

Irtiqa'a School Inspection

AY 2024/25


Shining Star International School

Rating: Good

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School Information

General Information	
 Name	Shining Star International School
 Esis Number	9241
 Location	46, Al Madaris St, Mohamed Bin Zayed City, Abu Dhabi, 20612
 Website	http://www.ssis.ae
 Telephone	025596444
 Principal	ABHILASHA SINGH LAL VIVEK RAJ SINGH
 Inspection Dates	14 to 17 Oct 2024
 Curriculum	Indian

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1989
Number of Emirati students	7
Number of students of determination	38
Largest nationality group of students	India - Pakistan - Bangladesh

Information On Teachers

Number of teachers	108
Nationalities	India - Egypt - Pakistan
Number of teaching assistants	10

Changes since the previous inspection

Since the previous inspection, the school's overall performance judgment has improved from acceptable to good.

Overall progress has improved in all subjects and across most phases, primarily due to the majority of students making better-than-expected progress, as indicated by their internal assessment results and performance in lessons.

Achievement in Arabic as a second language has been evaluated as good in phases 1 and 4. Phase 1 was not evaluated in the previous inspection, and Phase 4 improved from acceptable to good. In phases 2 and 3, attainment was evaluated as acceptable, with phase 2 showing a regression from good, while phase 3 remains unchanged at an acceptable level. Achievement across all phases in Islamic education and social studies is good, with phases 3 and 4 improving from acceptable to good. In contrast, phase 2 has remained consistently good in both subjects. Phase 1 was not evaluated in the previous inspection. Students' achievement in English has improved notably, advancing from acceptable to good in Phase 1 and from good to very good in Phase 4, attributed to improved teaching practices and enriched learning strategies. In phases 2 and 3, attainment has remained steady at an acceptable level; however, progress in both phases has shown improvement, moving from acceptable to good. These improvements reflect a focused approach to enhancing student engagement and instructional quality in English across the school.

Attainment in math and science remains consistently good in phase 1, while it is acceptable in phases 2, 3, and 4. Regarding progress, phase 1 has maintained a good rating in both subjects. Notably, progress has improved from acceptable to good in phases 2, 3, and 4, reflecting positive instructional effectiveness and student engagement

developments. As a result, students' learning skills across the school have improved from acceptable to good in phases 2, 3, and 4, while they remain good in phase 1, leading to an overall good rating across all four phases.

Students' personal and social development was not previously reported. Still, it is rated as good across all phases of personal development, reflecting students' responsible attitudes toward learning and positive behavior. Their understanding of Islamic values, awareness of Emirati and global cultures, social responsibility, and innovation skills are currently rated as acceptable. There is room to further enhance students' involvement in projects and activities, which would help strengthen their sense of responsibility and engagement within the school community.

In the last inspection, teaching across all phases was rated as acceptable, but it has since improved to good. This progress is credited to teachers' effective use of varied techniques to engage students actively in learning. Teachers now adapt lesson plans to provide differentiated learning opportunities and employ targeted instructional approaches that support students in meeting expected progress levels. However, assessment practices remain at an acceptable level, consistent with the findings of the previous inspection.

Although curriculum design and implementation were not evaluated in the previous inspection, they are now rated as good in Phases 1 and 4 and acceptable in Phases 2 and 3. Curriculum adaptation is rated as acceptable across all phases. However, there is a need for the curriculum to provide more regular and well-planned opportunities for students to make meaningful connections between learning areas across core subjects.

The school maintains effective procedures for safeguarding students, including robust child protection measures. Consequently, health and safety standards and child protection and safeguarding practices remain at a good level. Care and support for students are rated as acceptable, consistent with the previous inspection. A review and update of the DLP (IEP and ALP) processes are necessary to ensure that SMART targets comprehensively address students' academic, social, and emotional needs.

All aspects of leadership and management have remained at a good level, as in the previous inspection. Leaders are ambitious about student learning and experiences, clearly articulating their goals in the school's vision and mission statements. To strengthen strategic direction and impact, there is a need to enhance the accuracy and validity of data used in the Self-Evaluation Form (SEF) and School Improvement Plan (SIP). Leaders actively involve parents in various events, where their engagement positively contributes to student learning. Additionally, the governing board closely monitors the school's actions and holds senior leaders fully accountable for academic performance and service quality.

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

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- The school benchmarks students against international standards by conducting the Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS). There is a general awareness of international benchmarking assessments, and the school promotes the importance of doing well and making a more global comparison. The school is aware of its targets on international assessments and has implemented several efforts to help students meet or exceed these targets. Students have access to practice papers to aid in improving their performance, and the school has recently held reading workshops aimed at cultivating a love for reading and strengthening comprehension skills, particularly to support students in achieving success in the PIRLS test.

Performance in standardized and international assessments

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

Standardized Assessments

- ACER IBT standardized assessment is conducted for students of grade 3 to 9 to benchmark their achievement in English, mathematics and science. Results of the 2023/24 ACER IBT assessment indicate weak attainment across grades 3 to 9 in English and science, and weak attainment in mathematics in all grades except grade 8, which attained very good results. Arabic IBT was last conducted for grades 3 to 9 in the AY2022/23 in which the results indicated weak attainment across all grade levels.
- Grade 12 students take the MOE assessment in Arabic and Islamic education. The AY2023/24 exam results indicate outstanding attainment in both subjects.
- Students of grades 10 and 12 take the CBSE examinations. The AY2023/24 exam results indicate outstanding attainment in English and acceptable attainment in mathematics. Grade 10 make good attainment in CBSE science, while grade 12 students' attainment is acceptable in physics, good in chemistry and very good in biology.

International Assessments: TIMSS, PISA, PIRLS

- Results for the TIMSS 2019 assessment indicate that grade 4 students score 450.49 in mathematics and 445.49 in science, while grade 8 students score 443.01 in mathematics and 474.04 in science, all of which are within the low international benchmark range.
- The school participated in TIMSS 2023 and is awaiting the results.
- 15-year-old students participated in the PISA 2022. Results indicate that in reading literacy, students exceeded the set target of 402, however did not meet the international average with a score of 412.4. In mathematical literacy, students did not meet the international average or the set target 448.1 with a score of 402. Similarly, in scientific literacy, students did not meet the international average and scored 411.3, which is slightly below the set target 412.8.
- Results for PIRLS 2021 indicate that Grade 4 students achieved a proficiency level of 540 in reading, which significantly surpasses international expectations and previous benchmarks.

Reading

- The school operates two libraries located in the new and main buildings, both of which are well-equipped with age-appropriate materials to support students' learning in both English and Arabic. The library holds a total of 7,813 books, including 5,645 fiction and non-fiction books, 1,474 reference books, 278 Arabic books,

and 374 teacher manuals, as well as 21 copies of the Holy Quran. There are resources available in other languages such as Hindi and Malayalam. The libraries are also equipped with data projectors to integrate e-learning into students' activities.

