

Irtiqa'a School Inspection

AY 2023/24









Al Bashair Private School

Rating: Very Good

Contents

- **School information**
- **Changes since the previous inspection**
- **The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS**
- **Performance in standardized and international assessments**
- **Reading**
- **Strengths of the school**
- **Key recommendations**
- **Summary of inspection findings 2023/24**
- **Inspection findings**

School Information

General Information	
 Name	Al Bashair Private School
 Esis Number	9089
 Location	39, Al Madaris St, Mohamed Bin Zayed City, Abu Dhabi, 20612
 Website	http://www.bashair-sch.ae
 Telephone	025531666
 Principal	SAWSAN AICHAT TARABISHY
 Inspection Dates	16 to 22 Feb 2024
 Curriculum	MoE (UAE)

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1154
Number of Emirati students	273
Number of students of determination	6
Largest nationality group of students	Jordan - Syria - UAE

Information On Teachers

Number of teachers	94
Nationalities	Syrian Arab Republic - Jordan - Egypt
Number of teaching assistants	14

Changes since the previous inspection

The school's overall performance has remained very good as in the previous inspection.

In social studies, progress has improved from very good to outstanding in Cycle 3. Students' achievements remain very good in all other core subjects.

Teaching and assessment remain very good across all the cycles.

The health and safety of students, including child protection, continue to be strong features of the school and remain outstanding, and the care and support continue to be very good. The school is currently in the process of appointing a new SEN coordinator to enhance the identification and support of students with additional learning needs.

Partnerships with parents and the community remain outstanding, and governance remains very good, while day-to-day management has regressed to very good.

Since the last inspection, almost all of the recommendations from the previous inspection have been addressed effectively, reflecting a very good capacity to improve. The school leaders, inspired by the principal, offer extensive training to staff and middle leaders, encouraging a positive learning culture.

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

- The school has benchmarked students' attainment against international standards. The school entered students for the TIMSS (Trends in International Mathematics and Science Study) international assessment and is still awaiting the results. The school was aware of its targets in TIMSS 2023 and had been actively working towards achieving them.
- The school also participates in PISA international assessments.
- The school emphasizes the importance of achieving success and doing well in international assessments. The school has developed an action plan to improve students' results in international assessments. Parents are made aware of the importance of international examinations.

Performance in standardized and international assessments

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

Standardized Assessments

- Students participate in the IBT standardized assessments in English, Arabic, mathematics and science.
- Results in standardized assessments in grades 3, 4, and 6 in mathematics suggest attainment is at least good and is above international expectations. Results are lower in grades 5, 7, 8, and 9.
- Results indicate that students in grades 3 and 5 attain levels below international benchmark standards in Arabic. Attainment is higher in Grades 4 and grades 6 to 9.
- In science, attainment was below the international benchmark standard in grades 5, 7, 8, and 9 but is at least good in grades 3, 4, and 6.
- Students taking the IBT in grades 4, 7, and 10 in English attained levels above the international benchmark standard suggesting attainment is at least good.

International Assessments: TIMSS, PISA, PIRLS

- The school participated in the international assessment PISA (Program for International Student Assessment) in 2022.
- The PISA results in reading literacy at 443, mathematical literacy at 447, and science literacy at 449 are all below the international standards and below the set target. The school did not meet the targets set in PISA.
- Students' results in PIRLS 2021 are within the high International Benchmark range with 515 in reading, which is above the 475 Benchmark level.
- The school is awaiting results in TIMSS.

Reading

The school's well-stocked library houses books in both Arabic and English, across various genres, including classics, contemporary works, encyclopedias, and scholarly references. Weekly library sessions in both languages facilitate appropriate student access, enabling the borrowing and returning of books throughout the school day. Reading programs like Kutubee and Alef, along with leveled books like Oxford Owl and Harcourt, are available to enhance reading skills in both Arabic and English.

In the KG and Cycle 1, the emphasis is on phonics, guided reading sessions, picture books, open-ended questions, and reading passages with questions to promote critical thinking and comprehension. In cycles 2 and 3, students learn annotation, expand their vocabulary, and participate in literature and poetry circles to improve their reading skills. Both fiction and non-fiction texts are explored, promoting independent reading to strengthen comprehension skills.

The school plans annual reading assessments at the beginning of the school year to determine students' Arabic and English proficiency and identify areas requiring improvement. Clear, measurable goals that align with educational standards and guidelines are set. The school allocates resources for books, teaching materials, and technology to support effective reading. Encouraging parental involvement in supporting students' reading at home is emphasized. The school hosts reading events, book fairs, poetry contests, and reading competitions such as the UAE Reading Challenge and Emirates Reading Festival to create a positive reading culture.

Staff professional development includes workshops, seminars, conferences, and digital training courses. Collaboration and peer learning enable teachers to share successful strategies. Training sessions model effective teaching practices, particularly for the Kutubee and Alef reading programs. Teachers participate in ongoing professional learning communities to develop their skills in assessing reading comprehension levels in Arabic and English. Weekly sessions also focus on jointly analyzing teaching plans and learning activities to enhance critical thinking and reading comprehension skills.

The school provides online resources and educational platforms to support reading in English and Arabic. Regular assessments of students' literacy skills, including letter recognition, phonics, vocabulary, and comprehension are conducted.

There are reading-friendly environments that include designated corners in every Cycle 1 classroom. Various assessments, including diagnostic tests in Alef and Kutubee in cycles 1, 2, and 3, are used to evaluate students' reading capabilities and track progress. In KG, children are evaluated on their phonemic awareness skills and progress is tracked and monitored.

