School Performance Report

Combined Internal and External Evaluations

Madar International School L.L.C.

The overall performance of this school is Good .

© 2022 Abu Dhabi Education & Knowledge

Introduction

This report combines the previous school 'self-evaluation form' (SEF) and school inspection report. It provides all stakeholders with an opportunity to compare the internal and external evaluations of school performance. Its purpose is to bring these two perspectives together to foster greater accuracy of internal evaluations. Greater accuracy is a step towards the long term goal of less dependence upon external evaluations to understand a school's effectiveness. Ongoing and accurate internal evaluations are the key to school effectiveness that can withstand changes in leadership, staffing and student enrolment.

- -

Basic information about inspections
Basic information about the school
The overall performance history of this school
Summary of inspection judgements - outcomes

- -

Performance Standard 1: Students' achievements
Performance Standard 2: Students' personal and social development
Performance Standard 3: Teaching and assessment
Performance Standard 4: Curriculum
Performance Standard 5: Protection, care, guidance and support of students
Performance Standard 6: Leadership and management

Basic information about school inspections

School inspections are structured around six Performance Standards:

1. Students' achievement;

2. Students' personal and social development, and their innovation skills;

3. Teaching and assessment;

4. Curriculum;

5. The protection, care, guidance and support of students; and

6. Leadership and management.

School Inspections support the development of schools across the Emirate of Abu Dhabi. The UAE School Inspection Framework provides clear descriptions within these six Performance Standards. This framework allows school leaders and external inspectors to make judgements based on internationally recognised best practice.

School inspectors make judgements using these six performance categories:

Definitions	Performance Categories
Substantially exceeds expectations	Outstanding
Exceeds expectations	Very Good
Meets expectations	Good
Minimum performance required	Acceptable
Below expectations	Weak
Significantly below expectations	Very Weak

To see the full UAE School Inspection Framework, please click here: **Framework Arabic** **Framework English**

Basic information about the school

Name: Madar International School L.L.C.

I.D. number: 9164

Phases: Cycle 1;Cycle 2;Cycle 3;KG

Curriculum: American

Fee category: Medium

Location: 88, Al Lulu St, Al Tiwayya, Al Ain 33363

Web address: http://madarschool.ae

E-mail address: 9164@adek.gov.ae

Telephone: 037611330

Number of teachers: 92

**Teachers' assistants:**   13

Teachers' nationalities: Egypt

Number of students: 2051

Teacher to student ratio: 1:22

Students' nationalities: UAE)

Proportion of Emirati students: 90.54

Proportion of students of determination: 1.02

Dates of inspection: 30-May-2022 to 02-Jun-2022

The overall performance history of this school:

2015-2016

- Outstanding - 0%
- Very Good - 0%
- Good - 29%
- Acceptable - 71%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

2017-2018

- Outstanding - 0%
- Very Good - 6%
- Good - 29%
- Acceptable - 65%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

2019-2020

- Outstanding - 0%
- Very Good - 29%
- Good - 71%
- Acceptable - 0%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

2021-2022

- Outstanding - 0%
- Very Good - 18%
- Good - 53%
- Acceptable - 0%
- Weak - 0%
- Very Weak - 0%
- NA - 29%
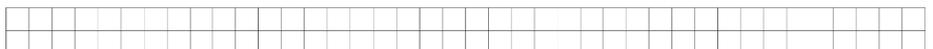
Summary of inspection judgements

PS1: Students' Achievements

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
1.1 Students' attainment in Islamic Education	Good *	Good *	Good	Good *
1.1 Students' attainment in Arabic First Language	Good	Good *	Good	Very Good
1.1 Students' attainment in Arabic Second Language	Not Applicable *	Good	Good	Good
1.1 Students' attainment in Social Studies	Not Applicable *	Good	Good *	Not Applicable
1.1 Students' attainment in Language Of Instruction	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.1 Students' attainment in English	Acceptable *	Good *	Good	Good *
1.1 Students' attainment in Mathematics	Acceptable *	Acceptable *	Acceptable	Good *
1.1 Students' attainment in Sciences	Good	Good	Good *	Good *
1.2 Students' progress in Islamic Education	Good *	Good *	Good	Very Good
1.2 Students' progress in Arabic First Language	Good *	Good *	Good	Very Good
1.2 Students' progress in Arabic Second Language	Not Applicable *	Good	Good	Good
1.2 Students' progress in Social Studies	Not Applicable	Good	Good *	Not Applicable
1.2 Students' progress in Language Of Instruction	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.2 Students' progress in English	Good	Good *	Good	Very Good
1.2 Students' progress in Mathematics	Acceptable *	Acceptable *	Acceptable *	Good *
1.2 Students' progress in Sciences	Good *	Good *	Good *	Good *
1.3 Students' Learning skills	Good	Good *	Good	Good

