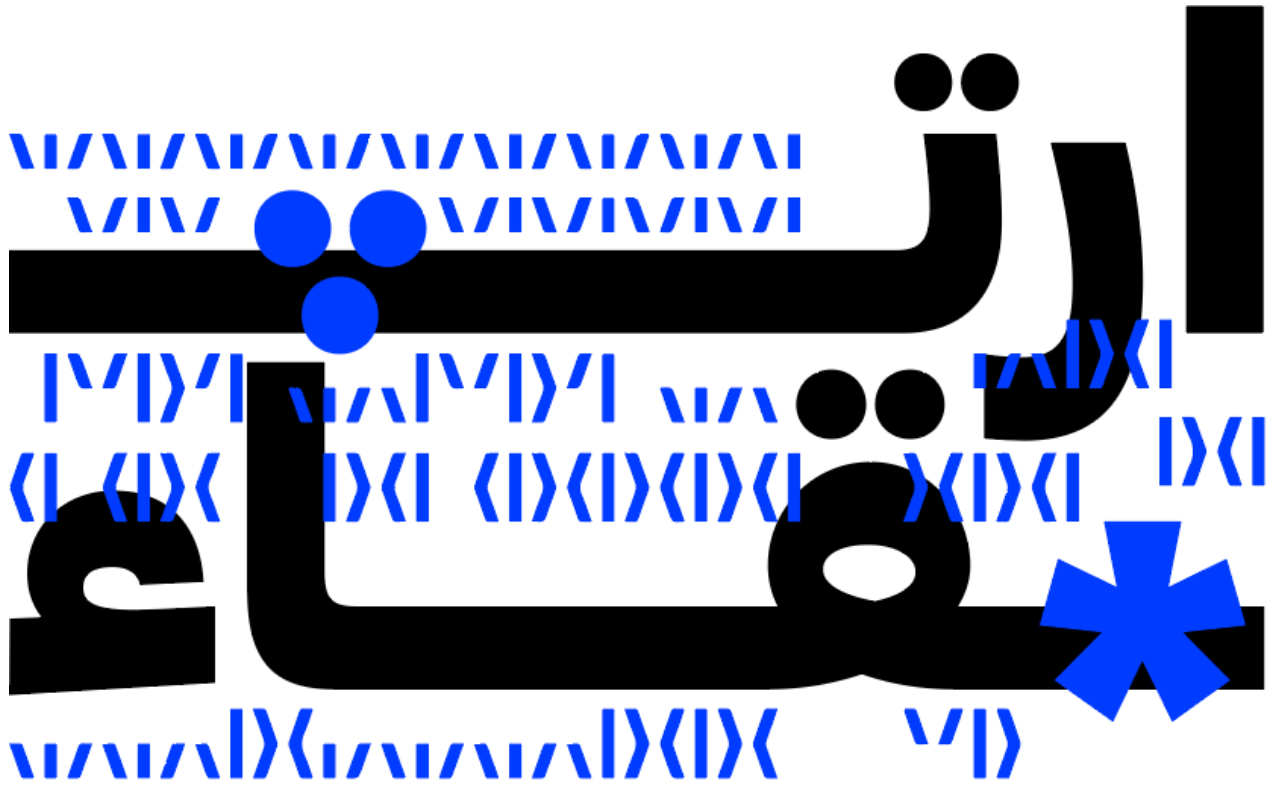




Irtiqa'a School Inspection

AY 2024/25

Mayoor Private school

Rating: Very Good

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School Information

General Information		
	Name	Mayoor Private school
	Esis Number	9247
	Location	95, Al Sahl St, Al Wathbah, Abu Dhabi, 20804
	Website	https://www.mayoorschoolabudhabi.com/
	Telephone	025100800
	Principal	ANNAHITA SHAPUR PAGDIWALLA
	Inspection Dates	18 to 21 Nov 2024
	Curriculum	Indian

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	2302
Number of Emirati students	0
Number of students of determination	64
Largest nationality group of students	India - Pakistan - USA

Information On Teachers

Number of teachers	117
Nationalities	India - Egypt - Pakistan
Number of teaching assistants	16

Changes since the previous inspection

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

In Arabic Medium Subjects, while student achievement in Islamic education has improved from good to very good in phases 2, 3, and 4, students' attainment has improved across the same phases in UAE Social Studies and in phases 2 and 4 in Arabic as a second language. Their progress has improved similarly in Phase 3 in UAE social studies. Students' progress in Arabic as a second language remains good across phases 2, 3 and 4. In Phase 1, which was not evaluated during the previous inspection, attainment was rated as very good across the three Arabic medium subjects, and progress was rated as good in Arabic as a second language and Islamic education, and very good in UAE social studies.

Improvement has been demonstrated across English medium subjects, as achievement in English has improved from good to very good in phases 3 and 4, in mathematics in phases 1 and 4, and in science in phases 2 and 4. While students' progress in science in Phase 3 remains good, their attainment has improved to very good.

Learning skills have improved from good to very good in phases 1, 2, and 4 and remained as good in Phase 3. This improvement is due to improved students' critical thinking, communication, and collaboration skills. These skills have also been enhanced by embedding technology in all lessons.

Students' personal and social development, and their innovation skills were not evaluated during the previous inspection. In this inspection, students' personal development was evaluated as good in phases 1,

2, and 4, influenced by the low attendance rates, and very good in Phase 3. Students' understanding of Islamic values and awareness of Emirati world cultures was rated very good, while their social responsibility and innovation skills were rated as good across all phases.

Teaching has improved from good to very good in phases 1, 2, and 4, and remained good in Phase 3, while assessment is now very good across all phases. This is largely due to the school's focus on teaching strategies, teachers' use of assessment data to support students in lessons, and students' engagement in assessing their learning.

Standard 4, relevant to curriculum design and adaptation, was not evaluated in the previous inspection. Curriculum design was evaluated as good across all phases, with a need to broaden the range of choices available for students in the upper phases. At very good, curriculum adaptation meets the needs of most students across all phases.

The protection, care, guidance, and support of students remain a strength of the school, with outstanding measures ensuring the health and safety of students and adults. Care and support remain very good, supported by the inclusive approach adopted to ensure that all students are actively engaged in learning.

Leadership and management are now very good overall, with the effectiveness of leadership self-evaluation and improvement planning improving from good to very good. This is because of leaders' deep understanding of the school's context and their ability to drive improvements, including the effective implementation of technology, developing literacy skills, and a strong commitment to fostering an inclusive educational environment. Partnerships with the community, management, staffing, facilities, and resources remain very good, while governance remains good, with a need to engage further in the day-to-day processes of the school.

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

The school has benchmarked students' attainment against international standards by participating in the Progress in International Reading Literacy Study PIRLS in 2021, Program for International Student Assessment in 2022, and Trends in International Mathematics and Science Study TIMSS in 2023. The school has targets for all three international benchmarks though results of the 2023 TIMSS have not been released at the time of the inspection.

There is a comprehensive awareness of international benchmarking, and the school promotes the importance of doing well and making a more global comparison. Parents are well informed of the targets and the additional support and resources needed to improve. The school has also appointed students PISA ambassadors to support focus on international assessments in the classroom.