Strengths of the school

- Students' achievements are very good in all core subjects. Students' progress in social studies in Cycle 3 is outstanding.
- Students demonstrate positive behavior, and their learning skills are very good in all phases.
- Attendance is consistently at high levels.
- Teaching and assessment processes are effective and consistent across all phases of the school.
- The school has rigorous and robust arrangements for the health and safety of students, including safeguarding and child protection.
- School leaders, influenced by the principal, demonstrate a high level of commitment and dedication to the students' academic achievements and their personal development.
- The partnerships with parents and the community are highly successful. Parents are regarded as valuable

partners at the school.

- The school is very effective in retaining and developing staff at all levels.

Key Recommendations

1. Raise students' attainment, progress and learning skills to an outstanding level in all subjects in KG and all cycles by:

- ensuring children and students incorporate their knowledge and understanding of Islamic values and etiquette into their everyday routines and practices.
- further enhancing students' oral communication skills, as well as their reading and writing proficiencies in both English and Arabic across all cycles.
- further enhancing students' capacity to solve problems, and their application of mathematical concepts to real-world scenarios.
- ensuring students understand and apply scientific methods.
- offering KG children opportunities to learn through hands-on activities and to discover things on their own.
- providing opportunities and a range of activities for students to develop critical thinking, problem solving and inquiry skills while encouraging them to take ownership of their learning across all subjects and cycles.

2. Further supporting students' personal development by:

- ensuring students gain a deeper understanding of UAE history and heritage.
- reinforcing students' national identity and reflecting these values in learning opportunities.

3. Ensure greater consistency in the quality of teaching and assessment by:

- further emphasizing play-based and independent learning opportunities in KG.
- providing consistent high challenges in lessons for all students, with a focus on those who are gifted and talented students.
- standardizing teacher-written feedback and the use of assessment rubrics in workbooks across all cycles, ensuring clear guidance and next steps in learning are consistently provided.

4. Improve the effectiveness of leadership to reach an outstanding level by:

- enhancing the capabilities of middle leaders and subject coordinators and developing their skills in evaluating effective teaching and lesson planning.
- regularly reviewing the school improvement plan to track progress towards the specified success criteria and targets for student achievement.
- appoint a dedicated expert to lead the school's work to support students with additional learning needs, including students of determination.
- supplying an authentic and wider range of purposeful resources to support play-based learning in KG and subject-specific resources in mathematics and science.

Overall School Performance: **Very Good**

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Arabic as a first language	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
UAE Social Studies	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Outstanding 
English	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Mathematics	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Science	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Learning Skills		Very Good	Very Good	Very Good	Very Good

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good	Very Good	Very Good	Very Good
Assessment	Very Good	Very Good	Very Good	Very Good

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Very Good	Very Good	Very Good	Very Good

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
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	Very Good
Parents and the community	Outstanding
Governance	Very Good
Management, staffing, facilities and resources	Very 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	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 against the Ministry of Education (MoE) curriculum standards indicates that most children in KG and students in all the cycles attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external, national, or international assessments for KG. The results of the MoE national exam for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment.
- In lessons and their recent work, a large majority of children and students across all cycles demonstrate knowledge of Islamic concepts, teachings, and etiquettes that are above the curriculum standards. In Cycle 1, a few students are inconsistent in demonstrating a secure understanding of the meaning of prescribed Hadeeth.
- Over the last three years, the school's internal assessment data indicates consistently outstanding attainment across all cycles.
- The school's analysis of internal assessment data indicates that most children in KG and students across the cycles make better-than-expected progress over time and from their starting point at the beginning of the academic year.
- In lessons, across all cycles, a large majority of children and students make better than expected progress in developing their knowledge of Islamic teachings and etiquette and in appreciating Allah the Almighty, prophet Mohammad (PBUH), and his followers such as Abu Baker. However, applying examples of the

Islamic concepts in real life context and recitation for Holy Qur'an is less well-developed in cycles 2 and 3.

- Across KG and all cycles, most groups of children and students in lessons make better-than-expected progress. In lessons, the progress of students with additional learning needs, including students of determination and lower-attaining students is consistent. Higher-attaining students are usually consistently challenged to ensure that they make the progress they are capable of. The school's analysis of progress data indicates that there is no significant difference for most students although this analysis does not include all groups.

Next Steps:

1. Improve students' understanding and interpretation of Noble Hadeeth in Cycle 1.
2. Enhance students' accurate recitation of the Holy Qur'an with a focus on the application of Tajweed rules in cycles 2 and 3.
3. Enhance students' ability to apply Islamic principles and values to daily life practices in cycles 2 and 3.

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	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most children in KG and students in all the cycles attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external, national or international assessments for KG. The school has administered the International Benchmark test (IBT) during the first term of this academic year to benchmark students' attainment in Arabic in grades 3- 9. Results indicate in grades 3 and 5 attainment is below international expectations, however it is above in Grade 4 and grades 6 to 9. The results of the MoE national exam for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment.
- In lessons and their recent work, a large majority of children in KG and students across all cycles demonstrate listening, understanding, speaking, and reading comprehension skills above curriculum standards. However, the use the Standard Arabic in discussion is inconsistent. In cycles 2 and 3, students extended writing is less well-developed.
- Over the last three years, the school's internal assessment data indicates consistently outstanding attainment across all cycles.
- The school's analysis of internal assessment data indicates that most children in KG and students across all cycles make better-than-expected progress over time and from their starting point at the beginning of the academic year.
- In lessons, a large majority of children and students across all cycles make better-than-expected progress in developing their listening, reading, and speaking skills. In KG, children make progress in recognizing given letters and words and in forming simple sentences. In cycles 1, 2, and 3, the large majority of students make better than expected progress in developing their listening, speaking, writing, and reading comprehension skills. However, a few students in Cycle 1 make some pronunciation mistakes while reading aloud.

