to ensure students remain focused. In Cycle 2 teachers use different resources for learning, such as slide presentations, videos, worksheets and peer discussions to stimulate learning and build on acquired skills. Teachers attempt to make the learning environments conducive to learning. Teachers in Cycle 3 have a solid knowledge of how older students learn. In the best lessons, teachers plan challenging, thought-provoking activities that enable students to debate, collaborate and delegate. Some teaching is over reliant on students working out formulae rather than relating their learning to real life experiences. In all phases teachers know their students' skills and adapt lessons to ensure activities become more challenging as lessons progress. Teachers have high expectations of their students. This recognition of what students are capable of doing impacts on the students themselves as they clearly enjoy their lessons. Teachers plan lessons, using a common format which identifies differentiated activities. Lesson planning is good but is not yet consistent across all subjects. There are a range of planned activities to ensure that all students are able to achieve from their starting points. Learning environments are enhanced by attractive displays of the students' work. Planning incorporates information on how the needs of students of determination and Gifted and Talented students are to be met but these are not always in sufficient detail. Resources are well used throughout the school; basic items such as electronic pen boards are used to good effect by teachers as well as the students. The relationships between the teachers and their students are good across the school. The positive interactions between the teachers and students ensure that they are engaged learners. Questioning is typically probing and promotes a higher level of critical thinking. Dialogue engages the students in thoughtful discussion although this is stronger in Cycle 3. In the best lesson teachers frequently pause to recap and check if students are still focused on what they are being asked to do. Discussion forms a key part of lessons but these debating skills are not exploited as well as they could be to extend English vocabulary for younger students. There is a good range of teaching strategies in place to support all students to make progress. Lesson plans consider how activities can be adapted and adjusted to ensure all students benefit and learn new skills. Teachers utilize the skills of the more able students to transfer their knowledge to others, particularly those that need additional support. These students talk about how they prefer this style of working and how they benefit from being able to listen to how others learn new things. Teachers' effective questioning ensures that the students' critical thinking skills are well developed. Teachers carefully consider the balance of group working and independent learning. Most lessons have elements which enables students to reflect on what they have learnt after working alongside their peers. Student Innovation is very evident in the school environment and the innovation room provides students with wide range of opportunities to develop their ideas. A Grade 3 student designed their own faction

board with movable pieces that they shared with their peers to help them work out fractions. Enterprise skills are not a regular feature in lessons.

Next Steps:

1) Identify and implement more opportunities across the curriculum to link students' learning with real life experiences. 2) Give greater emphasis to the development of students' English vocabulary skills, particularly in Cycles 1 and 2. 3) Strengthen assessment procedures to ensure that students make the same rapid levels of progress in all curriculum subjects and Cycles.

Assessment

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

Findings:

The school's internal assessment processes are consistent and based upon the MoE Curriculum requirements. The school provide the formative and summative assessments which are found on their SWIFT platform. Students complete two quizzes per term in addition to separate speaking and listening assessments in Arabic and English and a project. This year, three summative assessments were completed for reading and writing in terms one and three: speaking and listening in term two. The school benchmarks students' academic achievements against a range of external national and international examinations which include Grade 12 examinations and EMSAT, in addition to the recently-introduced IBT examinations (Grades 4 to 9). These measure performance against the core curriculum subjects. In addition, students take international examinations such as PISA and TIMSS which measure progress in mathematics and science, also reading in PISA. However, assessment of international outcomes is not always used effectively to put systems in place to improve future performance. In addition, assessment of the core subjects is not securely focused on the need to improve performance in English. Placement tests are completed at the beginning of the year that set a baseline for all students. New students also complete an entrance exam. School leaders analyse this information to produce individual learning plans. Where appropriate, students are placed into remedial, reinforcement and enrichment plans to match their ability and receive the level of support they require. Ongoing assessment is completed on ALEF platform. Class wise analysis of results is completed by teachers who submit their findings to the school leaders for further analysis, moderation, and scrutiny. Teachers use the assessment software for tabulating and analyzing the results. The school's leadership team is involved in the process, graphs of students' performance are generated which are then used by the teachers. Result analysis process and the documents are same across phases except the early years, where personalization of learning goals happen to a certain extent. In the early years, report cards contain qualitative statements that describe a child's abilities and potential. Student portfolios are also used in early years that depict the learning journey of a child. These are handed over to the Cycle1 teachers to ensure a smooth transition from Kindergarten to Grade 1. The majority of teachers have a sound understanding of the students they teach and their strengths and weaknesses. However, assessment information is not used sufficiently well by a few teachers for lesson planning to ensure that the needs of all students are met across all phases, particularly for students of determination and those who are Gifted and Talented. Teachers provide feedback, but this is inconsistent in terms of providing students with clear areas for improvement. In the KG, feedback tends to provide students with positive phrases. In the rest of the school, students have more opportunities for self and peer assessment.