The school has adapted the curriculum to prepare students for international and standardized assessments, with curriculum mapping identifying PISA and PIRLS proficiency levels from Grade 5 onwards. Additionally, students are regularly assessed using both PISA and Ei-Asset criteria.

While the school is aware of its challenge to meet PISA targets, greater focus is still required at the middle leadership level to effectively address this challenge.

Performance in standardized and international assessments

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

Standardized Assessments

The school benchmarks students' performance in English medium subjects by conducting Ei-Asset assessment in grades 3 to 9, and CBSE board examinations in grades 10 and 12. The school also benchmarks students' performance in Arabic and Islamic education in Grade 12 by participating the MoE examination.

Results of the Ei-Asset for the AY2023/24 indicate outstanding attainment in English and very good attainment in science across phases 2, 3 and 4. In mathematics, results indicate good attainment in phases 2 and 3, and very good attainment in Phase 3.

CBSE results of the AY2023/24 indicate that attainment in English is outstanding in both grades 10 and 12, in mathematics is very good in Grade 10 and good in Grade 12, attainment in science is outstanding in Grade 10, and in Grade 12, attainment is good in physics, very good in chemistry and outstanding in biology.

Grade 12 MoE examination results of the AY2023/24 indicate that attainment is outstanding in Arabic and Islamic education.

International Assessments: TIMSS, PISA, PIRLS

- 15-year-old students participated in the PISA 2022 international assessments.
- In scientific literacy, the school exceeded the target of 501.7, and actual results of 544.9 are well above international averages. In mathematical literacy, the target of 502.3 was exceeded with the actual results of 516.5, which is also above international averages. Reading literacy has the highest result at 548.3, which is well above the international average and above the target set for the school at 488.2.
- With a score of 624, Grade 4 students' results in PIRLS 2021 are within the High international benchmark range.
- The school participated in TIMSS 2023 and is awaiting the results.

Reading

The school has one central Library offering students a varied range of age-appropriate reading materials for all grades, covering a wide range of topics, such as arts, languages, geography, social science, life skills and UAE culture and history, and textbooks to prepare students for exams.

Students from Grade 2 onwards visit the library weekly for dedicated reading sessions and participate in an additional reading session in their classroom. KG and Grade 1 students take part in two planned reading lessons each week.

The school library is used effectively to promote the development of students' reading skills in both English and Arabic. To support inclusivity, the library features visualized and symbol-supported areas, ensuring that students of determination and those learning English as a second language can fully benefit from all the library resources. Beyond the library, there are reading areas in all classrooms, with interactive displays showcasing and celebrating students' reading choices. Students are actively encouraged to read during playtimes, upon arrival at school, and at home.

Comprehension is explicitly taught in English and Arabic lessons and is integrated across the curriculum. Reading classes in all phases are integrated into students' timetables. Guided reading lessons are used to address any gaps, improve reading, and expand student vocabulary in all subjects. Reading assessment tools such as Raz- Kids are used for students in phases 1 and 2, while in Phase 3, students benefit from Achieve 3000 to improve literacy, reading, and critical thinking skills. In Arabic, platforms such as Kotobee are employed to assess and enhance reading progress. The library contains 2088 Arabic books, including a combination of fiction, non-fiction, and non-fiction stories.

Teachers in English and in KG are skilled in improving students' communication skills, with a focus on phonics and reading skills across the curriculum. A wide range of professional development opportunities is provided for teachers to support students' reading and comprehension skills.

The school encourages student participation in national reading competitions and weekly reading challenges, such as 'Word Stock' and 'Pic the Image', which are also popular among students. The Arabic department also organizes termly events like Arabic Language Week to promote reading and language skills.

Additionally, the home reading program provides opportunities for teachers and parents to work in partnership across different themes. Interdisciplinary events, such as 'Book Character Day' and 'Stories Come Alive', are part of the extracurricular calendar, enabling students to apply their reading skills.

Strengths of the school

- Students demonstrate positive attitudes and relationships among each other and with their teachers. They are self-reliant in lessons and across the school, and readily take on and manage projects, including volunteering activities.
- The practical application and appropriate use of technology enhances student learning across most subjects.
- Robust arrangements ensure health and safety of all individuals in the school and create an environment conducive to learning.
- The leadership team's effectiveness fosters a highly inclusive environment and a purposeful learning culture within the school.
- The high-quality and extensive specialist facilities and resources promote inclusivity and enable students to thrive.

Key Recommendations

1. Further improve students' attainment and progress by:

- maximizing reading and writing in Arabic as a second language in all phases.
- extending opportunities in science to undertake more independent practical investigations.
- enhancing application skills for real-world problems in mathematics.
- extending opportunities for independent learning in all subject areas, and play-based learning activities in Phase 1.
- providing appropriate challenge for higher abilities and gifted and talented students across all subjects and phases.

2. Further strengthen teaching, assessment, and learning skills by:

- allowing sufficient time for students to respond to teacher questions.
- embedding approaches to using providing timely constructive feedback, including next steps for improvement, consistently across subjects and phases.
- enhancing critical thinking and problem-solving across all subjects and phases.

3. Further strengthen the impact of leadership by:

- enhancing middle leaders' capacity to improve teaching and learning.
- ensuring there is more flexibility in the curriculum to meet the personal development needs of all students.
- strengthening self-evaluation and target setting in improvement planning.
- ensuring systems and processes improve student attendance across all phases.

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

PS2: Students' personal and social development, and their innovation skills				
	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Good	Good	Very Good	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 ↑	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	Good	Good	Good	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	Very Good
Governance	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	Good	Very Good ↑	Very Good ↑	Very Good ↑

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards
- indicates that most students across all phases attain levels that are above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The results of the MoE national examination for Grade 12 at the end of the AY2023/24 indicate outstanding attainment.
- In lessons and their recent work, a large majority of students across all phases demonstrate knowledge of Islamic principles, etiquette, the Quran, and Hadith that is above curriculum standards.
- Over the past three years, the school's internal attainment data indicates that students' attainment has consistently been outstanding across all phases. MoE examination results indicates consistent outstanding attainment over the past three years.
- The school's analysis of internal assessment data indicates that the majority of students in Phase 1, most students in Phase 2, and the large majority in phases 3 and 4 make better than expected progress over time and from their starting points at the beginning of the academic year.
- In lessons and their recent work, the majority of students in Phase 1, and the large majority of students in phases 2, 3 and 4 make better than expected progress against appropriate outcomes that are in line with the curriculum standards.

- The school's analysis of progress data indicates that while most boys in phases 2, 3 and 4 make better than expected progress, less than three-quarters of the boys in Phase 1 make the expected progress. Data indicates that most girls in Phase 2, the large majority in Phase 3, and the majority in Phase 1 make better than expected progress, however, less than three-quarters of the girl in Phase 4 make the expected progress. While most low attainers in Phase 2 make better than expected progress, only a few in Phase 3 make the expected progress, with none identified in phases 1 and 4.
- 4. Most high attainers in phases 2, 3 and 4, and most high attainers in Phase 1 make better than expected progress. Most students with additional learning needs, including students of determination, in Phase 2 make better than expected progress, however, most of these students in phases 1 and 3, and less than three-quarters in Phase 4 make the expected progress. While most gifted and talented students in phases 2 and 3 make better than expected progress, less than three-quarters in Phase 4 make the expected progress, with none identified in Phase 1.