- Books are easily accessible, and students in different phases are provided with well-organized access to the library. The school promotes reading comprehension through various resources and initiatives tailored for different phases. In phase 1, students use the Level Up reading app, which adapts reading materials based on their Lexile scores, allowing for personalized learning. In phases 2 and 3, the 'Achieve 3000' platform is employed to provide differentiated reading comprehension activities. Phase 4 students, following the CBSE curriculum, focus on reading comprehension through sample papers and worksheets to strengthen their skills in preparation for examinations.
- To ensure progress in reading skills, the school conducts diagnostic and baseline tests at the beginning of each year. Regular mid and end of term assessments help identify students needing extra support. Students who demonstrate reading skills below expected standards participate in after school intervention sessions. Parents are encouraged to support their children's reading at home, with workshops and guidelines provided to foster parental involvement.
- The school's annual plan aims to improve reading proficiency for a significant majority of students, with a focus on Lexile score improvements. Celebrations such as World Book Day and Library Lovers' Day promote a love for reading across the school community. The school has also participated in national reading initiatives, including the 'Reading Challenge' competition. Posters promoting reading are displayed throughout the school, and reading time is allocated at the start of each day. Additionally, monthly recognition of top readers through 'Level Up' and 'Achieve 3000' systems motivates students to engage more actively in reading.

Strengths of the school

- The school has been successful in enhancing students' achievement across all subjects, ensuring that students in all phases demonstrate at least good progress.
- Students enjoy attending school and exhibit a positive attitude toward learning, which significantly contributes to their engagement and motivation.
- Teachers collaborate effectively across the school, fostering consistent achievement among students.
- The school prioritizes and effectively manages the health, safety, welfare, and safeguarding of students, ensuring a secure and supportive learning environment.
- The principal provides strong leadership, fostering a collaborative environment where senior leaders work cohesively to promote a culture of continuous improvement.
- The governing body offers robust support to the school, empowering leaders to sustain the school's positive trajectory and drive ongoing improvement.

Key Recommendations

1. Raise the standard of achievement in all subjects to a very good level by:

- ensuring that in all lessons, lower-attaining students, higher-attaining students, gifted and talented students and students with additional learning needs, including students of determination, consistently make the progress of which they are capable.
- developing students' accurate reading of the Holy Qur'an across all phases.
- improving the accuracy of students' writing in Arabic as a second language in Phases 3 and 4 and students' extended writing skills in English across the phases.
- improving students' understanding of subject specific vocabulary and thereby their abilities in communicating their learning more extensively especially in mathematics and science across the school
- developing students' critical thinking and problem-solving skills across the school.
- improving students' use of learning technology resources to conduct investigations and research in all subjects across the school.
- improving students' innovation and enterprise skills in all phases.

2. Improve the quality of teaching, learning, assessment and the curriculum provision to very good levels by:

- ensuring that across the school, teachers provide sufficient challenge in their lessons for the higher-attaining and gifted or talented students and support to accelerate the progress of lower-attainers and students with additional learning needs, including students of determination.
- ensuring teachers consistently provide students with clear, actionable verbal and written feedback to support students' improvement
- utilizing internal and standardized assessment outcomes more effectively to tailor teaching and consistently address the diverse needs of all learners
- ensuring that cross-curricular links are systematically integrated into lessons to facilitate students' transfer of learning between subjects.

3. Strengthen leadership and management by:

- reinforcing current systems to help all leaders in supporting all teaching staff with making better use of assessment procedures to provide more accurate measures of students' achievement.
- enhancing the inclusion team and middle leaders' skills in accurately evaluating teaching quality and monitoring students' attainment and progress in classrooms.
- extending current facilities to provide appropriate access for the students with additional learning needs, including students of determination, to all parts of the school and ensuring that access is improved for those who may have physical disabilities or mobility issues.

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Arabic as a second language	Attainment	Good	Acceptable ↓	Acceptable	Good ↑
	Progress	Good	Good	Good ↑	Good ↑
UAE Social Studies	Attainment	Good	Good	Good ↑	Good ↑
	Progress	Good	Good	Good ↑	Good ↑
English	Attainment	Good ↑	Acceptable	Acceptable	Very Good ↑
	Progress	Good ↑	Good ↑	Good ↑	Very Good ↑
Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good ↑	Good ↑	Good ↑
Science	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good ↑	Good ↑	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	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good ↑	Good ↑	Good ↑	Good ↑
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

PS4: Curriculum

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

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good
Care and support	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

PS6: Leadership and Management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Good ↓
Governance	Good
Management, staffing, facilities and resources	Good

Inspection findings

PS1: Students' achievements

Islamic Education

A number of areas are evaluated by inspectors when evaluating students' attainment and progress in Islamic Education. These include the following:



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good	Good ↑	Good ↑
	Progress	Good	Good	Good ↑	Good ↑

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24, measured against Ministry of Education (MoE) curriculum standards, shows that most students in Phase 1 attain levels above curriculum standards. A large majority of students in Phases 2 and 3 also attain above curriculum standards, while the majority of students in Phase 4 attain at these levels. However, this does not align with the levels of students' knowledge and skills observed in lessons.
- The school does not utilize external national or international assessments for grades 1–11. However, results from the MoE national examination for Grade 12 at the end of AY 2023/24 indicate outstanding attainment.
- In lessons and recent work, the majority of students across the school attain above curriculum standards. Students in Phases 1, 2, and 3 demonstrate a secure knowledge of Islamic teachings and etiquette. While students in Phases 1 and 2 have an adequate understanding of the meanings of the prescribed Surah and Hadith, students in Phase 3 develop an understanding of Islamic rules and principles, although there is room for a deeper understanding. Students in Phase 4 show a clear grasp of the main ideas in the Holy Qur'an verses.
- Over the last three years, internal assessment data indicates that most students in Phase 1 consistently attain above curriculum standards. In Phase 2, attainment regressed from outstanding to very good over the past two years. Phase 3 data fluctuated between very good and good, achieving very good last year. In Phase 4, performance declined from two years at outstanding to good in the past year.
- The school's analysis of internal assessment data suggests that a large majority of students in Phases 1 and 2, and the majority in Phases 3 and 4, make better than expected progress over time and from their starting points, based on learning objectives aligned with curriculum standards.

- In lessons across the school, the majority of students make better than expected progress in developing their knowledge of Islamic teachings, etiquette, and Hadith.
- The school's progress data indicates that a large majority of boys in Phases 1 and 2, and the majority in Phases 3 and 4, make better than expected progress. Similarly, a large majority of girls in Phases 2 and 4, and the majority in Phases 1 and 3, make better than expected progress. Most low-attaining students make expected progress across the school, while the majority of higher-attaining students exceed expected progress in all phases. Most students with additional learning needs, including students of determination, make better than expected progress in all phases. However, most gifted and talented students make only expected progress in Phase 3, and there is no data to evaluate their progress in other phases.
- In lessons, lower-attaining students and those with additional learning needs, including students of determination, progress at similar rates to their peers. However, higher-attaining and gifted and talented students do not always make the progress they are capable of achieving.