Next Steps:

1) Focus more attention on external and international benchmark outcomes and adapt the curriculum and teaching accordingly. 2) Provide constructive feedback both verbally and in written form to help all students know how to improve their work. 3) Establish more robust assessment systems to ensure that individual learning skills are in place, particularly for students of determination and those identified as Gifted and Talented.

PS4: Curriculum

Curriculum design and implementation

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

Curriculum adaptation

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

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

The school has effective procedures in place to ensure that students are kept safe. These include procedures and policies relating to internet safety, the operation of school buses, child protection, anti-bullying and behaviour management. All key policies and information are shared with students and parents. The school has a full-time security team and a large number of cameras to scan all key public areas of the school and surroundings. Staff receive regular child protection training and have continued to be aware of the well-being of students over the period of hybrid learning. Students know whom they need to talk to if they have any concerns. Staff handle student concerns with sensitivity and know how to access support for students who require it. The school social worker is the first point of contact in all cases. All policies, including online safety, are reviewed annually and shared widely. Students appreciate the care provided and the accessibility of staff at any time. The school is effective in protecting students from all forms of abuse, including bullying and cyberbullying, and has given students guidance to raise awareness of cybercrime. Consequently, any form of bullying, either online or in school, is minimal. Any incidents are dealt with promptly and effectively. Thorough health records are maintained by the school nurse. Students and parents confirm that bullying or poor behavior are rare. The school provides a safe, hygienic, and secure environment for students and staff and there is a clear policy for the operation of school buses, setting out the roles and responsibilities of drivers, bus escorts, students and parents. All HSN status is checked on entry to school. The school contracts out services for cleaning and sterilization, water check, medical tools maintenance, security equipment and the collection of medical waste. The school buildings, site and resources are mostly well-maintained to support a safe and secure learning environment. The physical environment adequately meets the learning needs of all students. COVID risk assessments are appropriately implemented to ensure that safety measures meet current requirements. These are regularly reviewed to ensure that the school is able to maintain the face-to-face program successfully. Safety checks are generally thorough and carried out at appropriate intervals internally and externally by the contractor. Checks, procedures, and record-keeping are thorough. Arrangements at the beginning and end of the day are well organized, with a well-supervised system in the bus area. Overall, the school has an accurate and secure record-keeping system. All incidents are logged and appropriate action is taken by the school care team or school leaders. The required records are kept in relation to fire safety and, when permitted under current emergency rules, fire drills are held regularly, occasionally with the support of the Civil Defence. One member of staff has received fire marshal training. The school's promotion of safe, healthy living is effective and extends to almost all aspects of school life. Unhealthy foodstuffs are discouraged. Information and presentations about maintaining good health care are provided by the nurse, social worker and science teacher. Students are encouraged to eat healthily and participate in healthy exercise. However, space for exercise or physical activity in site is very limited. Overall, there is a well-managed approach to implementing a healthy living strategy to accommodate

students who have weight or fitness issues.

Care and support

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

Findings:

All staff have very positive and respectful relationships with students. These good relationships enable teachers to have a good understanding of students' social, emotional and academic strengths and needs. This was evident during the pandemic as teachers voluntarily hosted students who had both parents quarantined. The good behavior of students is evident across the school in lessons, playground, bus area and between lessons. Students show commitment to the school system and do not disrupt lessons, even when the presentation is unstimulating. There is good communication with parents so that even minor behavioral problems are dealt with quickly and effectively. Parents have confidence in the school's adoption of some of their suggestions, such as students' participation in the EXPO exhibition. This was supported financially by the school; in return, the students produced high quality presentations and achieved several awards. The school is very successful in promoting very good attendance and punctuality. All absences are followed up immediately, with targets set for any persistent absentees or for those who regularly arrive late. While systems to identify students of determination, and those who are Gifted and Talented, are in place, this remains an area for development, so that all of the students' needs are met. The current number of identified students is low given the size of the school. These students are well supported by a teaching assistant. Teachers know the students well and take time to help the student understand tasks and expectations. Students build friendships with their peers who regularly check to see if they need any support, so ensuring that students of determination are fully included in lessons. The procedures to support students who are Gifted and Talented appear less organized. Though a list of identified students was provided, covering a range of gifts and talents, it is less clear that structured opportunities are systematically provided for these students. However, the very good provision for innovation activities provides an outlet for the creative instincts of some students to be explored. The school supports students and families well. While students benefit in school from good academic monitoring and personal guidance, the school also has a network of graduate students who bring back a wealth of information on a range of educational institutions. This is easily accessed by prospective new students. The school has signed a memorandum of understanding with local universities which allows the university to conduct a recruitment fair. Grade 11 and 12 students attend workshops at these local universities. The school also has an agreement with a specialist centre for students of determination, which offers a range of support, such as diagnostic services, support for the development of individual improvement plans and workshops for the parents and school staff. However, all these are recent developments and their impact is yet to be fully realised.