Next Steps:

1. Develop and implement targeted intervention programs for boys in Phase 1, girls in Phase 4, and low-attaining students in Phases 3 and 4 to ensure they make at least the expected progress.
2. Ensure alignment between assessment outcomes and the knowledge and skills demonstrated in lessons.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the MoE curriculum standards indicates that most students across all phases attain levels that are above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The Ministry of Education national examination results for Grade 12 at the end of the AY2023/24 indicate outstanding student attainment.
- In lessons and recent work, the large majority of students in phases 1, 2 and 4, and the majority in Phase 3 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. Students are improving their listening, reading, and phonics skills, demonstrating progress in recognizing letters, identifying story elements, and comprehending short passages. However, they need further development in fluent reading, accurate pronunciation, constructing sentences, and writing with precise vocabulary and structures. Across phases, deeper comprehension, contextual understanding, and the ability to express ideas clearly and elaborately require improvement.
- The school's internal assessment data, over the past three years, indicates consistent outstanding attainment in all phases. MoE examination results indicate consistent outstanding attainment over the past three years.
- The school's internal assessment information indicates that the large majority of students in Phase 1 and the majority in Phase 2 make better than expected progress, while most students in phases 3 and 4 make the expected progress over time and from their starting points at the beginning of the academic year.
- In lessons and their recent work, the majority of students across all phases make better than expected progress in relation to appropriate learning objectives aligned with the curriculum standards.
- The school's analysis of progress data indicates differences in performance across various groups. While the large majority of boys in Phase 1 make better than expected progress, most boys in the other phases make the expected progress. The large majority of girls in Phase 1 and the majority in Phase 2 make better than expected progress, while most girls in phases 3 and 4 make the expected progress. Most low attainers in phases 1 and 3 make the expected progress, while most low attainers in Phase 4 and the majority in Phase 3 make better than expected progress. Data indicates that most high attainers in phases 1 and 4, the large majority in Phase 2 and the majority in Phase 3 make better than expected progress. Students with additional learning needs, including students of determination, make less progress than the other groups, with the majority in Phase 4 making better than expected progress, while most of these students in phases 2 and 3, and less than three-quarters in Phase 1 make the expected progress. Most gifted and talented students in Phase 1 and the large majority in Phase 2 make better than expected progress, while most in phases 3 and 4 make the expected progress.

Next Steps:

1. Strengthen students' accuracy in reading, comprehension and writing across all phases.
2. Ensure alignment between assessment outcomes and the knowledge and skills demonstrated in lessons.
3. Address inconsistencies in progress among different student groups, particularly lower attaining students and students with additional learning needs, including students of determination.

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



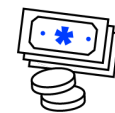
Government



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	Good	Very Good ↑	Good

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the MoE curriculum standards indicates that most students across all phases 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 examination in UAE social studies.
- In lessons and their recent work, the large majority of students in all phases demonstrate knowledge, skills and understanding that are above curriculum standards.
- Over the past three years, the school's internal attainment data indicates consistent outstanding attainment across all phases.
- The school's analysis of internal assessment data indicates that most students in phases 1 and 3, and the majority in phases 2 and 4 make better than expected progress from their starting point at the beginning of the academic year.
- In lessons and students' recent work, the large majority of students in phases 1 and 3, and the majority in phases 2 and 4 make better than expected progress in relation to appropriate learning outcomes in line with the curriculum standards.
- The school's analysis of progress data indicates that boys and girls make similar progress in phases 1 and 3 as most make better than expected progress, while the large majority of girls in Phase 4, and the majority of boys in Phase 4 and girls in Phase 2 make better than expected progress, however, most boys in Phase 2 make the expected progress. While most low attainers in Phase 2 make better than expected progress, less than three-quarters in Phase 3, and few in phases 1 and 4 make the expected progress. Data indicates that most high attainers make better than expected progress across all phases. Students with additional learning needs, including students of determination, make varying progress across the phases, as most of these students in Phase 3 and the large majority in Phase 2 make the expected progress, whereas most in Phase 4 and less than three-quarters in Phase 1 make the expected progress. Most gifted and talented students in phases 1 and 3, and the large majority in phases 2 and 4 make better than expected progress.

Next Steps:

1. Ensure that internal assessment outcomes align with students' demonstrated knowledge, skills, and understanding in lessons.
2. Accelerate the progress of student groups, including low attainers and students with additional learning needs ensuring consistent progress 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	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 AY2023/24 against CBSE curriculum standards indicates that most students in all phases attain levels that are above curriculum standards. This high level of attainment is not in line with students' knowledge and skills observed in lessons.
- The school has no English external, national, or international assessments for students in Phase 1. In Ei ASSET standardized assessments, most of the students in grades 3 to 9 attained levels that are above national and international standards. Most students in grades 10 and 12 who sat the CBSE board examinations at the end of the AY2023/24 attained levels that are above curriculum standards. In PIRLS 2021, Grade 4 students' score at 624 is within the high international benchmark range. In PISA 2022, 15-year-old students exceeded the international standard, and the school target was set at 488.2 with a score of 548.3.
- In lessons and their recent work, the large majority of students across all phases demonstrate listening, speaking, reading, and comprehension skills that are above curriculum standards. Students across all phases demonstrate basic writing abilities. However, their extended writing and speaking skills are not yet well-developed.
- Over the past three years, the school's internal assessment data indicates consistent outstanding attainment across all phases. Trends in students' attainment in external assessment indicate consistent outstanding attainment in Ei-Asset and CBSE board examinations.
- The school's analysis of internal assessment data indicates that most students in Phase 1, the large majority in Phase 4, and the majority in Phases 2 and 3 make better than expected progress over time in relation to their starting point at the beginning of the academic year.
- In lessons and their recent work, the large majority of students across all phases make better-than-expected progress in developing their listening, speaking, writing, and reading comprehension skills.

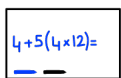
- The school's internal progress data indicates that boys and girls make similar progress in phases 1, 3, and 4, as the large majority in phases 1 and 4 and the majority in Phase 3 make better than expected progress, while in Phase 3, the majority in girls make better than expected progress, and most boys make the expected progress. While the large majority of low attainers in Phase 2 make better than expected progress, less than three-quarters in Phase 3 and few low attainers in Phase 4 make the expected progress, with none identified in Phase 1. Most high attainers in Phase 1 make better than expected progress; however, most in the other phases make the expected progress. Similarly, while the large majority of gifted and talented students in Phase 4 make better than expected progress, most in the other phases make the expected progress. Most students with additional learning needs, including students of determination, in phases 2 and 4, and the majority in Phase 1 make better than expected progress. However, less than three-quarters in Phase 3 make the expected progress.