Next Steps:

1. Improve students' understanding of the prescribed Surah and Hadith in Phases 1 and 2.
2. Develop students' understanding of Islamic laws and principles in Phase 3.
3. Enhance students' Qur'an recitation skills across all phases.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 indicates that most students in Phase 1 and the majority of students in Phase 2 attain above curriculum standards. The data shows that most students in Phases 3 and 4 attain in line with curriculum standards. These results do not completely align with students' attainment observed in the classrooms.
- The school has no external national or international assessments for Arabic as a second language (ASL) in AY 2023/24 for Grades 1-11. Grade 12 data of Arabic MoE external assessment shows outstanding results.
- In lessons and recent work, the majority of students in Phases 1 and 4 attain above curriculum standards, while most students in Phases 2 and 3 attain in line with curriculum standards. In Phases 1, 2, and 3, students demonstrate suitable basic language skills, and students in Phase 4 show well-developed abilities. Most students learning ASL for more than two years demonstrate basic alphabet recognition skills. Students learning ASL for more than four years in Phases 3 and 4 can comprehend level-appropriate texts and talk about personal interests. However, students across the school sometimes struggle in terms of their skills with fluency in reading and speaking, especially in Phases 2 and 3. Across the school students struggle with producing grammatically accurate writing and also with developing secure reading comprehension skills.
- The school's internal assessment data over the past three years shows that most students in Phase 1 consistently achieve above curriculum standards. In Phase 2, performance has regressed from outstanding to good and remained at this level for the last two years. Similarly, Phase 3 has regressed from very good to acceptable, while Phase 4 has fluctuated between acceptable and good, reaching acceptable in the past year.
- The school's analysis of internal assessment data indicates that the majority of students in all phases make better-than-expected progress over time and from their starting points.
- In lessons, the majority of students across the school make better-than-expected progress against learning objectives aligned with curriculum standards.
- Internal assessment data shows that the majority of boys and high attainers across the school, girls in Phases 3 and 4, and gifted and talented students in Phases 1 and 2 make better than expected progress.
- The data shows that most low attainers across the school and students with additional learning needs in Phases 1, 2, and 3 make the expected progress in all phases, while most of these students make better than expected progress in Phase 4. A large majority of girls in Phases 1 and 2 make better-than-expected progress. There is no data to indicate how well gifted and talented students progress in Phase 4. In lessons, students with additional learning needs, including students of determination, higher attainers, and gifted and talented students, do not always make the progress they are capable of.

Next Steps:

1. Improve students' fluency in reading and speaking, particularly in Phases 2 and 3.
2. Improve students' reading comprehension skills in all phases.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that a large majority of students in Phases 1, 2, and 3 and most in Phase 4 attain levels above curriculum standards. These high levels of attainment do not align with the levels of students' knowledge and skills observed in lessons.
- There are no external, national or international social studies assessments.
- In lessons and their recent work, the majority of students across the school demonstrate knowledge and skills above MoE curriculum standards.
- Over the past three years, the school's internal data indicates that a large majority of students in Phase 2 consistently attained levels above MoE curriculum standards. In contrast, Phase 1 data shows a slight regression to very good in the past year, while Phase 3 improved from good to very good. Phase 4 data reflects fluctuations between outstanding and good, achieving outstanding in the past year.
- 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 points in all phases. In lessons, the majority of students in all phases make better-than-expected progress against learning objectives aligned with curriculum standards.
- The school's analysis of progress data indicates that the majority of boys and girls make better than expected progress across the school, except girls in Phase 3 where large majority make better than expected progress. The data shows that most low-attainers make the expected progress in Phases 2, 3, and 4. There is no data to show the progress made by lower attainers in Phase 1. The data shows that the majority of higher-attainers across the school and students with additional learning needs, including students of determination in Phase 1, make better than expected progress.

- The data shows that most of the students of determination make better than expected progress in Phases 3 and 4, while less than three-quarters of the students with additional learning needs make the expected progress in Phase 2. The data shows that most gifted and talented students in Phases 1 and 2 make better than expected progress, while most gifted and talented students in Phase 3 make the expected progress. There is no data to show the progress made by gifted and talented students in Phase 4. In lessons, higher-attainers and gifted and talented students do not always make the progress of which they are capable.

Next Steps:

1. Enhance students' knowledge and understanding of National Identity in the UAE in Phase 1 and 2.
2. Improve the use of data to improve students learning across all phases.

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	Good ↑	Acceptable	Acceptable	Very Good ↑
	Progress	Good ↑	Good ↑	Good ↑	Very Good ↑

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24, based on Central Board of Secondary Education (CBSE) curriculum standards for English, indicates that the large majority of students in Phases 1 and 2, and the majority in Phase 4, attain levels above curriculum standards. However, most students in Phase 3 attain levels in line with curriculum standards. These attainment levels do not fully align with the levels observed during lessons.
- The school does not administer external national or international assessments for Phase 1. In the external ACER IBT examinations for English, less than three-quarters of students in Phases 2, 3, and 4 achieve levels in line with national and international standards. In CBSE English examinations, most Grade 10 and Grade 12 students attained levels above national and international standards. In PISA 2022, 15-year-old students achieved a score of 412.4, exceeding the school's target of 401.8 but remaining below the OECD international benchmark. In the PIRLS 2021 reading test for Grade 4, the school scored 540, which is above the international benchmark.
- In lessons and recent work, the majority of students in Phase 1 and the large majority in Phase 4 attain levels above curriculum standards, while most students in Phases 2 and 3 achieve levels in line with curriculum standards. Students in Phase 1, particularly Grades 1 and 2, struggle to communicate their learning effectively both verbally and in writing, though KG students demonstrate strong listening and speaking skills. Across all phases, students generally find it challenging to produce extended pieces of writing. While most students read fluently, they often lack expression and struggle to use context clues to infer the meaning of unfamiliar words in a text.
- Internal assessment data over the past three years shows a regression in attainment in Phase 1 from outstanding in AY2021/22 to very good in the last two academic years. In Phase 2, attainment has fluctuated, declining from outstanding in AY2021/22 to good in AY2022/23, then improving to very good in the last academic year. In Phase 3, attainment has remained consistently acceptable. In Phase 4, attainment has shown a downward trend, regressing from outstanding to very good and then to good in the last academic year.

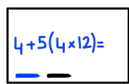
- Internal assessment data indicates that the majority of students in Phases 1, 3, and 4, and the large majority in Phase 2, make better than expected progress relative to their starting points. Observations and student work scrutiny confirm that the majority of students in Phases 1, 2, and 3, and the large majority in Phase 4, make better than expected progress.
- Internal assessment data reveals that the majority of boys across the school make better than expected progress. The majority of girls in Phases 1, 3, and 4, and the large majority in Phase 2, also make better than expected progress. Most lower-attaining students achieve expected progress across all phases. The majority of gifted and talented students in Phases 1 and 2, and the large majority in Phase 3, make better than expected progress, while less than three-quarters make expected progress in Phase 4. Data indicates that most students with additional learning needs, including students of determination, make better than expected progress in Phases 3 and 4, while the majority achieve this in Phase 1. However, less than three-quarters of students with additional learning needs meet expected progress in Phase 2. While lessons show that some groups, including students with additional learning needs, lower-attainers, higher-attainers, and gifted and talented students, progress well, they do not consistently achieve the levels of progress they are capable of across the school.