- Across KG and all cycles, most groups of children and students in lessons, make similar amounts of progress. In lessons, the progress of students with additional learning needs, including students of determination and lower-attaining students is consistent. Higher-attaining students are usually consistently challenged to ensure that they make the progress they are capable of. The school's analysis of progress data indicates that there is no significant difference for most students although this analysis does not include all groups.

Next Steps:

1. Enhance students' independent and extended writing skills, especially in Cycle 3.
2. Improve students' confidence in reading aloud in Cycle 1 to ensure they pronounce words correctly and with proper intonation.
3. Enhance students' speaking and presentation skills using standard Arabic, especially in Cycle 2.

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	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Outstanding ↑

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 against the Ministry of Education (MoE) curriculum standards indicates that most children in KG and students across cycles 1, 2, and 3 attain levels above curriculum standards. This high level of attainment does not match the levels of knowledge and skills observed in lessons.
- There are no external assessment data for social studies.
- In lessons and their work, the large majority of children and students in KG and cycles 1, 2, and 3 demonstrate knowledge and understanding of the UAE history, geography, and citizenship that are above the MoE curriculum standards. In cycles 1 and 2, students demonstrate strong knowledge of the factors that led to the establishment of the Union and the role of the founding fathers. Students are confident in their knowledge of the responsibilities as active citizens in the UAE. In Cycle 3, students are able to recognize initiatives adopted in the UAE in advancing and attaining sustainability goals.
- Over the past three years, attainment in internal assessments has been consistently above curriculum standards across all the cycles.
- The school's internal assessment information indicates most students, across all the cycles, have been consistently making better than expected progress over time and in relation to learning objectives aligned with the expected curriculum standards.
- In lessons, the large majority of children and students in KG and cycles 1 and 2 make better than the expected progress against their starting points and in relation to learning objectives. In lessons, the large majority of children in KG make gains in new learning about the impact of water scarcity and the efforts in the UAE for water rationing and conservation. They make slightly less progress in their understanding of ways to take care of the environment and overcome pollution. In Cycle 3, most students make better than expected progress.
- Across KG and all cycles, most groups of children and students in lessons make similar amounts of progress in lessons. The school's analysis of progress data indicates that there is no significant difference for most

students although this analysis does not include all groups.

- In lessons, the progress of students with additional learning needs, including students of determination and lower-attaining students is consistent. Higher-attaining students are usually consistently challenged to ensure that they make the progress they are capable of.

Next Steps:

1. Improve students' learning of the changes witnessed in the UAE throughout history and from the time of the establishment of the union, especially in KG and in Cycle 1.
2. Strengthen the students' understanding of the physical environments and the natural geographical features in the UAE and their ability to compare them to the world beyond the UAE in cycles 1 and 2.
3. Consolidate the students' understanding of sustainable development and the importance of renewable energy initiatives by the UAE across the cycles and not only in Cycle 3.

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	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data at the end of the academic year 2022/23 against the Ministry of Education (MoE) Curriculum Standards for English indicates that most children in KG and students in all cycles attain levels above curriculum standards. This high level of attainment matches what was observed in lessons in Cycle 2, but does not align with the levels of students' knowledge and skills in KG and Cycle 1, where the large majority of students attain levels above curriculum standards, however in Cycle 3 most students attain levels in line with curriculum standards.
- The school has no external national or international assessments for KG. PISA results indicate that student's attainment is below international standards. The result in reading literacy is 443. The school participated in the IBT standardized assessments in English. Results indicate that attainment is above international expectations in grades 4, 7 and 10. Most students in grade 12 attained above curriculum standards in the MoE National exam.
- In lessons and their recent work, the large majority of children and students in all cycles demonstrate reading, including reading comprehension and writing skills above curriculum standards. Students do not always check spelling for accuracy in writing.
- Over the last three years, the school's internal assessment data indicates consistently outstanding attainment across all cycles.
- The school's analysis of internal assessment data indicates that the majority of students make better-than-expected progress over time and from their starting point at the beginning of the academic year across all cycles. In KG, the school's records indicate that the majority make better than expected progress from their low starting points on entry.
- In lessons, the large majority of children in KG and students in all cycles make better than the expected progress in developing their listening, speaking, writing, and reading skills.
- The school's progress data indicates that girls generally outperform boys in English in KG, while it is almost the same in Cycle 1, with the exception of boys still making more progress than girls in Grade 1. Emirati

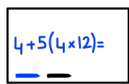
students make similar progress to their peers. In lessons, the progress of students with additional learning needs, including students of determination and lower-attaining students is consistent. Higher-attaining students are usually consistently challenged to ensure that they make the progress they are capable of. The school's analysis of progress data does not include all groups.

Next Steps:

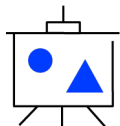
1. Ensure all students develop greater accuracy in spelling to further improve their writing.
2. Address the achievement gap between boys and girls in KG so all groups of students make better than expected progress.
3. Further accelerate students' progress in writing extensively and for different purposes.
4. Improve students' reading literacy skills and their results in international assessments.