Next Steps:

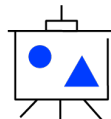
1. Strengthen extended writing skills for students across all phases.
2. Enhance opportunities for all students to develop speaking skills in lessons.
3. Accelerate the progress of students with gifts and talents in phases 1, 2 and 3.

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:



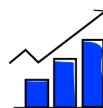
Number and quantity and their use



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

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the CBSE curriculum standards for mathematics indicates that most students in phases 1, 2 and 3, and the large majority in Phase 4 attain levels that are above curriculum standards. These higher levels of attainment are not fully in line with the student knowledge and skills observed in lessons.
- The Ei ASSET examination results for the AY202/24 indicate that the majority of students in Phase 2 and Grade 9 and the large majority in Phase 3 attain levels that are above national and international standards. CBSE board examination results in Phase 4 indicate that the large majority of Grade 10 students and the majority of Grade 12 students attain levels above curriculum standards. In PISA 2022, 15- year-old students exceeded the international standard and the school target set at 502.3 with a score of 516.5. The school participated in TIMSS 2023 and are awaiting the results.
- In lessons and in their recent work, the large majority of students in phases 1 and 4, and the majority in phases 2 and 3 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. Phase 1 students demonstrate skills in understanding and performing basic operations. In phases 2 and 3, students demonstrate the ability to work with shapes and measurements. Students in phases 3 and 4 apply mathematical thinking effectively for problem-solving. However, their skills in data management are less developed.
- Over the past three years, the school's internal assessment data indicates consistent outstanding attainment in phases 1, 2 and 3. In Phase 4, students' attainment is fluctuating, as it regressed from very good in the AY2021/22 to good in the AY2022/23 then improved to very good in the AY2023/24. Ei-Asset assessment data indicates that students' attainment regressed from very good in the AY2021/22 to consistently good in the last two years. Conversely, CBSE assessment data indicates that students' attainment improved from good in the AY2021/22 to very good in the last two years.
- The school's internal progress data indicates that most students in Phase 1, and the large majority in phases 2 and 4 make better than expected progress. However, most students in Phase 3 make the expected progress in relation to their starting points at the beginning of the academic year.

- In lessons and their recent work, the large majority of students in phases 1, 2, and 4, and the majority of students in Phase 3 make better than expected progress against the appropriate learning objectives in line with the curriculum standards.
- The School's analysis of internal data indicates that most boys in Phase 1 and the large majority in phases 2 and 4 make better than expected progress, while most boys in Phase 3 make the expected progress. The large majority of girls in phases 1 and 4, and the majority in Phase 2 make better than expected progress, while most girls in Phase 3 make the expected progress. The large majority of low attainers in Phase 4 and the majority in Phase 4 make better than expected progress, however, less than three-quarters in Phase 2 make the expected progress, with none identified in Phase 1. Most high attainers in phases 1 and 2, the majority in Phase 3, and the large majority in Phase 4 make better than expected progress. While the majority of students with additional learning needs, including students of determination, in phases 1 and 3 make better than expected progress, most of these students in phases 2 and 4 make the expected progress. Most gifted and talented students in Phase 2 and the majority in Phase 3 make better than expected progress, whereas most in Phase 4 and less than three-quarters in Phase 1 make the expected progress.

Next Steps:

1. Enhance students' skills of data management in all phases.
2. Enhance students' reasoning skills for independent problem-solving phases 3 and 4.
3. Enhance the students' application skills for real-world problem solving in phases 2, 3 and 4.

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 ↑	Good	Very Good ↑

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the CBSE curriculum standards for science indicates that most students across all phases attain levels that are above curriculum standards. In Phase 4, most students attain levels above curriculum standards in biology, and the majority attain above curriculum standards in chemistry and physics. This high level of attainment is not in line with students' knowledge and skills observed in lessons.
- The school has no external, national, or international science assessments for Phase 1. In Ei-Asset, the large majority of students in phases 2 and 3, and Grade 9 attained levels above national and international standards. Most Grade 10 students who sat for the CBSE board examinations at the end of AY2023/24 attain levels above curriculum standards in science. In Grade 12, the majority of students attained above curriculum standards in Physics, a large majority attained above curriculum standards in Chemistry, and most attained above curriculum standards in Biology. In PISA 2022, 15-year-old students exceeded the international standard and the school target set at 501.7 with a score of 544.9. The school participated in TIMSS 2019 and is awaiting results.
- In lessons and in their recent work, the large majority of students across phases demonstrate levels of knowledge, skills, and understanding that are above curriculum standards.
- Over the past three years, the school's internal assessment data indicates consistent outstanding attainment across all phases. In Phase 4 chemistry and physics, attainment regressed from very Good in the AY2021/22 to consistently Good in the last two years. In Phase 4 biology, attainment fluctuated as it regressed from outstanding in the AY2021/22 to very good in the AY2022/23 and returned to outstanding in the AY2023/24. Ei-Asset assessment results indicate consistent, very good attainment over the past three years. CBSE assessment results indicate fluctuating attainment, regressing from outstanding in the AY2021/22 to very good in AY2022/23 and returning to outstanding in the AY2023/24. In Grade 12, CBSE physics assessment data indicates consistent good attainment and CBSE chemistry assessment data indicates an improvement from steady good in the AY2021/22 and AY2022/23 to very good in the AY2023/24. Similarly, CBSE biology assessment data indicates an improvement from very good in the AY2021/22 to steady outstanding in the last two years.

- The school's analysis of internal assessment data indicates that the large majority of students in phases 1 and 2 make better than expected progress over time and from their starting point at the beginning of the academic year. However, most students in Phase 4, and less than three-quarters in Phase 3 make the expected progress. Most students in Phase 4 physics, the majority in Phase 4 chemistry, and the large majority in Phase 4 biology make better than expected progress.
- In lessons and their recent work, the large majority of students in phases 1, 2, and 4, and the majority in Phase 3 make better than expected progress in relation to appropriate learning objectives in line with the curriculum standards.
- The school's analysis of internal assessment data indicates that boys and girls make similar progress across phases, as the large majority in phases 1 and 2 make better than expected progress; however, less than three-quarters in phases 3 and 4 make the expected progress. Similarly, most boys and girls make better than expected progress in Phase 4 physics, however the large majority of boys and the majority of girls make better than expected progress in Phase 4 chemistry. Whereas most boys and the large majority of girls make better-than-expected progress in Phase 4 biology. The large majority of low attainers in Phase 2 and the majority in Phase 3 make better than expected progress. However, most low attainers in Phase 4 make the expected progress, with none identified in Phase 1. Most low attainers make better than expected progress in Phase 4 physics and biology, while the large majority make better than expected progress in Phase 4 chemistry. Most high attainers in Phase 1, the large majority in Phase 2, and the majority in phases 3 and 4 make better than expected progress. The large majority of high attainers make better-than-expected progress in Phase 4 physics and biology, while most make better-than-expected progress in Phase 4 biology. While most students with additional learning needs, including students of determination, in Phases 1 and 4 and less than three-quarters in Phase 3 make the expected progress, the large majority of these students in Phase 2 make better than expected progress. In Phase 4, most students with additional learning needs, including students of determination, make better than expected progress in physics and most make the expected progress in chemistry, with none in biology. The large majority of gifted and talented students in Phase 2 make better than expected progress, however, most gifted and talented students in phases 1, 3 and 4 make the expected progress. In Phase 4, most gifted and talented students in biology, the large majority in physics and the majority in chemistry, make better than expected progress.