PS2: Students' personal and social development

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2.2 Islamic values, Emirati & world cultures	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2.3 Social responsibility & innovation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

PS3: Teaching and assessment

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
3.1 Teaching	Good *	Good *	Good *	Good *
3.2 Assessment	Good *	Good *	Good *	Good *

PS4: Curriculum

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
4.1 Curriculum	Not Applicable	Not Applicable	Not Applicable	Not Applicable
4.2 Curriculum adaptation	Not Applicable	Not Applicable	Not Applicable	Not Applicable
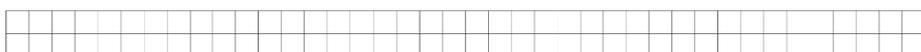
PS5: Protection, care, guidance and support of students

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
5.1 Health & safety	Very Good *	Very Good *	Very Good *	Very Good *
5.2 Care & support	Good *	Good *	Good *	Good *

PS6: Leadership and management

Indicators	All Phases
6.1 Effectiveness of leadership	Good
6.2 Self evaluation & improvement	Good
6.3 Partnerships with parents	Very Good
6.4 Governance	Very Good
6.5 Management	Good
Overall Judgement	**Good**

Changes since the previous inspection

The school should be commended on maintaining the vast majority of the good achievement grades made during the previous inspection considering the major disruption to children and students' education during the COVID-19 pandemic. This is a sign of improvement considering learners were only in their 3rd week of return to school at the start of the current inspection. The plans and structures put in place to respond to the previous inspection recommendations have played an important role in securing the levels achieved. The area of significant improvement has been in Arabic, where both attainment and progress have improved in both the middle and high phases, and is good in KG where no results were given at the last inspection. This improvement has been steered by well-defined improvement plans constructed in conjunction with teachers, parents, students, and external advice. There has been a focus on reading and writing skills not just in Arabic lessons but through a cross-curricular approach where teachers in all Arabic instruction subjects have planned lessons and supported one another in the delivery and practice of Arabic grammar, speaking, reading, and writing. In addition, students have had access to online resources and making reading in Arabic more motivating and ensuring it has an understood priority for students themselves. More support has come through the SEN department with the appointment of an Arabic-speaking member of staff. This along with more targeted intervention support and greater involvement of parents in the process has raised the profile of the subject.

In most academic subjects, lesson plans identify different approaches and strategies to meet the needs of all students and in a minority of lessons, these are applied so that all students make at least expected progress. However, in a majority of lessons, this is not always the case and the needs of the most and less able students can still be improved further, particularly in KG, where attainment in English and mathematics is acceptable and a reduction since the previous report. The focus on extended writing in Arabic and English was able to maintain and improve at least good attainment and progress, and there was evidence in lessons that this was likely to have improved further had students been in school for longer. In lessons, students were introduced to rubrics to scaffold and self-assess against, the use of problem-based learning projects and writing tasks and assessments that specify the length and complexity required in the writing task.

The school has specific and detailed plans aimed at using data more effectively to ensure it is used to target students who are having difficulty with aspects of learning across the phases and core subjects. The full implementation and impact of these plans have been stalled by the pandemic, however, the scrutiny of data collected has been effectively used to identify areas of need for individuals and appropriate interventions used, even during remote learning. Parents have commented positively on this aspect. Within lessons, most subjects are regularly using the data to inform planning and in a majority of lessons, this is now supporting the catch-up of learning gaps created through remote learning.

Although children and students have been remote learners over the past 2 years, the school continued to reinforce the importance of attendance and punctuality via, email, media communications, and during face-to-face meetings. Whilst attendance is similar to the previous report, punctuality to and for lessons is very good, and very little learning time is lost due to this. This creates a positive attitude among staff and students and bodes well for the improvement of attendance figures. In addition, a reward scheme has been introduced making expected attendance more explicit and congratulating all students during assemblies, Instagram, certificate trips, and other incentives. School leaders and governors have a strong capacity to improve. Their improvement plans addressing the areas for improvement are specific and purposeful and have despite the major disruption of the pandemic started to have a positive impact. School leaders are aware of these and have already sanctioned approaches to address them as well as make further recommendations. School leaders know their strengths and weaknesses and know where improvements are required and how to address them. The improvement in Arabic is a good example of how effective teaching and learning have been improved and the collaborative approaches used to achieve this.