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:



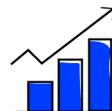
Number and quantity and their use



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	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 against the Ministry of Education (MoE) curriculum standards indicates that most children and students attain levels above curriculum standards in KG and cycles 1 and 2 and cycle 3 general and advanced streams. These results do not align with what was observed in lessons in KG and cycles 1, 2, and 3.
- The school has no external national or international assessments for KG children. In PISA results indicate that students in Cycle 3 attained levels that were below the international benchmark standards. The result in mathematical literacy is 447. The school has administered IBT standardized assessments. Results show that in grades 3, 4, and 6, attainment is above international expectations. Results are below in expectations in grades 5, 7, 8, and 9. The school is still awaiting the TIMSS (2023) results. The results of the MoE national examination for Grade 12 at the end of the academic year 2022/23 indicate overall outstanding attainment.
- In lessons, the large majority of children in KG and students in all cycles demonstrate mathematical knowledge, skills, and understanding that are above curriculum standards. In KG, the large majority of children demonstrate secure knowledge of quantity and number. In Cycle 1, students demonstrate and demonstrate an understanding of the four mathematical operations. However, their mental mathematical calculations are not always sufficiently well-developed. In cycles 2 and 3, students can apply their skills to solve problems.
- Over the last three years, the school's internal assessment data indicates consistently outstanding attainment across all cycles.
- The school's analysis of internal assessment data indicates that most children in KG and students across the cycles make better-than-expected progress over time and from their starting point at the beginning of the academic year.
- In lessons in KG, and all cycles the large majority of children and students make better than expected progress in gaining new mathematical knowledge. By the end of Cycle 3, students expand on their trigonometric knowledge and find the area under the curve, applying their knowledge in calculus and integration to make the expected progress.

- The school analyses assessment data to track the progress of groups of students across the school. Girls make the same progress as boys in KG and cycle 1. In grades 10 to 12, there is no difference in progress between general and advanced streams. In lessons, the progress of students with additional learning needs, including students of determination and lower-attaining students is consistent. Higher-attaining students are usually consistently challenged to ensure that they make the progress they are capable of. The school's analysis of progress data indicates that there is no significant difference for most students although this analysis does not include all groups.

Next Steps:

1. Ensure children use of a wider range of mathematics subject-specific resources in lessons in KG.
2. Ensure that students practice daily mental mathematic calculations, particularly in cycles 1 and 2.
3. Improve student's mathematical literacy skills and their results in international assessments.

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	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 against the Ministry of Education (MoE) curriculum standards indicates that in KG and all cycles, most children and students attain levels above curriculum standards. This high level of attainment does not align with the levels of student's knowledge, skills, and understanding observed in lessons.
- The school has no external curriculum-linked assessments for KG. The results of TIMSS international assessments for grades 4 and 8 have not yet been received. In PISA results indicate attainment is below the international standard. The result in scientific literacy is 449. The school has administered the IBT standardized assessment during the first term of this academic year to benchmark students' attainment in science in grades 3- 9. Results indicate that while in grades 5, 7, 8, and 9 attainment is below the international benchmark, Results are above in grades 3, 4, and 6. The results of the MoE national exam for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment in biology, chemistry, and physics.
- In lessons and their most recent work, a large majority of children and students in KG and cycles 1 and 2 demonstrate knowledge, skills, and understanding that are above curriculum standards. In KG, children show science skills in observing and exploring the natural world, making simple predictions, through using a limited range of hands-on investigations to develop their early scientific understanding. In cycles 1 and 2 students regularly conduct experiments in the laboratories, as well as undertake project work that builds their scientific knowledge. Consequently, most students in Cycle 3 apply the scientific method across all science subjects to understand scientific principles.
- Over the last three years, the school's external attainment data shows that most students' attainment has consistently been above national standards in all cycles.
- The school's analysis of internal assessment data indicates that most children in KG and students across all cycles make better-than-expected progress over time and from their starting point at the beginning of the academic year.
- In lessons, a large majority of children in KG, and students in cycles 1 and 2 make better-than-expected

progress in gaining new scientific knowledge, exploration, and investigation. As they progress across cycles, students apply the scientific method to record their observations and hypotheses but do not always apply methods independently. In Cycle 3 in biology, chemistry, and physics, most students build on foundations, having developed investigative skills. However, they rely on worksheets to record their laboratory work.

- Across KG and cycles 1 and 2, most groups of children and students in lessons make similar amounts of progress. In lessons, the progress of students with additional learning needs, including students of determination and lower-attaining students is consistent. Higher-attaining students are usually consistently challenged to ensure that they make the progress they are capable of. The school's analysis of progress data indicates that there is no significant difference for most students although this analysis does not include all groups.

Next Steps:

1. Improve children's use of a wider range of relevant resources and activities to further develop their scientific skills of inquiry and exploration in KG.
2. Strengthen all students' ability to apply scientific methods and independently plan, conduct, and record their experiments, analyzing results and concluding their findings.
3. Improve students' scientific literacy skills and their results in international assessments.

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	Very Good	Very Good	Very Good	Very Good

Findings:

- Children and students, across the cycles, are keen and enthusiastic learners. They are actively engaged in learning and motivated in lessons in all subjects. Students demonstrate positive attitudes and take increasing responsibility for their learning. They are capable of working productively on their own with little guidance from teachers. They are reflective of their own work and are aware of their strengths and weaknesses and know how to improve.
- Students collaborate and interact purposefully when completing work in groups. This is evident across all cycles. Children and students collaborate effectively in activities. They communicate their learning and thoughts very clearly when they participate in debates and when solving problems.
- Students frequently make meaningful connections between areas of learning and real life, deepening their understanding of the world beyond school. Students across the cycles also make links with other subjects and the UAE culture.
- Critical thinking and problem-solving skills are key features of learning, particularly in cycles 1, 2, and 3. In KG, children engage in play-based learning that enhances their critical thinking, inquiry, and exploration skills. Students across the cycles develop research skills, problem solve and think critically, and increasingly demonstrate independent learning skills. The students are skillful in using their devices to complete their work and are able to conduct research about topics from their lessons.