Next Steps:

1) Establish a more coherent and systematic approach to meet the individual needs of Gifted and Talented students more effectively. 2) Implement a more thorough approach to the identification of the individual needs of all potential students of determination. 3) Promote students' health and well-being through providing more space for physical, sporting and performance activities.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

Leaders at all levels, inspired by the principal, provide a clear strategic and ambitious vision that is shared across the school. Leaders are very committed to the UAE national and Emirate priorities. In that context, students are mostly well prepared for entering the international PISA and TIMSS tests. The school supports and prepares students well for higher education opportunities, both at home in the UAE and overseas. Leaders promote students' active participation in a range of national events and celebrations, including Flag Day and the recent 50th Anniversary celebrations. Senior leaders are very well supported by staff who are committed to continued school improvement. These priorities are clearly demonstrated in the school development plan and fully aligned to the school's vision and strategic plans. The principal is supported by a group of committed senior leaders, with clearly defined roles. They are highly motivated to establish best practices in teaching, learning and assessment and to raise students' achievement. Leaders have been effective in achieving at least good standards of learning for students by the time they leave the school. Most subject leaders, however, are based in Cycle 3 and primarily experienced in that age group, and this is where practice is currently most effective. Relationships and communication with the parents and community are consistently professional and effective. The school's distributed leadership ensures that the school has good capacity and there is an established culture of commitment amongst staff and the whole school community. Leaders at all levels have a secure understanding of what needs to be done to improve the school further. Leaders are held accountable which ensures effective performance. They ensure that the school is compliant with statutory and regulatory requirements. Leaders undertake frequent monitoring and interventions to drive improvements in the quality of students' education.

School self-evaluation and improvement planning

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

Findings:

The judgements included in the internal evaluation were over-generous, taking insufficient account of recent disruptions in schooling and the consequent impact upon some aspects of students' development. However, school leaders mostly know their school well and their assessment of students' external and internal performance is, in discussion, broadly accurate. Leaders systematically monitor students' attainment and progress in lessons to inform self-evaluation. Teachers receive very constructive feedback on the quality of teaching and learning in lessons. Leaders know the school's strengths and areas for improvement. The school's performance data is effectively linked to the priorities for improvement. Improvement planning is appropriately focused on raising students' attainment and progress, the quality of teaching and UAE national priorities for further development. The distance learning program has been broadly effective in maintaining standards across the school. Key priorities for improvement, strategic plans and actions are thoroughly detailed as part of improvement planning. The school knows its strengths although it is not consistently accurate in identifying the areas for improvement. The pace of improvement has also been disrupted to some extent, reflecting the shift to distance learning. Consequently, planned actions have slowed to some extent. Also, the focus on improving students' learning skills, such as working collaboratively, has progressed more slowly in the context of social distancing and distance learning. As a result, some aspects of the improvement agenda from the previous inspection report are not yet fully embedded in daily practice.

Next Steps:

1) Ensure that school self-evaluation is more realistic, taking full account of the current level of students' learning and the impact of external events. 2) Ensure that subject leaders have sufficient knowledge of and engagement with current best practice in Cycle 1 teaching and learning, so that students' experience is as creative and engaging as is frequently the case in Cycle 3. 3) Ensure that key areas for improvement, particularly around aspects of provision in Cycle 1, are fully and more rapidly addressed.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