Provision for reading

Reading permeates across KG to Grade 12 and is encapsulated under the direction of the heads of sections for the KG and elementary phase, as well as lead teachers.

An extensive collection of around 3598 books between two libraries is located in the main building and the elementary. The range of books available is from non-fiction to fiction books in both Arabic and English. The Resource Room in the KG building is also well-stocked with a variety of leveled readers, read-aloud and big books. These resources are supplemented by a wide range of electronic books at varying reading levels. The school provides devices equipped with a rich array of digital learning platforms for students to access in all phases of the school, such as Level Up for K-2 and Achieve3000 for 3-12. Many of these books include topics that relate to the curriculum and represent Islamic education, diversity, and bilingual readers. Although the school teachers ensure students use the libraries that entices their interests for reading biweekly in English and Arabic medium subjects, students and parents have requested more access to the library and reading inside the classrooms.

Teachers are trained on how to enhance and promote reading across all subjects, including how to facilitate and use digital learning platforms. Teachers

and students also attend different workshops from the Department of Culture and Tourism, such as the 'Let's Read and Learn Back to School Program'.

The school follows multiple reading programs from KG to Grade 12. There is a reading scheme where learners engage in internal reading assessments to stream learners. The school conducts weekly reading comprehension assignments which are graded, and the first two periods are dedicated to unseen reading comprehension practice, such as IELTS, SAT, EmSAT, and PISA. Students' reading fluency is assessed and used as a measure of their present level of performance to measure progress, which is monitored and adapted based on improvement. Students also engage in midterm and final examinations that are dedicated to reading comprehension, such as MAP, IELTS, EmSAT, and PISA.

All departments (core and non-core) integrate reading across the school, and all lessons plan have a component to address the need to increase language acquisition, where teachers include key vocabulary related to their topic. The school promotes reading in the atmosphere of the library and reading boards that celebrate students' achievement around the school and encourages students to read. There is a rich language environment in and outside of classrooms that engages students in their learning. Participation in the annual Emirates NBD Poetry for All, Short Story Writing Competition, Readers Cup, and Voices of Future Generation all inspire a love of learning by enabling students to access a wider audience and use their acquired skills. The school hosts celebrations and award ceremonies across all phases of the school that contribute to student motivation and engender a desire to be a competent reader.

What the school does to achieve its TIMSS and PISA targets

The school participated in PISA tests in 2018 and TIMSS in 2019. They have analyzed their outcomes to construct a very comprehensive action plan covering the academic years 2021 -2023 which incorporates not only TIMSS and PISA but as an integral approach for all the other external verifications and tests. These include IELTS, SAT, PIRLS, and EmSAT. The school knows what its future targets look like. Action plans identify key personnel, timescales, and success criteria. The main drive for improvement results from a gap analysis taken from the most recent test results and adjusting curricular plans to provide a specific focus within day-to-day lessons. For example, the inclusion of a TIMSS-style question as a lesson starter. Each Grade's scheme of work has been adjusted accordingly. Special theme days and weeks will incorporate activities of enrichment that have a PISA/TIMSS type approach. The academic vocabulary associated with the tests is rehearsed and further developed in lessons. Home support has been given via parents' meetings and specific homework tasks are integrated into their normal homework procedures. A review of the existing action plans is advisable to assess what further action may be required following the major disruption to education over the last two years. The 2018 PISA data indicates that students were below the average for the UAE in mathematics and English. TIMSS 2019 data placed Grades 4 with a 'low' position in mathematics and a 'below low' in science. In Grade 8 both mathematics and science were 'low' compared to other schools in the Middle East and Internationally.

Strengths of the school

School leaders have retained and built very effective relationships and communication systems across the whole school community which includes parents and board members.

The school has acted upon previous inspection recommendations resulting in improved achievement in KG and the middle and high phases.

The principal and senior leadership team have created a very positive learning community that is guided by a clear vision and strategic direction that is shared with all stakeholders.