Next Steps:

1. Increase opportunities for investigations and experiments in laboratories, particularly for students in phases 2 and 3.
2. Further encourage students to conduct scientific research, expanding the integration of technology, fostering inquiry-based learning, and enhancing research skills.
3. Accelerate the progress of groups of students in phases 3 and 4, particularly students with additional learning needs, including students of determination.

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 ↑	Good	Very Good ↑

Findings:

- Across all phases and subjects, students are keen to learn and actively engage in lessons, often taking responsibility for their learning. In higher phases, students articulate their learning and identify specific areas for improvement in their work. In KG, students can work independently, though teaching is sometimes teacher-directed. Self-reflection is evident across all phases, supported by strategies such as exit tickets and target setting to provide students with an understanding of what they have learned and what they need to do to improve.
- Students interact and collaborate purposefully in mixed-ability groups to complete tasks. In phases 2 and 3, higher abilities occasionally dominate group work, limiting contributions from other students. In KG, students work well in groups, sharing and taking turns; however, they occasionally have limited opportunities to communicate what they have learned with others. In other phases, students confidently share their learning by presenting their work to the whole class, listening to their peers' views, and providing them with feedback.
- Students regularly make real-world connections during lessons, relating topics to their daily experiences. They demonstrate the ability to explain their ideas and understand how their learning applies to the world around them. This skill is particularly evident in English, where students are encouraged to conduct research and engage in meaningful discussions.
- Students demonstrate innovation and the ability to use ICT and learning technologies to support their learning, including using AI to develop writing and marketing strategies. However, technology integration across subjects is inconsistent, as in phases 2 and 3 there was less evidence of the use of technology. Critical thinking and problem-solving skills are strong features of students' learning. Most students can independently explore and discover, though this is less evident in phase 3 and for high-attaining students who could be challenged further.

Next Steps:

1. Enhance the effectiveness of group work by ensuring all students actively contribute and engage.
2. Increase the use of technology across all phases and subjects to support independent research and innovation.
3. Expand opportunities for critical thinking and problem-solving by providing appropriate challenges for all students, particularly high attainers, to help them reach their full potential.

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	Very Good	Good

Findings:

- Students across all phases display positive and responsible attitudes. They respond well to critical and developmental feedback. While students in higher phases demonstrate independence and work productively independently, younger students and those studying Arabic as a second language rely more on teacher guidance and display less self-reliance.
- Students across the school demonstrate self-discipline and behave well in all aspects of school life, both inside and outside the classroom. They understand the school code of conduct, follow the rules, and contribute to maintaining a safe and orderly environment, with bullying incidents being rare. However, greater consistency in behavior is needed, particularly in Phase 1.
- Relationships among peers and with teachers are characterized by friendliness and respect, with students frequently helping others without being prompted. Students are sensitive to the needs of their peers, including those with special educational needs, and show empathy and support in their interactions.
- Students demonstrate a sound understanding of healthy lifestyles by making nutritious food choices and actively engaging in sports and physical education. However, there is potential to expand student-led health initiatives, fostering greater responsibility among students for promoting healthy choices within their peer groups.
- Attendance is currently at 91%. Despite the school's structured attendance and tardiness policy, some students still lack sufficient awareness of the critical link between regular attendance and academic achievement.

Next Steps:

1. Enhance consistency in student behavior in Phase 1 to align with the positive behavior demonstrated in other phases.
2. Expand opportunities for students to take leadership roles in promoting healthy lifestyles and choices among their peers.
3. Strengthen efforts to improve attendance rates, ensuring students and parents fully understand the importance of regular attendance for academic success.

Understanding of Islamic values and awareness of Emirati and world cultures

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

Findings:

- Students demonstrate a clear understanding and appreciation of Islamic values and their influence on contemporary society in the UAE. Across all phases, they show respect during Quran recitations in morning assemblies. Displays, participation in Islamic occasions, and empathy towards peers reflect their adherence to these values. Students also benefit from participating in a range of activities that enhance their understanding of how Islamic values shape daily life in the UAE.
- Students are knowledgeable and respectful of the UAE heritage and culture. Members of the heritage club take on responsible roles within the school community to actively promote national identity through a range of initiatives. Across all phases, students participate in a range of cultural activities and national celebrations and contribute to displays around the school reflecting the UAE culture. During lessons, students consistently link their learning to the life, culture, and society of the UAE. However, more opportunities for cultural activities beyond the school environment could further enrich their understanding of Emirati culture.
- Students demonstrate a clear understanding, awareness and appreciation of their own culture, and can describe aspects of other cultures. They showcase their clear understanding through initiatives like the annual day, themed "One World, One Nation, One Family", which fosters global unity. Phase 4 students gain good understanding through international field trips to other countries. However, students express interest in more opportunities through various school initiatives and activities to deepen their understanding of other cultures, both within and beyond the school.

Next Steps:

1. Provide more opportunities for students to engage in activities that highlight how Islamic values shape daily life in the UAE, both within and beyond the school environment.
2. Expand students' opportunities to participate in cultural activities and initiatives outside the school to deepen their understanding of Emirati culture.
3. Create additional initiatives and activities that allow students to explore and appreciate diverse cultures, both within the school and through external experiences.

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:

- Students actively participate in activities that have a positive impact on both the school and wider communities. They show consideration and empathy towards others, including those with special needs. Across the school students participate in initiatives such as charity work, including distributing meals to school workers, and raising funds to support cleft lip surgeries for children. Additionally, they volunteer at hospitals, assisting doctors, nurses, and patients' families. However, students are eager for more opportunities to expand their volunteering initiatives and contributions both within the school and beyond.
- Students demonstrate a very positive work ethic, showing independence and interest in participating in various activities. They are innovative and creative, successfully initiating and managing projects. Students engage in global initiatives and contribute to efforts that promote positive change. High-achieving students have created projects to support peers with special needs in developing essential skills. In the innovation lab, students design applications to address real-world issues, such as monitoring daily waste and tracking progress. However, problem-solving skills that support innovation are still developing in lessons across all phases.
- Demonstrating a strong understanding of environmental sustainability, students promote awareness through assemblies, competitions, and celebrations of events, such as Earth Day. They actively engage in initiatives like the Mission to Zero, One Child One Plant program, Zero Plastic Campus project, and paper collection campaigns. Additionally, they have created vertical gardens using recycled dustbins as planters, decorated with Sustainable Development Goals symbols and filled with saplings. Students are eager to expand their initiatives even further. However, introducing more initiatives would provide additional benefits for the students.
- Students demonstrate a strong understanding of environmental sustainability and promote awareness through assemblies, competitions, and various initiatives. They actively participate in campaigns and projects aimed at promoting awareness about global goals and sustainability practices. Students, however, express interest in further expanding their efforts and introducing more initiatives to provide additional benefits for their development.