The school is very successful in engaging parents as partners in their children's learning and in school life. The school has a parents' representative group to ensure that parents have a voice and a full engagement in the life and work of the school and in the education of their children. The partnership has been significantly strengthened during the recent disruption in education, when children had to study at home. Parents are very appreciative of the efforts that leaders have made to ensure that students are re-integrated into school life. The views of parents are fully considered by senior leaders and governors when drawing up school improvement priorities. Parents make a very positive contribution to supporting the school and providing help in raising standards, for example in the support they provide for the students who are preparing for international tests when they make students available additional classes and ensure that they cover extra work at home. Effective communication enables parents to become involved with organised activities in school. For example, there are regular parent meetings, where parents actively support the school in raising standards. Parents make a very positive contribution to, for example, celebration events such as the National Day and special performances. Monthly reports and regular parents' meetings keep parents well informed about their children's academic progress and personal development and make parents aware of what their children need to do too improve. In addition, parents have access to the school website and frequent e-mail and social media communications. The school welfare staff ensure that students and their parents are signposted to organisations which can provide expert help for social, health or well-being issues which may arise. The school has established links with many others in the area, particularly those offering an American curriculum. There are links with various charitable organisations, such as the Red Crescent, and environmentally-centred groups, to develop students' commitment and responsibility to helping the community. The school is particularly active in building relationships at university level, supported by a growing network of school graduates with particular knowledge of specific colleges, by way of ensuring that students are well-prepared, and have the best information available, as they prepare to move on after Grade 12.

Next Steps:

1) Encourage parents to remain engaged in monitoring their child's attainment and progress especially in the primary phase. 2) Encourage parents actively to support their children in preparation for the planned TIMSS and PISA tests. 3) Seek parents' support for implementing school guidance on the development of students' reading and speaking skills in English.

Performance Indicator	Quality judgement
Governance	Outstanding

Findings:

The extended Governing Board has representation across all key stakeholders including the school's proprietor, parents, and a range of representatives from the community, the international education sector, the private business sector, the city authorities and the defence forces. There are nine members in total. Governors are committed to considering the views of all stakeholders. Governors meet regularly, showing, in this post-Covid period, a readiness to respond promptly to new contingencies and to ensure that students' education is minimally disrupted. Governors have maintained staffing levels and salaries during the period of disruption and have made all possible efforts to support parents in difficulties. Governors are very well informed of the school's strengths and areas for development. Governors very effectively monitor the school's actions and hold senior leaders fully accountable for the quality of the school's performance, and the achievements of all students. They act as very effective and constructive critical friends of the school. Governors regularly visit the school to monitor and to engage with the principal, reviewing the improvements necessary. The Governing Board makes a very important contribution to the school's leadership and direction. They have a particular commitment to strengthening students' understanding of Emirati culture and traditions and financially supported students in representing the school at the recent EXPO event. The board ensures that the school is well staffed and resourced and that all statutory requirements are met. The Governing Board makes a significant contribution to the overall performance of the school, retaining a detailed knowledge of the school's performance and supporting students, families and staff with considerable generosity during the COVID-19 period. Governors have a vision for the expansion and further development of the school site, to provide additional specialist teaching areas and more facilities for students' physical development.

Next Steps:

1. Ensure, through monitoring, that leaders continue to raise standards in subjects where attainment and progress is not yet very good overall. 2. Sustain current efforts to promote the further development of the school site and facilities. 3. Ensure that the school self-evaluation process is securely based upon the rigorous collection of evidence against the appropriate criteria.

Management, staffing, facilities and resources

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

Findings:

The day-to-day management of the school is very well-organised, ensuring that the school runs very smoothly. This has a very positive impact on students' personal development and their academic achievement. The school is fully staffed, with appropriately qualified teachers who receive regular, targeted high-quality professional development, which is often supported by specialist staff from the university. Professional development of staff is well-matched to the school's priorities and the promotion of students' achievements. The premises are modern, clean and well-maintained, creating a pleasant learning environment for all students. Facilities are adapted to meet the learning needs of all students, including students of determination. There are adequately-resourced specialist facilities for ICT, art, music and design and technology, although plans are in place for the further development of the site and specialist facilities. However, there is little evidence that laptops are used to any extent to support research and learning. In addition, the capacity of the broadband provision appears unstable, leading to occasional breaks in connectivity so that upgrade work is required to support a more rapid shift in the embracing of technology. While the school appears to have adequate resources, appropriately matched to curriculum requirements, the stock of physical books, both fiction and non-fiction in English is very low. The school lack space on site to support students' physical development effectively.

Next Steps:

1) Ensure that broadband capacity is better matched to the current demand arising from online learning and the simultaneous use of students' personal devices. 2) Progress the planned development of the school facilities to meet students' physical and sporting needs more effectively. 3) Conduct an audit of physical resources to support learning, including physical books, to ensure that students' minimum learning needs are fully met.

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