Next Steps:

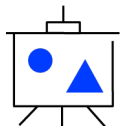
1. Improve students' attainment and progress in ACER IBT standardized assessment across phases 2, 3 and 4.
2. Enhance differentiation practices in lessons across all phases to better support low-attainers and further accelerate the progress of high-attainers, and gifted and talented students.
3. Strengthen support strategies in phase 2 to improve the progress of students with additional learning needs, including students of determination.

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:



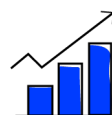
Number and quantity and their use



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	Acceptable	Acceptable	Acceptable
	Progress	Good	Good ↑	Good ↑	Good ↑

Findings:

- The school's analysis of internal assessment data for AY2023/24 indicates that the majority of students in Phase 1 and the majority in Phase 2 attain levels above curriculum standards, while most students in Phases 3 and 4 attain levels in line with curriculum standards.
- The school does not administer external national or international assessments for Phase 1. In the external ACER IBT mathematics examinations, less than three-quarters of students in Phases 2, 3, and 4 attain levels in line with national and international standards, except for Grade 8 students, where the large majority achieved levels above these standards. CBSE board examination results for Phase 4 indicate that most students' attainment aligns with curriculum standards. Results from the 2019 Trends in International Mathematics and Science Study (TIMSS) show that students in Grades 4 and 8 scored 450.49 and 474.04, respectively, both below the international benchmark. In the PISA 2022 tests for 15-year-olds, the school scored 402, falling short of the school target of 448.1 and below the OECD international benchmark.
- In lessons, the majority of students in Phase 1 attain levels above curriculum standards, while most students in Phases 2, 3, and 4 attain levels in line with curriculum standards. Students across all phases exhibit age-appropriate knowledge of numbers and shapes, with students in Phases 3 and 4 using numbers appropriately for calculations and problem-solving. However, students across all phases display underdeveloped spatial understanding and data analysis skills. Additionally, their ability to solve real-life mathematical problems remains insecure.
- Internal assessment data over the past three years shows that students' attainment in Phase 1 has declined from *Outstanding* in AY2021/22 and AY2022/23 to *Very Good* in the last academic year. In Phase 2, attainment has fluctuated, regressing from *Outstanding* in AY2021/22 to *Acceptable* in AY2022/23, then improving to *Good* in the last academic year. Attainment in Phase 3 has remained consistently *Acceptable* over the past three years. In Phase 4, students' attainment improved from *Weak* in AY2021/22 and AY2022/23 to *Acceptable* in the last academic year.
- The school's internal assessment data indicates that the majority of students across all phases make better than expected progress. Similarly, in lessons and their recent work, the majority of students demonstrate progress that exceeds expectations.
- Assessment data shows that the majority of boys, girls, and high-attaining students make better than

expected progress across the school. Most low-attaining students achieve expected progress. Data also indicates that the majority of students with additional learning needs, including students of determination, make better than expected progress in Phase 1 and in Phases 3 and 4, while most of these students make only expected progress in Phase 2. Furthermore, a large majority of gifted and talented students in Phases 2 and 3 make better than expected progress, though there is no assessment data available for gifted and talented students in Phases 1 and 4. Across all phases, students with additional learning needs, lower-attaining, higher-attaining, and gifted and talented students do not consistently reach the progress levels of which they are capable.

Next Steps:

1. Develop targeted strategies to improve spatial understanding and data analysis skills across all phases.
2. Improve students' attainment and progress in ACER IBT standardized assessment in phases 2, 3 and 4.3. Across the school, improve students' mathematical problem-solving skills focusing on real-life applications to strengthen students' ability to solve practical mathematical problems.

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	Acceptable	Acceptable	Acceptable
	Progress	Good	Good ↑	Good ↑	Good ↑

Findings:

- The school's analysis of internal assessment data for AY2023/24 shows that most students in Phase 1 and the majority in Phase 2 attain above curriculum standards, while most students in Phases 3 and 4 attain in line with curriculum standards.
- The school does not administer external national or international assessments for Phase 1. In the external ACER IBT science examinations, less than three-quarters of students in Phases 2, 3, and 4 attain in line with national and international standards. CBSE board examination results for Phase 4 indicate that the majority of Grade 10 and Grade 12 chemistry students attain levels above national and international standards. In biology, the large majority of Grade 12 students attain above standards, while most Grade 12 students attain in line with standards.
- Results from the 2019 Trends in International Mathematics and Science Study (TIMSS) show that students scored 445 in Grade 4 and 443 in Grade 8, both below the international benchmark. In PISA 2022, 15-year-olds scored 411.3 in scientific literacy, falling below both the school's target and the OECD international benchmark.
- In lessons, the majority of students in Phase 1 attain levels above curriculum standards, while most students in Phases 2, 3, and 4 attain levels in line with curriculum standards. Students across phases are developing experimentation skills through practical work but lack consistent application of the scientific method. Observation and recording skills vary across all phases. While scientific thinking is developing, students' abilities to form hypotheses, make predictions, and use scientific terminology remain underdeveloped.
- Internal assessment data over the past three years shows consistent outstanding attainment in Phase 1. In Phase 2, attainment regressed from *Outstanding* in AY2021/22 to *Good* over the last two years. In Phase 3, attainment fluctuated, declining from *Good* in AY2021/22 to *Weak* in AY2022/23, before improving to *Acceptable* last year. In Phase 4, Grades 9 and 10 saw attainment improve from *Weak* in AY2021/22 and AY2022/23 to *Acceptable* in the last academic year. In Grades 11 and 12, chemistry attainment has consistently been *Acceptable*, physics declined from *Good* to *Weak* in AY2021/22 and AY2022/23 but improved to *Acceptable* last year, and biology showed a downward trend, regressing from *Outstanding* to

Very Good and then to *Acceptable* over the past three years.

- Internal assessment data for AY2023/24 indicates that the majority of students across all phases make better than expected progress from their starting points. Similarly, in lessons and recent work, the majority of students across the school show progress exceeding expectations.
- Assessment data indicates that the majority of boys and girls across all phases make better than expected progress in chemistry and biology, while most boys and girls in Grades 11 and 12 achieve expected progress in physics. Most low-attaining students make expected progress in Phases 1, 2, and 3, and in Phase 4 for physics, chemistry, and biology. However, there is no data available to evaluate the progress of low-attaining students in other subjects in Phase 4. Data shows that a large majority of higher-attaining students in Phases 1 and 2, the majority in Phase 3, and most in Phase 4 make better than expected progress. Similarly, the majority of students with additional learning needs, including students of determination, make better than expected progress in Phase 1, while most do so in Phases 2 and 3. There is no assessment data available for their progress in Phase 4. A large majority of gifted and talented students in Phase 3 and the majority in Phase 2 make better than expected progress. However, there is no data available for gifted and talented students in Phases 1 and 4.