Next Steps:

1. Enhance the attention of children and students towards learning in KG and lower grades of Cycle 1 and motivate them to stay focused through engaging teaching strategies, including active learning.
2. Enable students to take more responsibility of their own and self- assess it to identify their own gaps in learning and skills, across the subjects and cycles.
3. Engage children in KG in the use technology for research in enrich their learning experiences.

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

Personal Development

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

Findings:

- Students enjoy coming to school and demonstrate a highly positive attitude towards learning. They respond very well to the feedback and instructions from the teachers. Across the school children and students are developing an increasing self-confidence in their learning. In cycles 2 and 3, students increasingly become more self-reliant and require less direction from teachers, and they do value critical feedback from teachers and their peers.
- Students are frequently self-disciplined and respond well to others. Children fully understand class rules and contribute to a harmonious learning atmosphere. Across the school students are polite to staff and each other. They work together to resolve differences. The Student Council has designed the activities and events for the school's Anti-Bullying Week. Senior students show increasing independence and respect for upholding the school values. Bullying is very rare.
- Students are sensitive to the needs and differences of others and consistently help each other. They are very considerate of their classroom friends and openly show affection when they meet each morning. They regularly contribute to the whole school community, activities, and initiatives, including volunteering to be peer mentors to younger students.
- Students have a secure understanding of eating healthily and staying fit. However, very few students, particularly in Cycle 1, still bring unhealthy snacks to school. Most students are physically active during break times. Students collaborate with over 10 organizations, including clinics, hospitals, the Red Crescent, and the Community Police.
- Attendance at 98% is outstanding for KG and cycles 1, 2 and 3. However, a few students were observed to occasionally arrive late to morning assembly, but not to lessons.

Next Steps:

1. Further enhance students' understanding of healthy eating and educate them on the importance and benefits of healthy nutrition especially in Cycle 1.
2. Improve punctuality through rigorous and robust systems that reinforce and follow-up on students' arrival to morning assembly.

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 in the KG and all cycles have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They regularly demonstrate their appreciation and provide a variety of examples of how these values influence people's lives throughout the day, such as during morning assembly and during lessons. Across the school, students are clear about the influence of Islamic values on their daily lives in the UAE, which is evident in their displays of work.
- Students are very knowledgeable and respectful of the heritage and culture that underpin and influence contemporary life in the UAE. They take pride in their involvement in a range of cultural activities across the school through activities, assemblies, and celebrations. They celebrate all Islamic and national events respectfully, including National Day and Flag Day. They recognize the visionary leadership of the UAE that transformed the nation from a desert landscape to an advanced modern society. This is observed during student-led interactive assemblies and projects, where students of all grades engage in discussions about UAE values and development.
- Students demonstrate a clear understanding of their own culture and that of a range of other countries. The school has effectively used the multicultural student committees to provide a range of cross-cultural experiences and activities. As a result, most students are aware of the similarities between their cultures and others. They can explain a wide variety of different foods, flags, and national sports. Students eagerly embrace opportunities to interact with international peers and explore diverse cultures, both locally and globally.

Next Steps:

1. Promote UAE values and heritage through experiences beyond the classroom setting.
2. Promote students' deeper understanding of other cultures around the world.

Social responsibility and innovation skills

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

Findings:

- Children and students participate willingly in activities that have a positive effect on the school and the wider community. The student's voice is strong and inclusive. Through various committee opportunities, such as the Student Council and Happiness Ambassadors, they take on a range of leadership responsibilities. There are 129 students in cycles 2 and 3 who have contributed to international causes. Additionally, 28 students from grades 6 to 12 are enrolled in the Young Leadership Program by the Harvard Model Congress and are awarded scholarships. However, children in the KG and students in Cycle 1 are not always provided with leadership opportunities.
- Students show a very positive work ethic. They take the initiative, come up with creative ideas, and make suggestions, particularly in cycles 2 and 3. They enjoy participating in projects and working with others. Students' enterprise, and entrepreneurial skills across all phases are emerging.
- Students care for their school and seek ways to improve its environment. They are active in supporting schemes that contribute to sustainability and conservation locally and in the wider world. Environmental responsibility is incorporated into lessons, which ensures students understand sustainability and take part in caring for the environment. The Student Council has been effective in reducing, reusing, and recycling. Students in Grade 8 and the Student Council play a pivotal role in promoting environmental awareness, aligning their initiatives with the United Nations Sustainable Development Goals across the school.

Next Steps:

1. Enhance children in KG and students in Cycle 1 skills in initiating and leading activities to help others.
2. Provide regular opportunities for students to develop their understanding of enterprise and entrepreneurship.
3. Further strengthen all students' interest and engagement in collaborative opportunities in sustainability and conservation projects.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- In all subjects, teachers effectively convey their knowledge and understand how students learn. They create learning environments that engage students and are appropriate to the ages being taught. In KG, teaching engages children in play-based learning enabling them to be independent learners.
- Teachers across the school plan purposeful lessons, with learning objectives aligned to curriculum standards and shared with students. In most lessons, resources are used effectively to support progress and engage students. In KG, there is a limited range of subject-specific resources. Technology is used across all grades, especially in cycles 2 and 3 in science, English, and social studies to allow students to research topics in greater detail. Teachers across all cycles manage lesson time skillfully to ensure that the lesson pace challenges a large majority of students.
- Most teachers engage students in meaningful discussions and their interactions ensure that students build on previous knowledge. In Cycle 3, questioning deepens students' knowledge and engages them in thinking critically about what they are learning. As a result, students give responses, explaining, justifying, and providing reasons for their answers. Teachers adapt their questions to meet the needs of the differing abilities, ensuring that all students are active and focused participants in the lesson.
- Teachers use a variety of highly effective strategies to engage students in their learning. They group students into both ability and mixed-ability groups, providing differentiated tasks and activities, including projects, and using peer teaching. In KG, teaching assistants support lower-attaining children, whilst, in other phases, teachers work with students of determination to ensure that they make at least good progress. In lessons, gifted and talented students are challenged appropriately.
- Teachers purposely develop students' critical thinking and problem-solving skills through inquiry activities in lessons and project work. Independent learning, including the use of technology for research, is a feature in Cycle 3 but is inconsistent in other grades. There is some reliance on worksheets to direct students learning.