## Recommendations for improvement

Recommendations for improvement
1. Improve attainment and progress in all subjects particularly in KG and elementary
in English and mathematics by:
· focusing on the outcomes from gap analysis to ensure students have a solid foundation of basic facts, skills, and knowledge to build upon and deepen their understanding of the concepts covered as they progress through the phases.
· introducing new materials in steps, explicitly linking new ideas to what has been previously studied.
· ensuring sequences of learning are well structured and modeled for complete understanding.
• enabling teachers to access high-quality subject-specific materials and the training to show how to explain and model effectively.
· providing students with enough time to adequately practice each step.
· ensuring curriculum plans include retrieval and spaced practice to build automatic recall and new skills are applied across the curriculum.

· addressing misconceptions as soon as possible.

2. Improve teacher pedagogy and assessment of learning in lessons to better meet the needs of all groups of children and students by:

· ensuring prior knowledge is used at the start of each lesson and built upon according to levels of understanding.

· employing a range of strategies to assess how well students understand the skills, knowledge, and concepts being delivered at various times throughout the lesson.

· adapting lesson plans and preparing resources for those children and students who need more concrete operational experience and practice, particularly in the KG and elementary phases.

• challenge those who have gained a firm understanding, by extension materials and probing questions.

3. Enhance students' independence, interdependence, and personal responsibility for their own learning by:

· providing planned opportunities for students to direct their own learning and avoid unnecessary repetition of work they already understand or to wait for all children or students to complete tasks.

· using the learning environment more effectively to provide visual learning aids, interactive displays, key vocabulary used in sequences of learning, and some modeled answers to help students to work independently and not rely on the teacher for their source of information.

· raising expectations and aspirations for all students.

4. Ensure assessment data is used to effectively influence teachers' planning and delivery of lessons with a focus on student learning by:

· ensuring teachers have access to high-quality subject-specific materials and training to show how to plan to meet the needs of different students, through explaining and modeling effectively.

· checking before teachers use any assessment, that they are clear about how it will be used to support learning.

· writing a policy and procedure for marking and ensuring consistent implementation and expected standards.
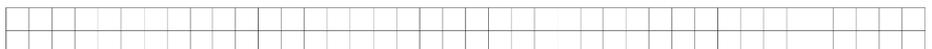
PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
- **1.1.1 Against curriculum standards** - Attainment of students in all grade levels according to S1 2021-2022 is outstanding in all grade levels using the ADEK attainment benchmark standards. - The same applies to the attainment of all cycles. - In relation to attainment by gender, it is similar on an outstanding level. - SEN students are showing good attainment levels. - KG students are on a very good level. - **1.1.2 Against national and international standards** - Grade 12 students are showing an outstanding level of performance in grade 12 as the majority of the students are performing above expectations in 2020-2021 MOE Islamic studies exam - 56% of grade 12 students are performing well on Arabic EMSAT on a level above 800 although it was mandatory during the pandemic. - **1.1.3 Knowledge, skills & understanding** The majority of the students are on a good to a very good level in different grade levels in lessons. With an overall average of good. Students show good knowledge, skills, and understanding of Islamic	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	Internal assessment data for the academic year 2020/21 indicates outstanding attainment for students in KG and across all phases in relation to the school's curriculum standards. This level of attainment was not seen in the lessons observed, nor in students' recent work, where the majority of students, in all phases, attain levels that are above the curriculum standards. External assessment information from the Ministry of Education (MoE) examinations indicates that all Grade 12 students' attained outstanding results, these levels of attainment were not reflected in the lessons observed, where the majority of students attain levels above the curriculum standards. In lessons and their recent work, the majority of students demonstrate knowledge, skills, and understanding that are above the curriculum standards in all phases. In KG, the children taught Hadeeth (Prophet's sayings) "A good word is a charity". Students understand the importance of a good word and how it's important to say good words to people we are dealing with them every day. The majority of students are able to give examples of words from real-life situations however, few of the low-attaining students struggle to link what they are learning to actual situations. In the elementary phase for example Grade 2, the majority of students mention the many blessings of God on human beings by referring to Surat al-Shams. They discuss God's blessings of plants and the benefits of plants to humans and animals. They connect their learning to real-life situations by discussing their role in protecting plants in their home and at school. However, few low attainder students struggle with linking what they learn to real-life situations like how to protect plants in their school.

studies, especially in secondary school.