Next Steps:

1. Improve students' attainment and progress in ACER IBT standardized assessment in phases 2, 3 and 4.
2. Improve students' application of the scientific method across all phases, focusing on the development of observation, data recording, and analysis skills.
3. Improve students' scientific thinking by incorporating activities that develop students' abilities to form hypotheses, make predictions, and use accurate scientific vocabulary.

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:

- Across all phases, students enjoy their learning and generally know how to improve their work, with self-reflection and achievement analysis being more pronounced in Phases 3 and 4. However, students can become passive learners over extended periods without teacher intervention, particularly in more teacher-led lessons.
- Students across all phases generally discuss their learning in English, Mathematics, and Science clearly. However, they sometimes struggle with accurate use of subject-specific vocabulary, which can hinder deeper articulation of their understanding. Higher-attaining students can work well collaboratively and communicate effectively in groups, but this skill varies and often needs teacher support to foster meaningful interaction. While younger students in KG show early collaboration skills, such as sharing and taking turns, teamwork is still challenging.
- Across the school, students make real-world connections, some of which are student-led, for example, with a sustainability focus on projects across the school linked to the school's goals. Students make links between subjects, sometimes transferring their literacy and numeracy skills between subjects, particularly in Phase 4.
- Students sometimes develop their critical thinking skills and provide alternative viewpoints, particularly in English. Older students demonstrate a range of suitable problem-solving skills when given the opportunity. However, overall, students' critical thinking, problem-solving, innovation, and enterprise skills are still developing in all phases. The use of learning technologies is inconsistent, particularly in the lower phases.

Next Steps:

- Improve students' critical thinking, problem-solving, innovation and enterprise skills in all phases.
- Enhance students' collaboration skills across all phases and subjects, while supporting their ability to communicate their learning in greater depth.
- Develop students' use of technology to support their learning in lessons.

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

Personal Development

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

Findings:

- Students across all phases enjoy coming to school and demonstrate a positive attitude toward learning. They respond well to teacher feedback and instructions, and their self-confidence and self-reliance in learning grow steadily. However, students do not consistently take the initiative in tasks and projects. While feedback from teachers and peers is valued by most students, they often lack a clear understanding of the next steps required in their learning.
- Students usually understand class routines and rules, which contribute to a positive working atmosphere. They are polite to staff and peers, creating a safe and productive environment. Senior students, in particular, display strong self-discipline, increasing independence, and a commitment to upholding the school's values. Relationships among students are positive, and bullying is rare.
- Students are respectful and considerate of their peers, fostering a friendly and relaxed atmosphere, especially in girls' classes in Phases 3 and 4. They show sensitivity to others' needs, often offering support where needed. Many students actively participate in school teams, activities, and initiatives. Older students volunteer as peer mentors and serve on the school council, while KG students take on leadership roles through their class parliament, where they are given specific responsibilities.
- Across the school, students display positive attitudes and a sound understanding of healthy eating and fitness. Despite the school's efforts to promote healthy eating, some students still bring less nutritious food in their lunchboxes. Many students remain physically active during break times, and the school's sports provision, including extracurricular and interschool activities, ensures regular opportunities for physical activity.
- Attendance at 94.35% is good, and students generally arrive punctually for school and lessons.

Next Steps:

1. Foster greater self-reliance and initiative in tasks and projects among all students, with a particular focus on encouraging older students to take ownership of their learning.
2. Strengthen efforts to promote healthier eating habits across all phases, ensuring that students consistently bring nutritious snacks to school.
3. Support students in effectively utilizing shared critical feedback to clearly understand and apply the next steps needed for improvement.

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	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- Across all phases, students demonstrate an adequate understanding of the influence of Islamic values on their lives. They promote these values during morning assemblies while performing prayers in the school mosque and celebrating Islamic occasions, such as the Prophet's birthday (PBUH). However, they do not gain a deeper understanding of how Islamic values shape everyday life in the UAE.
- Students across the school gain a secure basic understanding of UAE culture and heritage. They demonstrate their awareness and appreciation by participating in national celebrations and through their work and displays around the school. However, there remains much potential for students to increase their engagement in activities that will fully promote their understanding and awareness of UAE culture and heritage, for example, by exploring new opportunities within and beyond.
- Students demonstrate a basic understanding of their own culture and an awareness of other cultures by celebrating Culture Day and decorating classroom doors to reflect the cultural aspects of various countries. However, their knowledge of other world cultures is still developing.

Next Steps:

1. Deepen students' understanding of Islamic values' influence on UAE society, with a focus on expanding participation in UAE cultural activities and broadening knowledge of global cultures.

Social responsibility and innovation skills

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

Findings:

- Students know their responsibilities within the school community and show empathy toward others, including those with special needs. They participate in activities such as cleaning the school and charity work, including distributing meals to workers and occasionally raising money for charities. However, their involvement in volunteering and social contributions within the school and the local community is irregular and still developing.
- Students across the school enjoy their work and are willing to be involved in activities. They occasionally take the initiative to organize or participate in events and projects. However, they do not sufficiently develop their innovation, enterprise, and entrepreneurship skills by, for example, taking the initiative in leading projects.
- Students across all phases are aware of the importance of environmental sustainability and conservation. They participate in limited global events such as COP28, World Ocean Day, and Earth Day. They promote recycling by using plastic bottles in school projects. However, few take part in activities to support conservation.

Next Steps:

1. Expand students' involvement in volunteering, innovative projects, and environmental sustainability efforts, fostering social contributions, enterprise skills, and greater conservation awareness across all phases.

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:

- Most teachers demonstrate secure subject knowledge. They know how individual students of different ability groups learn and grow in their knowledge, skills, and understanding. This is especially well evidenced in phases 1 and 4, where teachers demonstrate in-depth instructional knowledge.
- Lessons are planned effectively, and teachers share outcomes. They provide clear instructions and learning objectives for students. Teachers generally use resources and manage time effectively. Teachers occasionally do not make sufficient use of practical hands-on resources to help students embed their learning. Across the school, teachers do not consistently promote the use of technology to enhance student learning. There is a scope for improving technology integration to support learning experiences.
- Teachers utilize different techniques to ensure students are engaged in learning. They ask specific questions to elicit responses from students about their personal and prior learning experiences and to link to and build on new learning. However, students are inconsistently engaged in opportunities to collaborate effectively with one another and communicate their learning more extensively.
- Teachers are aware of their students' different ability groups, and they utilize personalized teaching strategies and interventions to meet their different needs. Therefore, they modify lesson plans to provide differentiated learning opportunities and adopt appropriate teaching approaches to ensure students meet progress expectations. However, there remains scope for improving lesson planning to better support the lower-attaining students and students with additional learning needs, including students of determination, accelerate their progress, and ensure the higher-attaining and gifted and talented students are sufficiently challenged to make the progress they are capable of.
- Teachers generally help students to reflect on their learning and to become independent thinkers. However, they do not always sufficiently develop students' critical thinking, problem-solving, and innovation skills.