Next Steps:

1. Further enhance teaching in KG to prioritize active learning and play-based activities.
2. Reduce the use of worksheets in all subjects in all cycles.
3. Further promote the skills of problem-solving and critical thinking that are tested in international assessments.

Assessment

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

Findings:

- Internal assessment processes are coherent, robust, and consistent, and aligned to curriculum standards in KG and all cycles. Regular internal assessments are conducted across all cycles and subjects. Assessments in KG are skills-based assessments to ensure that children are ready for the next stage in their learning. Assessment processes provide a reliable and comprehensive measure of student's academic achievements across subjects and phases.
- Students from grades 3-9 participate in standardized IBT standardized assessments in Arabic, science, mathematics, and English. In Grade 12, students are assessed against MoE examinations. The school has benchmarked students' attainment against international standards. The school participates in the international assessments PISA and TIMSS. The school did not meet the targets set by PISA, and the results are below international standards.
- School and subject leaders analyze assessment data to evaluate children and student's attainment and progress and information is gathered from internal, external, and standardized test scores. The school analyzes data to data to track the progress most groups of students. The progress of higher-attainers of gifted and talented students.
- Teachers use assessment information to meet the learning needs of a large majority of children and students. Across the school, teachers use data to inform their teaching as well as how they support individuals and all groups in lessons, making sure that they are challenged to enhance their progress.
- Teachers have a very good knowledge of the strengths and weaknesses of the children and students in their classes. They provide clear feedback and offer personalized support and guidance where needed. In students' workbooks, teachers written feedback, including the next steps in learning, is inconsistent in all cycles. Students are involved in reflecting on their work in lessons, and as part of the school's marking approach, rubrics are shared. In most lessons, teachers provide regular opportunities for students to engage in self-assessment through formative assessment processes including the use of 'exit tickets'.

Next Steps:

1. Expand the tracking systems to include the progress of all groups of students including low and high-attaining students across all cycles.
2. Enhance the use of assessment data to further personalize support and challenge for all students, particularly focusing on differentiated strategies for gifted and talented students in all lessons.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The rationale of the curriculum is clearly aligned with the school, Emirate, and national visions. It promotes innovation and inclusion and is planned to balance of knowledge and skills. It complies with the school's licensed curriculum and the national statutory requirements. The English department follows the MoE curriculum and supplements it with the California state standards, which are broad, balanced, and age-appropriate and are relevant and effective in developing knowledge, skills, and understanding. The taught curriculum requires a greater focus on the development of skills.
- The curriculum is effectively planned to ensure progression in all subjects. The continuity of learning is smooth, and students are very well prepared for the next phase of education within the school and beyond. Curriculum plans are built on previous stages according to scope and sequence and prepare students for the next steps. The curriculum is planned so that it builds well on students' prior knowledge. The planned curriculum ensures there is a smooth transition between KG and Cycle 1.
- The range of curricular options provides older students with several choices that develop their talents, interests, and aspirations. Starting from 10th grade, students are offered subject choices in the General stream and the Advanced streams based on their preferences and interests. In KG children have choices in learning and benefit from daily independent learning time.
- Cross-curricular links are meaningful and planned carefully. They are managed well and enhance students' transfer of learning between different subjects. In KG, learning is thematic.
- The school conducts regular reviews and develops its curriculum to ensure excellent provision in all subjects and to meet the academic and personal development needs of most students.

Next Steps:

1. Further strengthen the implementation of the curriculum to ensure that student's interests and aspirations are fully considered.
2. Ensure that curriculum reviews are conducted robustly to identify and address any gaps in learning and skills.
3. Prioritize the review of the provisions to further develop inclusion, innovation and enterprise.

Curriculum adaptation

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

Findings:

- The school is successful in ensuring that teachers modify the curriculum to meet the needs of all groups of students. Teachers and middle leaders regularly review the taught curriculum. They work to modify the curriculum and develop more personalized learning to address the needs of individuals and different groups of students. The curriculum requires further adaptation to promote the skills tested in international assessments.
- The curriculum is interesting, offering a range of opportunities designed to motivate most students. Opportunities for enterprise, innovation, and creativity are usually planned for most subjects, but these are not always prioritized or well-promoted in lessons. A comprehensive program of extra-curricular activities within and outside the school significantly enhances students' academic and personal development.
- Coherent learning experiences are embedded through almost all aspects of the curriculum to enable all students to develop a broad understanding of the UAE's culture and society. The school ensures that all children and students participate in many enriching activities, including assemblies, creating displays, national celebration days, and competitions that enhance understanding of Emirati culture.

Next Steps:

1. Provide more learning opportunities that develop students' innovation and enterprise skills.
2. Adapt the curriculum so that students have more opportunities to develop the skills tested in international assessments.