Next Steps:

1. Further expand opportunities for volunteering initiatives and contributions, both within the school and beyond.
2. Develop students' problem-solving and innovation skills in lessons across all subjects.
3. Further expand environmental preservation initiatives across all phases.

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 	Good	Very Good 

Findings:

- Most teachers in the school demonstrate secure subject knowledge and effectively present relevant information to all learners. They clarify concepts by connecting lessons to real-life contexts, demonstrating a good understanding of students' learning. However, the effectiveness of designed teaching approaches varies, with some being less effective, particularly in Phases 3.
- Teachers plan engaging, well-structured lessons with clear learning objectives. Almost all teachers create a positive learning environment and effectively use time and technology. Most lessons regularly review learning through questioning, plenaries, and the exit ticket strategy. There is a good balance of individual and group work in a majority of lessons across subjects. However, in a few classes, instructions are dominated by extended teacher talk. The effective use and variety of resources are inconsistent across subjects and phases, with particular scope for improving learning resources to enhance student outcomes in mathematics.
- Teacher-student interactions effectively ensure students are actively engaged in most lessons. Most teachers use a balanced mix of open and closed questions, encouraging meaningful discussions and dialogue among students. In many subjects, effective questioning strategies promote higher-order thinking. However, the use of questioning is less effective in Arabic language lessons.
- Most teachers apply teaching strategies that are highly effective and demonstrate a strong understanding of students' needs, planning differentiated learning activities to support diverse groups. They set high expectations and provide appropriate challenges, enabling the majority of students to achieve better-than-expected progress. Differentiation is particularly effective in addressing the needs of lower-ability students and those with additional learning needs, including students of determination. However, higher-ability and gifted and talented students often do not reach their full potential due to insufficient levels of challenge to meet their advanced needs.
- Most teachers purposefully develop students' critical thinking, problem-solving, innovation, and independent learning skills by encouraging them to take responsibility for their learning. This is achieved through clear communication of expectations and active engagement in self-assessment. In mathematics and science lessons, problem-solving is a common focus, and students are often encouraged to extend their learning through independent research, with these skills being more developed in higher phases. Teaching also promotes students' problem-solving skills using technological innovations to address real-world problems. However, lessons are inconsistent in promoting problem-solving, critical thinking, and innovation skills.

Next Steps:

1. Enhance the consistency and effectiveness of teaching approaches, particularly in Phase 3, by reducing extended teacher talk and promoting more student-centered learning strategies.
2. Improve the use of questioning techniques in Arabic language lessons to encourage higher-order thinking and meaningful student discussions.
3. Increase the level of challenge for higher-ability and gifted and talented students to ensure they achieve their full potential across all subjects.

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 and consistent. In KG, assessments align with EYFS, using skill-based measures to ensure students are prepared for the next stage of learning. In grades 1 and 2, and all other phases assessments are linked to CBSE curriculum standards in English medium subjects, and to MoE curriculum standards in Arabic medium subjects. Assessments are conducted following processes that provide a valid, reliable and comprehensive measure of students' academic achievements across subjects and phases. The assessment policy sets out the guiding principles of internal assessment and overall weighting of the different assessment method. However, it does not identify the required weighting of cognitive levels within the assessments.
- The school benchmarks students' academic performance through external standardized and international assessments. Students in grades 3-9 sit for the Ei-Asset standardized assessments in English, mathematics and science. In Grades 10 and 12, students are assessed against CBSE standards through the CBSE board examinations. The school also benchmarks students' performance participating in international assessments, including the PIRLS (2021), PISA (2022) and TIMSS (2023).
- Subject leaders analyze assessment data to evaluate students' progress, using internal, external, and standardized test scores. The data effectively tracks different groups of students, including boys, girls, low and high attainers, students with additional learning needs, and gifted and talented students, providing an accurate measure of their progress over time relative to their starting points.
- Teachers use assessment information very effectively to meet the learning needs of students. Across all subjects and phases, teachers use data to inform their teaching and support individuals and groups of students in lessons, ensuring that they are appropriately challenged. However, in some lessons, higher attainers and gifted and talented students are inconsistently challenged.
- Teachers have a very good knowledge of the strengths and weaknesses of the students in their classes. They provide clear feedback and offer personalized support and guidance where needed. In workbooks, teacher-written feedback, including the next steps in learning, is inconsistent across phases. Students are involved in reflecting on their work in lessons using shared rubrics as a part of the school's assessment approach. Formative assessment strategies, such as self-assessment and the use of 'exit tickets,' are implemented in most lessons. However, the effective and consistent use of 'exit tickets' across all phases and subjects is an area for further development.

Next Steps:

1. Further develop the assessment policy to identify required weightings of cognitive levels within assessments.
2. Ensure consistency in providing timely constructive feedback including next steps for improvement.
3. Ensure greater consistency in the integration and efficiency of self- and peer- assessment practices in all lessons across all phases.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Indian National Curriculum Framework (INCF) for grades 1 to 12 and successfully prepares students for Central Board of Secondary Examination (CBSE) examinations at the end of grades 10 and 12. The broad curriculum offers a sufficient range of subjects in all phases. The curriculum implementation meets the statutory requirements by allocating sufficient time to teach MoE subjects while meeting the expectations for providing Arabic medium subjects in Abu Dhabi schools. The taught curriculum is well balanced with appropriate knowledge and skills in most subjects and phases, promoting technological innovation. However, the taught curriculum in Phase 1 lacks emphasis on learning and development through play-based activities.
- The curriculum planning and mapping are systematic, with different levels of planning that ensure students are meaningfully engaged and achieve relevant outcomes in lessons. Daily lessons are planned based on students' prior learning, and curriculum mapping effectively ensures the progression of content in grades within a phase. However, the learning transition between phases is not yet fully systematic, leading to inconsistent outcomes in Phase 2, which are not improved as expected.
- The curricular choices for older students are adequate. Students in grades 9 and 10 can choose to study standard and advanced mathematics. In higher grades of Phase 4, two subject streams are offered with some choice of electives. In the Science stream, there is a choice of three subjects; in the Commerce stream, there is a choice of four subjects. The curriculum offers limited options for the study of languages. However, the provision for art and physical education is inconsistent across phases.
- Planning for cross-curricular links is systematic, with lessons planned to link through themes such as sustainability, My Identity, or health and safety. However, the integration of these links is inconsistent across subjects and phases. As a result, the transfer of knowledge between subjects varies in effectiveness across lessons.
- The review and modification of the curriculum is systematic, with adjustments made in line with updates from the CBSE board and for improved student outcomes in all subjects. The recent developments include the incorporation of topics related to Artificial Intelligence and STEM education in all subjects and improved questioning strategies for meeting external benchmarking requirements. These improvements have led to better student outcomes in lessons and some technological innovations beyond lessons. However, improved student outcomes in external benchmarking examinations are not yet evident.

Next Steps:

1. Expand curricular options in the upper phases while further strengthening cross-curricular links for more effective knowledge transfer between subjects.
2. Integrate play-based learning activities in Phase 1 to promote early childhood development and align with best practices in early education.
3. Strengthen the systematic transition between phases, particularly focusing on Phase 2, to ensure consistent student progress.