Next Steps:

1. Ensure that teachers offer students a broader range of opportunities to engage with hands-on practical equipment and learning technologies to enhance their understanding and support their learning.
2. Across the school, ensure that teachers provide adequate challenge for higher-attaining and gifted or talented students while offering targeted support for lower-attaining students and those with additional learning needs, including students of determination, to accelerate their progress.
3. Create more opportunities for students to participate in critical thinking, problem-solving, and innovation tasks to foster deeper learning and creativity.

Assessment

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

Findings:

- Internal assessment processes are consistent and generally aligned with the school's CBSE and MoE curriculum standards. These assessments measure students' academic achievement across all curriculum subjects. However, there is room for improvement in ensuring that assessment grades are fully accurate and that the analysis of assessment information is rigorous enough to better inform curriculum modifications, delivery, and learning in all core subjects.
- The school benchmarks students' academic outcomes in English medium subjects against international standards, utilizing ACER IBT examinations for Grades 3 to 9. Students' achievement in Islamic education is benchmarked through MoE examinations for Grade 12. CBSE examinations are used to benchmark achievement in English, mathematics, physics, chemistry, and biology for Grades 10 and 12. Additionally, the school uses PISA tests for 15-year-olds to assess reading, mathematics, and science achievement, TIMSS international testing for mathematics and science in Grades 4 and 8, and PIRLS international testing to benchmark reading attainment for Grade 4 students.
- The school's assessment data records are efficiently organized and include some basic analysis. However, the levels of accuracy and comprehensiveness of the internal assessment operations vary. Assessment results are shared with staff but require further refinement to enhance their reliability and utility.
- Lesson planning across all subjects incorporates differentiated instructional strategies and learning activities based on assessment information. However, teachers do not consistently use assessment information effectively to deliver personalized teaching strategies and interventions. Consequently, lesson plans do not always align precisely with the needs of different groups of students, particularly students with additional learning needs, including students of determination, lower attainers, higher attainers, and gifted and talented students.
- Teachers reasonably understand individual students' abilities, needs, and challenges. Continuous and plenary assessments are used to monitor progress against lesson outcomes and individual starting points. Assignments are marked appropriately, but written feedback often lacks clarity on the specific next steps students should take to improve. Additionally, self and peer assessments are rarely practiced in lessons, limiting opportunities for students to reflect on their learning and progress.

Next Steps:

1. Enhance assessment analysis processes to ensure the accuracy of data, enabling more effective curriculum modifications, delivery, and learning in all core subjects, with particular focus on Phases 2 and 3.
2. Ensure all teachers consistently utilize assessment information to personalize instruction and provide targeted interventions for students across all ability groups.
3. Strengthen teachers' implementation of peer and self-assessment in lessons, helping students gain a clearer understanding of their strengths and areas for improvement.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Indian CBSE National Curriculum framework standards, effectively preparing students for CBSE board examinations at the end of Grades 10 and 12. Its vision aligns closely with UAE national priorities. The curriculum has a clear rationale for Grades KG to 12 and fully meets CBSE and MoE requirements. It offers a broad range of subjects and balances skills and knowledge, catering well to the needs and interests of students across all phases.
- Curriculum planning is systematic and structured, engaging students in learning across the phases. Curriculum mapping ensures students' smooth progression as they progress through grades and phases. However, the planning does not consistently build on students' prior achievements, nor does it fully meet the diverse needs of different student groups in lessons. As a result, students' progress with varying abilities is inconsistent across the phases.
- The curriculum provides older students with sufficient options to pursue their interests. Subject selections cater to the needs of most upper-grade students, with two streams—commerce and sciences—offering a balanced selection of elective courses.
- Cross-curricular links are planned across subjects and phases to facilitate interconnected learning. However, the effective application of these links for students to transfer learning between subject areas remains inconsistent.
- Periodic curriculum reviews by the senior leadership team and regular teacher reflections ensure that the curriculum broadly aligns with students' needs across subjects and phases. Recent adjustments have enhanced curriculum planning, progression mapping in key subjects, and alignment with international benchmarking standards. However, further rigorous reviews are needed to ensure the curriculum consistently meets the personal and academic needs of all student groups, particularly students with additional learning needs, including students of determination, lower-attaining students, higher-attaining students, and gifted and talented students.

Next Steps:

- Strengthen curriculum planning to ensure it builds on students' prior achievements and learning, fully preparing all groups of students with differing abilities for their next education phase.
- Enhance the effective application of cross-curricular links in all lessons, enabling students to better transfer and connect their learning across different subjects and areas.
- Focus curriculum reviews on ensuring the taught curriculum fully meets the academic and personal development needs of all groups of students, with particular attention to students with additional learning needs, including students of determination, lower-attaining students, higher-attaining students, and gifted and talented students.

Curriculum adaptation

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

Findings:

- The curriculum adheres to the CBSE framework for students in Grades 1 to 12 and is designed to meet the learning needs of most students. KG integrates best practices from the CBSE and the UK Early Years Foundation Stage curriculum. While the Special Educational Needs Coordinator modifies the curriculum for a few identified students with additional learning needs, including students of determination, during pull-out sessions, there is insufficient emphasis on planned modifications within regular lessons to address the needs of all student groups, particularly lower-attainers, higher-attainers, and gifted and talented students.
- In KG, students engage in play-based learning that fosters creativity and innovation as part of their bespoke curriculum. However, this experiential learning approach is not continued in Grade 1 classes. Across the rest of the school, the curriculum is predominantly textbook-driven in most subjects and does not offer adequate opportunities for students to develop their innovation skills. Enrichment experiences such as assemblies, inter-school events, and school functions are thoughtfully planned to enhance students' creative and leadership skills, with leadership opportunities also available in KG. The school offers a suitable range of extracurricular activities that contribute to student's academic and personal development.
- The curriculum incorporates opportunities for students to appreciate UAE heritage, culture, and Islamic values through presentations, assemblies, displays, and school functions. Relevant connections to Emirati and UAE culture are also embedded in lessons to enhance students' understanding and appreciation.