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	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

- The school has rigorous and robust 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 students, parents, and 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 robust measures to ensure that all students are protected from all forms of bullying, including cyberbullying. The school diligently informs students about cyber safety and how to stay safe while being online.
- The school provides a fully highly safe, hygienic, and secure environment for students and staff. All members of the school community feel safe and cared for. The emergency team meets regularly to review policy and plan accordingly. Children and students are always supervised. Risk assessments are rigorous, thorough, and detailed. The mitigating action is taken to ensure that the highest expectations for health and safety are met. The school meets all legal requirements and conducts regular emergency fire evacuation drills, ensuring full compliance with the Civil Defense regulatory requirements.
- Buildings are maintained in excellent condition and detailed records are kept. The school contracts external organizations to manage various health and safety functions, including CCTV and alarm systems and 24-hour site security. Regular pest control, routine water quality testing, regular water tank, dispenser, and cooler maintenance, laboratory chemical disposal, and the daily cleaning and up-keeping of the school. All these essential functions are up-to-date, and all contracts are with approved providers. The school has a well-equipped clinic and one qualified nurse. Essential medicines are locked in a secure cupboard within the clinic that only the nurse has access. The nurse manages and administers essential medication to the students and always keeps accurate records that are regularly updated.
- The school premises provide a very safe learning environment for all members of the school community. All parts of the school are accessible to those with mobility or physical disability. The school premises effectively meet the needs of children and students.
- The school has a vibrant and immaculate canteen that serves a variety of healthy foods and drinks, all approved by ADEK. The school ensures that only healthy food choices are available. The school regards the promotion of safe and healthy living as an important part of its provision and provides advice to students and their parents on food choices. Despite the school's efforts to offer guidance on healthy eating, a few students opt for unhealthy snacks brought from home. The importance of exercise and fitness is promoted across the school with daily outdoor recreation for all students in addition to the sports teams' activities. Shock-absorbent matting covers the main outdoor play area. Effective measures are taken to protect from the sun including appropriate shading in the outdoor spaces. There is access to fresh water coolers and

dispensers.

Next Steps:

1. Increase the promotion of healthy eating campaigns to ensure students continue to make wise food choices.
2. Raise awareness and set higher expectations that only healthy snacks should be brought to school from home.

Care and support

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

Findings:

- Teachers and adults have very positive relationships with children and students at school whom they know extremely well. Across the school, there is an atmosphere of relational trust and respect between students and adults. There are high expectations for conduct and positive behavior that students understand and proudly uphold. All behavior policies and expectations are shared with parents and families.
- The school has effective protocols to record and track students' attendance and punctuality. Systems of managing and following up on morning tardiness are appropriate. The impact over time indicates highly improved levels of attendance.
- The school has rigorous processes to identify students with additional learning needs (ALN), including students of determination (SoD) and gifted and talented. The school holds records that include medical assessments with specific diagnostic assessments. Individual education plans (IEPs) with SMART targets are devised and detailed at the start of each year. processes to identify and support more able students and those with gifts and talents are not as well established.
- The school's support systems for ALN, including students of determination, are effective. At present, 3 support specialist teachers, qualified subject leaders, and social workers liaise closely together with teachers to ensure the ALN students and students of determination are provided with full support. The school has yet to appoint an inclusion leader and ensure that all the necessary support is continuously and comprehensive in place to meet the needs of students who need support in learning.
- The school's personal support systems ensure that all children and students receive personalized pastoral support and well-being counseling. The qualified academic counselor provides senior students in grades 9-12 with academic advice to help them make well-informed decisions about their higher education options and career choices. A wide range of national and international universities invite Grade 12 students to their open house events. School alumni also visit the school to give talks to senior students and share their study and work experiences.

Next Steps:

1. Appoint an expert leader qualified and experienced in best inclusive practices.
2. Further strengthen protocols to better support all children and students including the higher achievers and those who are gifted and talented at school.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- Leaders at all levels, under the inspirational guidance of the principal, understand the clear, strategic direction for the school. The senior and middle leadership teams share the principal's vision of a school that is fully inclusive and that sets high standards for the students and staff, aligning fully with the UAE national education priorities.
- All leaders, including the middle leadership team, display a thorough understanding of the curriculum and effective teaching and learning practices. The principal and the senior leaders work very well as a team and take responsibility for key aspects of teaching, learning, and assessment and ensure that the main focus of all teachers is firmly on raising the students' achievement and supporting their personal development.
- The relationships and communication with all stakeholders, including the parents, are consistently professional and effective and are based on mutual respect. A very positive learning culture has been established and prevails throughout the school, promoting and encouraging students' self-esteem and well-being. The leadership structure ensures that the senior and middle leadership teams have clear delegated roles and responsibilities. These duties are carried out consistently and at very high standards.
- All leaders are aware of areas requiring enhancement and improvement and are very effective in implementing appropriate strategies for improvement. The school's senior leaders have successfully enhanced the capacity and capabilities of all the middle leaders to contribute to school improvement efforts. Morale throughout the school is high. Leadership ensures that the school is compliant with all statutory and regulatory requirements. They have introduced a number of innovative learning initiatives, such as the highly successful online learning platforms designed to support and enhance students' learning and assessment.
- Collective accountability ensures any potential barriers are addressed leading to consistent improvement in school performance. Teachers and leaders understand their role in ensuring the highest standards of student achievement.

Next Steps:

1. Continue to develop the capacity and effectiveness of the leadership team and provide training to deepen their understanding of best practices in teaching and learning.
2. Prioritize strengthening the leadership of the school's work to support students with additional needs to meet its goals for a fully inclusive school.

School self-evaluation and improvement planning

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

Findings:

- The school makes systematic and rigorous self-evaluations using a wide range of assessment information, including the outcomes of internal and external data. This evaluation influences the school improvement planning practices. The school demonstrates a strong understanding of its strengths and identifies appropriate areas that need further development. Key priorities are accurately identified and analyzed.
- Systematic processes for monitoring and evaluating teaching and learning throughout the school are effective and well established. Every member of staff has a clear understanding of their role in the process. Middle leaders with subject responsibility evaluate student performance in their area appropriately through analyses of assessment data and classroom observations.
- The school improvement plans provide clear targets and goals which are based on accurate self-evaluation. Improvement planning processes are coherent and aligned with the strategic direction of the school including alignment with the UAE's national priorities. These are usually reviewed.
- All the recommendations in the previous inspection report have been implemented or are in the process of implementation. The school has demonstrated sustaining high levels in students' achievements across the curriculum.