Curriculum adaptation

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

Findings:

- Meeting the diverse needs of all groups of students is a core principle of the CBSE Curriculum. While individual teachers primarily modify curriculum, expectations are that they appropriately include challenging material in their lesson plans. Most lessons are differentiated into five broad areas, which are always outlined in lesson plans. Although effective modification to the curriculum occurs, further improvement is required, particularly in catering to the needs of gifted, talented, and high-attaining students. Adaptations for students with additional learning needs are highly effective, as support and modifications are identified in lesson plans and followed through in the classroom by the teaching assistant or class teacher.
- The curriculum is interesting, offering a range of opportunities designed to motivate most students. Opportunities for enterprise, innovation, creativity, and social contribution are provided in most curricular areas. The school has an effective extracurricular program for all students across all phases and a wide range of extracurricular activities, including planned field trips to external competitions and exhibitions. Students select their extracurricular clubs at the beginning of the academic year and attend them during a designated school timetable slot. While this allows students to develop skills over time, opportunities for switching clubs are limited due to availability. Overall, innovation and enterprise are strengths of the school, with the positive inclusion of student leaders and parents as instructors in many clubs.
- Coherent learning experiences are integrated through most aspects of the curriculum to enable all students to clearly understand the UAE's values, culture, and society. In lesson plans and during lessons, students consistently link their learning to life, culture, and society in the UAE. The school also offers a variety of cultural activities and national event celebrations across all phases, enhancing students' understanding and appreciation of Emirati culture. However, there is scope to expand opportunities for cultural activities outside of school to further enrich students' understanding of the UAE's heritage.

Next Steps:

1. Review the curriculum to ensure lessons are consistently modified to meet the needs of high-attaining, and gifted and talented students.
2. Expand the availability of extracurricular clubs or provide more flexible options for students to switch clubs, allowing for greater variety and skill development over time.
3. Provide more opportunities for heritage focused activities outside the school that could enrich students' understanding of the Emirati culture.

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 procedures for the safeguarding of students including a clearly defined child protection policy shared with stakeholders. The policy ensures that all staff receive annual safeguarding training. However, a few new members have not yet undergone the required training. There is a central register kept for all staff. The school takes proactive measures to protect all students from bullying, including online. Highly effective policies and procedures are in place to ensure that students are safe and are regularly reviewed. Students feel safe at school and during bus rides, and they know whom to contact if they have any concerns.
- The school campus consistently provides a safe and hygienic environment for students and staff, with routine safety checks to uphold top health and safety standards. A dedicated health and safety committee addresses urgent concerns daily. Robust supervision is in place throughout the school, including during dismissals, break times, and lessons. Health and safety teams conduct regular checks and risk assessments to maintain student safety. However, increased swimming pool supervision is required, particularly when no scheduled classes are taking place.
- Buildings and equipment are maintained in excellent condition, with well-maintained facilities. The facilities team ensures that maintenance records are organized and accessible, including warranties and compliance documentation. The school has a comprehensive record-keeping procedure, with master documents in place for the ADOSH Management system, and regularly conducts fire evacuation drills. Medical staff are vigilant in their care of students, keeping detailed records. However, the school clinic must develop a more efficient system to systematically inform all staff about students' health-related information.
- The school's premises and facilities provide a safe and secure physical environment, ensuring accessibility for all, including individuals with mobility challenges, through ramps and lifts. Additionally, the facilities are well-designed to cater to the specific needs of kindergarten students, ensuring a supportive and safe setting. However, some playground areas remain without adequate shading.
- The promotion of safe and healthy living is successfully integrated into all aspects of school life. Students are encouraged to make healthy choices through exercise, clubs, and school-wide initiatives. Programs and activities, such as "Eat Right" and "Get Active," play a significant role in fostering these habits.

Next Steps:

1. Ensure all staff complete the child protection training in a timely manner.
2. Ensure that all playground areas are well-shaded.
3. Develop a more efficient system to ensure that all staff are promptly and effectively informed about students' health-related information.

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 established positive and purposeful relationships with students they know very well at the school. There is a climate of trust and respect between students and adults. Expectations for students' good conduct and behavior are clear and understood by all. The school follows the ADEK guidelines for categorizing challenging and persistent behavior.
- Procedures to promote attendance are in place, and clear expectations are shared with parents. Action is taken for students who are repeatedly late or absent, and parents are promptly contacted where there are concerns about individuals. The school also has processes in place to recognize and reward good attendance. Despite this, attendance rates remain well below expected levels.
- Identification of students with additional learning needs, including students of determination (SoD), is well-established. Students are identified promptly through a combination of teacher referral, detailed observation, and advice from the inclusion team. The school maintains records of medical assessments and specific diagnostic assessments. Individual Education Plans (IEPs) are very good and developed at the start of each year. These plans are personalized, prepared electronically, and accessible to teachers. They clearly outline the specific needs, curriculum modifications, and required support provisions. The school also has procedures to identify gifted and/or talented students.
- The school has appointed a specialist inclusion team to oversee the support of students with additional learning needs, including students of determination. All teachers are trained in inclusive best practices, and the inclusion staff provides support to teachers during lessons within the classroom, resulting in accelerated progress for more students. Specialist staff are effective, particularly in the learning support room, where skilled staff frequently support students one-to-one. A dedicated therapy room is used by external specialists for in-school support services (ISSS), providing personalized support. Gifted and talented students are provided with extension activities; however, the provision to cater to their needs is not as strong as it is for students of determination.
- School counselors collaborate closely with teachers and parents to develop students' personal and social skills. Counseling sessions are aligned with the school's well-being survey and provide support on teenage issues and mental health awareness. Drop-in sessions are available as needed. Well-being clubs and student-led initiatives, such as 'Tuning Thursday,' offer additional support for well-being and physical health. Recently, the school appointed a career guidance counselor to provide senior students with information and advice on selecting subjects, exploring college or university options, and planning their future careers.

Next Steps:

1. Enhance strategies to improve attendance, focusing on active parent engagement and raising awareness on the impact of regular attendance on academic achievement.
2. Strengthen the support in lessons for gifted and talented students to enable them to achieve their potential.
3. Continue to develop the career guidance program in school.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good 

Findings:

- The senior leadership team, led by the principal, sets a clear direction and promotes a shared vision with the school community, including parents. There is a clear commitment to UAE's inclusion priorities. The school engages with parents about the importance of international assessments, aligning them with both student development and the UAE's goals. Leaders have provided in-house teacher training to help students succeed in international examinations for TIMSS and PISA. The principal is committed to ensuring that teachers and students are valued and respected. The school has developed an inclusive policy and is committed to ensuring that students with additional learning needs, including students of determination, are fully integrated into the school environment.
- Senior leaders demonstrate thorough knowledge and understanding of the curriculum and best practices in teaching, learning, and assessment. They ensure that group work and technology integration across all phases effectively raise attainment and progress while enhancing students' learning skills. Leaders have established a learning culture that promotes inclusion and enhances students' ability to take ownership of their learning.
- Relationships across the school are consistently positive and professional. Leaders very effectively delegate responsibilities to middle and subject leaders. There are clear job descriptions that identify roles and responsibilities based on raising students' achievement. Middle and subject leaders have some opportunities to observe lessons and support teachers with constructive feedback, including improvement steps. Leaders at all levels use very effective communication practices within the school at both formal and informal levels, including regular staff meetings. Across the school, morale is very positive.
- Leaders at all levels clearly and accurately understand what they must do to improve the school, including strengthening literacy, using assessment data to inform teaching, and integrating technology in lessons. School leaders have successfully modified the curriculum to meet the needs of most students but acknowledge the need to continue to ensure that a balanced curriculum is delivered for all students. School leaders are very effective in sustaining improvements and addressing barriers to progress.
- Leaders have maintained and improved school performance levels, particularly in students' achievement, innovation skills, use of assessment, and safety and security of students. They hold staff accountable through regular analysis of students' performance, particularly in the external benchmarking assessment. Leaders ensure that the school is compliant with all statutory and regulatory requirements.