Next Steps:

1. Adapt the curriculum to provide ample opportunities for students to develop their innovation and enterprise skills within classroom activities and through extracurricular programs.
2. Ensure the curriculum is modified and adapted to effectively address the needs of all student groups, including those with additional learning needs, such as students of determination, lower-attaining students, higher-attaining students, and gifted and talented students.
3. Implement regular, well-structured opportunities across all phases for students to make meaningful connections between areas of learning in all core subjects.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has established effective safeguarding procedures, including a clearly defined child protection policy that is well-communicated to all stakeholders. All staff sign a document confirming their understanding of the policy and receive regular training and updates on safeguarding and child protection. Attendance at these training sessions is recorded, and a central register for staff is consistently maintained. The school actively works to protect students from all forms of bullying, including online bullying, ensuring a safe and supportive environment.
- Health and safety are top priorities for the school, with regular safety checks and thorough supervision during arrival and dismissal times. The school's bus routines are consistent and secure, ensuring a safe commute for students. The health and safety committee, which includes representatives from all stakeholders, meets regularly to review policies and plans. Daily safety officer inspections, regular risk assessments, and prompt mitigating actions maintain high health and safety standards. The school complies with all legal requirements, including frequent emergency fire evacuation drills as per Civil Defense regulations. Approved external providers manage key functions such as CCTV monitoring, alarm systems, pest control, water quality testing, and cleaning. The medical clinic, staffed by two nurses, is well-equipped, and first aid kits and trained personnel are available throughout the school.
- The school premises provide a safe learning environment, though not all areas are accessible to individuals with mobility or physical disabilities. While two evacuation chairs and trained staff are available for the first floor, the absence of a lift limits access to some resources, such as the library, for one current student. The KG play area features large equipment, and the main outdoor play area is covered with shock-absorbent matting. However, some worn pathways around the building are in poor condition and could pose a future safety risk.
- The school promotes awareness of healthy lifestyles through its staff, who work to encourage fitness and exercise. Daily outdoor recreation is provided, and the school ensures adequate shading in most outdoor spaces and access to fresh drinking water. However, the measures to prevent students from bringing unhealthy snacks to school are not sufficiently rigorous. The school has taken steps to safeguard students from the sun, but further emphasis is needed to enforce healthy eating practices consistently.

Next Steps:

1. Ensure that all areas of the school are fully accessible to staff and students with physical disabilities or mobility challenges, including the addition of necessary facilities such as lifts.
2. Establish a long-term plan to repair or replace worn pathways around the school premises to eliminate potential health and safety risks.
3. Strengthen procedures to enforce healthier eating practices by ensuring that students bring only nutritious snacks for school breaktimes.

Care and support

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

Findings:

- Across the school, teachers and adults foster positive relationships with students, building trust and respect that supports effective behavior management. Clear expectations for conduct are well-understood by students and are consistently communicated to parents, contributing to a disciplined and supportive environment.
- The school has adequate protocols to record and track students' attendance and punctuality, supported by embedded systems and procedures. Effective follow-up of unauthorized absences and tardiness has resulted in improved levels of attendance over time.
- Systems to identify students with additional learning needs, including 2.21% of students identified as students of determination and a few gifted and talented students, are in place but lack rigor. These systems do not fully align with best practices to ensure all students in need are identified. Records include medical assessments and specific diagnostic evaluations, and individual education plans (IEPs) are collaboratively developed with parents, teachers, and specialists. A multi-tiered system of support is implemented across all phases to address students' needs.
- The school offers in-school support services (ISSS) for students with additional learning needs, overseen by the Head of Inclusion. While IEPs are developed, they do not always comprehensively address the academic, social, and emotional needs of students. Some teachers adapt lessons to provide inclusive support, but not all are adequately trained in best practices, which affects the quality and precision of support. Specialist staff lead effective 1:1 and small group interventions to meet most learning needs, although gifted and talented students, as well as higher-attaining students, are not consistently challenged.
- Support for students' well-being and personal development is regularly monitored. The school counselor provides ongoing care and guidance, while the Head of Science leads career guidance for senior students, organizing career fairs to raise awareness of university options. An open-door policy for Grade 12 students offers continuous advice on the next phase of their education, a feature highly valued by students and families. However, the information gathered from these initiatives is not always effectively utilized to enhance the overall impact of personal and academic guidance across the school.

Next Steps:

1. Ensure consistent practices in identifying and tracking all students with additional learning needs, including those of determination and gifted students.
2. Develop individual education plans for students with additional learning needs and advanced learning plans for gifted students to better address their academic, social, and emotional needs.
3. Use gathered information more effectively to improve personal and academic guidance, supporting students' well-being and development.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good

Findings:

- The senior leadership team, led by the principal, takes actions that build and empower individuals and teams, ensuring roles are clearly defined and aligned with school priorities. Leaders are ambitious about what they want students to learn and experience. They have set this out in detail in their vision and mission statement, displayed prominently throughout the school. Various communication platforms also share this with parents, students, and staff. There is a clear commitment to UAE's priorities and the National Agenda. Comprehensive plans are in place to support students succeeding in international examinations, such as TIMSS and PISA. The principal demonstrates a strong commitment to ensuring that staff and students feel included and valued, are treated fairly and respectfully, and have a sense of belonging. The school maintains an inclusive admission policy and demonstrates a growing commitment to inclusion.
- Middle leaders demonstrate a reasonable understanding of the curriculum and best practices in teaching and learning. Appropriate procedures are established to ensure their ongoing professional development and skills. They are effective in establishing a positive culture for learning. Senior leaders recognize the need for a more comprehensive approach to ensure that assessment data accurately reflects students' outcomes. The principal has prioritized creating a culture of sharing effective practices and supporting staff as a key aspect of the leadership's efforts to enhance the school's capacity.
- Professional and friendly relationships and communication exist throughout the school. The principal effectively delegates leadership responsibilities. Although leaders know their roles and responsibilities at all levels, they have not yet reached the stage where their student achievement judgments are consistently accurate. A robust teacher well-being program supports morale and is highly positive.
- The principal and school staff are well aware of the school's improvement priorities and are mainly effective in addressing any barriers to improvement. The senior leadership team acknowledges the importance of enhancing the inclusion team's skills and middle leaders' skills in accurately evaluating teaching quality and monitoring students' attainment and progress in classrooms. Nevertheless, the impact of their efforts currently remains inconsistent. They show sufficient capacity to improve the school further.
- Accountability is collectively shared but is still in a developmental phase due to insufficient reliable assessment data. Recent staff changes have impeded the pace of improvement. Leaders have been effective in improving the school, so overall achievement has moved from acceptable to good since the last inspection. Leaders also ensure that the school is compliant with statutory requirements.

Next Steps:

1. Enhance the skills of middle leaders in helping teachers adopt a more comprehensive approach towards ensuring that assessment data accurately reflects students' outcomes.
2. Improve the skills of all middle leaders in making accurate judgments about students' achievements.
3. Enhance the skills of the inclusion team, as well as middle leaders in accurately evaluating teaching quality and monitoring students' attainment and progress in the classrooms.