Next Steps:

1. Promote a culture of ongoing and continuous improvement, particularly in teaching methods aimed at positively influencing students' achievement.
2. Further strengthen improvement planning processes with reviews that monitor progress towards the school's targets and goals.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Outstanding

Findings:

- The partnerships between the parents and the school are highly effective with the school and extensively engage parents as partners in their children's learning and school life. They have a voice through parental representatives on the parents' council and the governing board. Additional opportunities for parents to communicate their views take place through parent-teacher meetings organized by the school throughout the academic year. Parents are provided with the opportunity to write at length about their views of the school's performance and make suggestions for improvement. The school responds to these suggestions in a very positive manner. Parents are well informed of their children's life at school and are provided with opportunities to support their children's learning at home by ensuring that students' homework is completed for example. There are opportunities for parents to be directly involved in school as volunteers and active participants in school events and celebrations. Parental involvement makes a very positive contribution to raising standards throughout the school.
- The communication systems ensure that parents are consistently informed about all aspects of the life and work of the school. The school uses social media platforms to maintain regular contact with parents through newsletters and circulars as well as information uploaded on the school website. Parents mentioned during the meeting with the inspection team that they are provided with extensive opportunities to inform the school of their views through annual and detailed surveys. They greatly appreciate the open-door policy and that they can contact the school at any time if they have a concern, reporting that their calls are always returned promptly. The parents of the students of determination are very well informed about their children's academic and social development in the school and are active partners with the school in helping meet their children's needs.
- Parents receive comprehensive every term detailing their children's academic performance and achievements, as well as their social and personal development such as their engagement in sporting or other extra-curricular activities. The reports identify clear targets for improvement. In addition to that, parents have regular parent-teacher meetings with the class teachers in all cycles to discuss their children's attainment and progress.
- The school has been successful in developing exceptional links with both the wider national community and international organizations. Various events, such as the UAE National Day and Sports Day, involve parental participation and contribution. Links with the local community entities and businesses have been considerably strengthened including police, the Civil Defense, health professionals and college representatives. These collaborations provide additional resources to enhance students' real-life and practical learning experiences.

Next Steps:

1. Engage parents more proactively when determining the priorities in the self-evaluation and school improvement plans by including them in meetings and reviews concerning school-related matters.
2. Provide parents with more detailed information about how to further support their children's learning at home.

Governance

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- The Governing Board has representation across all the main stakeholders of the school, including the school owner, school leaders, and parents. A central representative takes responsibility for key aspects of the school and regularly reports back to the school owner. The parents are represented and meet regularly with the senior leadership of the school. Regular audits of the school's provision are conducted which include one parental survey per year. Consequently, the school's owner has comprehensive and accurate knowledge about the work of the school.
- All aspects of the work of the school are consistently monitored by members of the Governing Board, including the performance of the students in external assessments. They also monitor the implementation of the school improvement plan, holding the leaders to account for achieving key milestones. They also provide constructive feedback on how well the school is meeting its targets and provide additional support where necessary.
- The Governing Board has a very positive influence of the school's leadership and direction. It sets very clear goals that align with all the statutory requirements and the UAE's national agenda and are firmly based on ethical principles. They understand the necessity of hiring a dedicated staff member to oversee the support for students with special educational needs and are collaborating with school leaders to ensure it happens promptly. The school is well-resourced overall; the governing body ensures that any financial requirements related to the priorities outlined in the school improvement plan are fulfilled. The Governing Board has a very positive impact on the overall performance of the school.

Next Steps:

1. Enhance links further with stakeholders, particularly with parents and students.
2. Enhance monitoring of all students' academic achievements and not only those in Cycle 3.
3. Proceed with supporting the school further, particularly in the recruitment and training of a dedicated expert to oversee the support of all students, particularly those who have additional learning needs.

Management, staffing, facilities and resources

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

Findings:

- Almost all aspects of the day-to-day management of the school are very well organized and have a very positive impact on the student's achievements. The daily routines are very effective in establishing a sense of calm and order throughout the school, resulting in an atmosphere that is highly conducive to effective learning.
- All of the school staff are well-qualified and trained for their roles, including all supervisory and teaching staff. The school implements a very extensive professional development program which is closely matched to the school's priorities. An important aspect of this development program is the work undertaken to develop the subject teachers' skills to support the lower-attaining students in lessons. The school does much and places significant emphasis on nurturing the leadership capabilities of teachers who show the capacity and willingness to undertake courses that are aligned with the priorities identified in the school improvement plan, thereby enhancing student achievement.
- The school buildings are of high quality and very well maintained. There are very good facilities for practical subjects and sporting activities such as the school science laboratories, library and sports facilities. Attractive displays, many of which feature examples of the student's work and celebrate their many achievements, further enhance the learning environment. The outdoor play area is of high quality and is kept in very good condition. It is used effectively to enhance the PE curriculum and the children's and student's learning experiences and is used appropriately by the teachers to extend the range of activities during lessons.
- The school is very well-resourced in most subjects and resources are appropriately matched to the needs of the curriculum and promote effective learning.

Next Steps:

1. Ensure all teachers are provided with appropriate, targeted, professional development to support their improved practices in teaching.
2. Ensure the school has appropriately qualified specialist staff to meet the needs of all students, particularly those with additional learning needs.

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