Next Steps:

1. Enhance middle and subject leaders' capacity to support teaching and learning.
2. Continue to promote and embed the school vision of a 'holistic' education for all students.
3. Continue to ensure that potential barriers for sustained improvement are addressed.

School self-evaluation and improvement planning

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

Findings:

- The school uses a variety of data sources, including internal and external assessments, lesson observations, and feedback from parents and students, to inform the systematic self-evaluation process. By implementing an internationally recognized quality school management system, the school gains insight into quality standards and areas for improvement. Senior leaders are able to identify key priorities essential for enhancing students' academic achievements. However, while self-evaluation highlights strengths, it does not critically assess in detail areas requiring further development.
- The monitoring of teaching and learning is systematic and conducted by senior leaders and subject coordinators using a lesson evaluation framework that focuses on teaching approaches and student progress in lessons. However, a few subject coordinators are unclear on the key aspects of effective learning.
- The school's 2024 development plan is aligned with the previous inspection report (2022) and the UAE national priorities. It uses internal and external data and contains appropriate actions and goals. Targets are set and have measurable outcomes. However, several review deadlines have not been met.
- Significant progress has been made in addressing the recommendations from the previous inspection report. Students' academic outcomes, assessment processes, and collaborative learning have improved, and the school's overall level of performance has improved.

Next Steps:

1. Enhance self-evaluation, critically assessing strengths and areas for development.
2. Strengthen subject coordinators' understanding of effective learning.
3. Enhance the setting of targets and the review process in improvement planning.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- Parental involvement in the school is highly effective, with parents frequently involved in various school events and positively contributing to student learning both at home and in the school. The school collects regular feedback from parents by conducting surveys and consulting with the parent ambassadors, which leads to improved teaching and learning practices. Parents are well-informed of external benchmark expectations and the need to improve academic standards for better student outcomes.
- Communication with parents in the school is very effective through a variety of communication methods, including emails, newsletters, class dojo, WhatsApp groups, phone calls, and face-to-face meetings. Parent coffee mornings and 'Friday Flyers'
- effectively keep parents updated about their children's learning and personal development. Parents of students with additional learning needs, including students of determination, acknowledge that the school effectively meets the needs of their children. The school has prioritized these needs and improved academic and infrastructural provisions based on parental feedback.
- The school reports student achievements at the end of each term, with report cards outlining students' attainment in core and non-core areas of learning. In Phase 1, reports include detailed, positive comments on students' learning and development. Regular updates on student progress through ClassDojo and open-house meetings ensure parents remain informed about their children's learning. However, parents in Phase 2 prefer more detailed discussions with teachers to better understand their child's strengths and the next steps for improvement.
- The school has established links with local, national, and international organizations, including a partnership with a school in India. Established links support students' participation in academic and non-academic competitions. The school's partnership with parents is well-established, and their contribution to school events and charity is noteworthy. Parental contribution in the school has enhanced stakeholder awareness of cyber-safety procedures and provided opportunities for parents to support students' career choices. Parents also volunteer effectively during school events and field trips. Partnerships with local organizations ensure that most students participate in charity events, while links with national and international organizations promote student awareness and action toward achieving sustainable development goals.

Next Steps:

1. Continue to raise parents' awareness of expectations regarding external benchmarking assessments.
2. Ensure that report cards include information about students' academic achievement and personal development, indicating students' specific strengths, areas for improvement and their next steps in learning.
3. Continue to expand partnerships to ensure a significant impact on students' learning and development.

Governance

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The Governing Board includes representatives of most stakeholders, including the ownership group and representatives from the school leadership team, business leaders, and a partnership school in India. The ownership group's representatives oversee the school's day-to-day operations. The Governing Board meets occasionally to oversee the school's work, including financial budgeting, resource allocation, and staffing appointments. However, board members lack an in-depth knowledge of the school.
- The Governing Board regularly monitors the work of the school, receiving feedback from parents through a system which includes surveys and verbal feedback. Regular reports from the principal and senior leadership team provide the Board with valuable insights into the school's performance, enabling effective oversight and accountability. However, the principal does not currently undergo a formal performance management process. The Governing Board influences the strategic direction and plans of the school.
- The Governing Board exerts a positive role in the school's development, actively supporting recent improvements, such as enhancing Phase 1 resources, upgrading ICT infrastructure, providing professional development opportunities for all teachers, and ensuring staff retention. Additionally, the Board is committed to supporting the school in delivering a well-rounded, holistic education for all students.

Next Steps:

1. Implement a formal performance management system to appraise the impact of the principal.
2. Deepen the board members' knowledge and understanding of the school's operations, priorities and educational outcomes.
3. Increase the frequency of Board meetings to ensure more consistent oversight, strategic planning, and informed decision-making.

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, including procedures and routines are well organized, ensuring that the school has a calm and welcoming environment, conducive to learning, where staff and students work respectfully. The lesson timetable is well structured and has been adapted to ensure the facilities are used to effectively meet curriculum and learning needs across all phases.
- The school is appropriately staffed with suitably qualified teachers, supported by assistants, particularly in phase 1. There are specialist teachers for subjects such as science, music, and physical education, and inclusion specialists to support students of determination. The effectiveness of the school has prompted most teachers to want to continue with the school resulting in low staff turnover. All staff, including support staff, benefit from regular professional development aligned with the school's priorities. Further professional development is required to ensure that leaders and teachers consistently understand how to support gifted and talented students in the classroom.
- The school building is well maintained and used effectively to meet the learning needs of students. However, the learning environments in Phase 1 do not fully support learning through play and inquiry. All classrooms are equipped with interactive whiteboards and appropriately sized furniture. Specialist facilities include the aerospace lab, the therapy room, and the learning intervention room. The playground has been upgraded with additional shading, though Phase 1 shares the outdoor play area with the rest of the school, which may be limited by large play equipment unsuitable for younger students. A working lift provides access to both floors as needed.
- Resources are carefully chosen to meet the needs of students and to support learning across subjects. The increased use of online and electronic resources by students and staff is highly successful.

Next Steps:

1. Further develop continuous professional development programs that equip teachers to meet the needs of gifted and talented students.
2. Continue to enhance resourcing needs in Phase 1 to support learning through play and inquiry.
3. Ensure an appropriate outdoor play environment for students in phase 1.