School self-evaluation and improvement planning

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

Findings:

- All staff actively participate in the self-evaluation process (SEF), and they engage parents by asking them for their views about areas that need improvement. The self-review considers valid sources of evidence, including internal but not external assessments. Judgments are generally realistic and align with the inspection framework. Senior and middle leaders display a secure understanding of the school's strengths and areas requiring improvement.
- The monitoring of teaching and learning is effective and conducted by senior and middle leaders. They undertake two annual classroom visits for each teacher and offer constructive feedback. Learning walks occur regularly, particularly for new teachers. The observation forms include relevant criteria, with adequate emphasis on students' progress and the impact of teaching on students' learning. However, changes in staffing and the lack of expertise within the middle leaders have slowed the impact of monitoring on students' achievement.
- The school improvement plan effectively identifies key areas for development and includes SMART targets, suitable strategies, success criteria, and designated responsibilities. However, the success criteria lack sufficient emphasis on student outcomes. Improvement priorities are closely aligned with recommendations from the previous inspection, though full integration with the school's self-evaluation processes has yet to be achieved.
- The school has demonstrated significant improvement over time in various areas and has implemented several recommendations from the previous inspection report. However, many of these changes have not yet fully affected student achievement. The school has succeeded in enhancing certain aspects of teaching, resulting in increased collaboration and more student engagement while maintaining good attendance rates and an overall satisfactory level of performance.

Next Steps:

1. Elevate the accuracy and validity of data to inform the SEF and SIP to ensure strategic directions and impact.
2. Enhance stakeholder engagement and incorporate external assessment data in the self-evaluation process, increasing parent input to align improvement efforts better.
3. Adjust success criteria to prioritize measurable students' outcomes in the school improvement plan and better integrate self-evaluation findings into the improvement plan.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good ↓

Findings:

- The school regularly involves parents in various events, and their involvement positively contributes to students' learning. Parent participation in a recent school survey was high. The views of parents are effectively considered by the school in various matters related to the student's participation and learning. The parents in the school are well informed about the student's involvement in international benchmarking examinations. The parent council members successfully led the school's most recent Teacher's Day celebrations. However, the parent council in the school has yet to be sufficiently empowered to contribute to improving the overall achievement levels of students across the school.
- The school uses various communication methods, such as emails, newsletters, and face-to-face meetings, to ensure parents receive regular updates on their children's education. Parents are promptly informed about upcoming events and activities through the social media platforms and apps that the school uses. The parents of students with additional learning needs, including students of determination, are provided with a full range of information about their children's personal and academic needs and progress. Most parents are highly satisfied with the extent of communication from the school. However, the procedure for dealing with parents' complaints is not sufficiently rigorous to ensure all issues are promptly resolved.
- The school regularly communicates with parents, providing timely reports on their child's attainment. These report cards include information on both academic and personal development. However, they lack specific details on students' strengths, weaknesses, and next steps for improvement, limiting parents' understanding of supporting their child's learning. Regular reporting has positively impacted student attendance and punctuality. Additionally, students' progress is discussed with parents during scheduled face-to-face meetings.
- The school has established meaningful and valuable connections with local organizations, enabling students to participate in sports competitions and community events. Partnerships with the Red Crescent and the Gratitude Project encourage student involvement in charitable activities and donations, fostering a strong sense of social responsibility. Additionally, links with various national and international organizations promote student awareness and support environmental initiatives aligned with sustainable development goals. However, the overall impact of these partnerships on student learning and achievement could be further enhanced to maximize their learning development and achievements.

Next Steps:

1. Empower the parent council to collaborate more effectively with school staff in identifying and implementing strategies to enhance students' academic achievement.
2. Improve reporting procedures to ensure parents are fully informed about the specific next steps required to support their children's learning progress.
3. Strengthen links and partnerships with local, national, and international organizations to ensure they have a greater and more meaningful impact on students' learning and achievement.

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The governing board includes representation from almost all stakeholders. The board includes the school's owner and a representative of parents and staff, but as yet, there are no students. The governing board effectively communicates information with stakeholders and actively seeks their input and views. Suggestions put forward by stakeholders are discussed in the meetings of the board of trustees, and relevant information is shared immediately so that they are kept aware of the work of the school. However, there remains scope for expanding channels for stakeholder input by conducting more regular surveys and feedback sessions, thereby ensuring stakeholder suggestions are integrated into strategic decisions.
- The governing board regularly monitors the school's actions and holds senior leaders accountable for the performance and quality of academic services. The governing board meets regularly to review policies and conduct robust discussions. In these meetings, accountability is considered, and justification is given for any decisions made. There is scrutiny and investigation of key decision-making and performance actions. Also, they seek assurances that the school is operating effectively and compliantly on a day-to-day basis and that all statutory requirements are being met. Nonetheless, there remains scope for deepening the focus on holding senior leaders accountable for academic performance through more frequent reviews and data-driven discussions to ensure continuous improvement.
- The governing board acts as an effective and constructive school critic. It seeks parents' views regularly through surveys. Parents can also contact the board directly if they have any concerns. The governing body has had a direct and positive influence on the school's overall performance. The governing board has ensured that the school is adequately equipped to offer a diverse range of learning experiences for students. This supports effective interaction between students and teachers, aids learning, and enhances students' experiences.

Next Steps:

1. Establish student roles on the governing board to include their input in school governance, aligning with the school's commitment to stakeholder inclusion.
2. Deepen the focus on holding senior leaders accountable for academic performance through more frequent reviews and data-driven discussions to ensure continuous improvement.
3. Expand channels for stakeholder input by conducting more regular surveys and feedback sessions, ensuring their suggestions are integrated into strategic decisions.

Management, staffing, facilities and resources

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

Findings:

- Most of the school's management processes are well organized, and all departments work cooperatively to fulfill the school's strategic goals. The resulting positive learning environment supports students' academic and personal development. Careful timetabling ensures that all lessons across all subjects are scheduled appropriately to maximize the time in the school day.
- The school is appropriately staffed, with a sufficient number of qualified teachers and other education personnel. The school's effective recruitment policies help retain teachers. As a result, the staff turnover is low. All employees, particularly teachers, receive regular training through the school's continuous professional development programs. However, teacher assistants are inadequately qualified to provide appropriate academic support for students with additional learning needs, including students of determination and lower-attaining students.
- The new building is well-maintained and provides a safe and welcoming learning environment to meet the needs of all students. A shaded passage between the two buildings provides shelter from the sun. Classrooms provide sufficient space and are conducive to learning activities, including group work. The internet WIFI is accessible in all classes, and teachers and students can use the interactive whiteboards. However, students do not always have sufficient access to technology to support their learning in lessons. The spacious air-conditioned hall is appropriate for assemblies and sports activities. However, the school is aware of the need to consider providing a more inclusive infrastructure to ensure that future admissions of students with additional learning needs, including determination students, are met. In particular, the school needs to look at what can be done to improve the access around the building for staff and students with physical disabilities or mobility issues.
- The school's resources are sufficient to support adequate teaching and learning. However, KG children need to learn and grow in a more engaging environment where resources are conducive to exploring concepts through hands-on and play-based activities.

Next Steps:

1. Ensure teacher assistants are appropriately qualified and trained to provide appropriate support for the students with additional learning needs, including students of determination and the lower-attaining students.
2. Improve resourcing to provide more access to technology for students in lessons and more access for KG children to experience hands-on practical and play-based learning.
3. Extend current facilities to provide appropriate access for the students with additional learning needs, including students of determination to all parts of the school and with ensuring that access is improved for those who may have physical disabilities or mobility issues.

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