Boys and Girls both show respect to the subject and are showing significant progress in Ahkam Eltajweed.

- **1.1.4 Trends in attainment over time**

    - By considering the data of three years of external exams in Islamic studies for grade 12, it is evident that students are performing on an above-expectations level over the last three years for both boys and girls.

- **1.2.1 Progress against starting points and over time**

    - Progress over the last three years and over their starting points shows steady progress in all grade levels and in all cycles.

- **1.2.2 Progress in lessons**

    Observations in most classes show an average of good in social studies as students show good interaction and engagement in SSA and demonstrate good progress throughout the lesson according to the targeted objectives.

    Middle school students show higher progress due to the grasp of better language skills as primary students may be introduced to high level vocab, however by the end of the lesson most students achieve the set objectives.

- **1.2.3 Progress of different groups**

    - Non Arab students are insignificant in number, however, they are performing on a good level in Social studies. For some students, they are performing on an outstanding level too.

    - SEN students are performing on a good level in most grade levels for most of the students.

Across the middle phase, in lessons and in their recent work, the majority of students demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. For example, the majority of Grade 6 students show a secure understanding of dua'a etiquettes. They can connect between Hadeeth (Prophet's sayings) and specific Ayah in the Holly Qur'an. They can illustrate dua'a etiquette according to Hadeeth (Prophet's sayings) and Qur'an. Students gave examples from their daily life experiences and shared their grandmother's rituals in dua'a. However, However, students' capacity to debate the significance of having faith that one's wishes and dua'a will come true is less developed.

In high school, for example in Grade 11, the majority of students show a secure understanding of the characteristics of the mercy of the Prophet (PBUH). High attainder students can explore examples of mercy for the Prophet from his Seerah (Life of the Prophet).

The analysis of the school's assessment data results provided by the leadership team shows that the trends in attainment over the last three years have been consistently outstanding across the school.

The school's analysis of its assessment data indicates that a large majority of children and students across all school phases make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards. The majority of students in KG, elementary and middle, make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards. In the high phase, a large majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards. For example, the majority of KG children make better than the expected progress in gaining knowledge in relation to the importance of a good world in Islam as they proceed with understanding

the Hadeeth (Prophet's sayings) "A good word is a charity". They understand the meaning of charity and give examples of different kinds of charity they share with their parents. However, a few students struggle to give examples of charity from real-life situations.

In the elementary phase, the majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards. For example, Grade 2 students move from mentioning the many blessings of God to humans to discussing their role in protecting plants at home and the school extending to suggesting protecting the plant in the community. However, students' application of Tajweed grammar skills is less developed.

The majority of middle-phase students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards. For example students in Grade 6 gain good knowledge related to Islam dua'a etiquette. They move from illustrating dua'a etiquette to specifying the best time to dua'a and why it's the best time according to Hadeeth (Prophet's sayings) and seerah (Life of the Prophet). However, students' application of Tajweed grammar skills is less developed.

In the high phase, the large majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards. For example, Grade 11 students move from understanding the characteristics of the mercy of the Prophet (PBUH) to exploring the images of mercy recorded by the Prophet (PBUH) in his seerah (Life of the Prophet).

The school's internal data was presented to identify the progress of different groups at the school. Over the last 3 years, girls and boys across the school have been making similar progress.

Emirati students across the phases make similar progress to their non-Emirati peers. The high attaining students and those who are gifted

and talented make similar progress to other students, mainly because they are not sufficiently challenged in lessons, allowing them to make more progress and extend their learning. The internal data indicate also that low-attaining students make less progress from their individual starting points because they are not provided with work matched to their ability or appropriate resources to support their learning.

Islamic Education - Next steps for students:

· Enhance Students' application of Tajweed grammar skills in the primary and middle phases.

· Ensure that appropriate activities and resources are provided to meet the individual needs of all students, particularly the low-attaining students and those who are high achievers and gifted and talented.

· Reinforce opportunities for independent learning to take place in all lessons across all phases
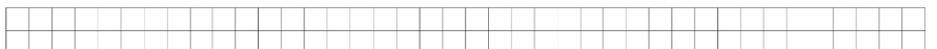
PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations

1.1.1 Against curriculum standards
 	
Note: Kindly see the analysis folder for full details of analysis
 	
-
 	
<u>Attainment by grade</u> (Based on End of Year results 2020/2021 and End of S1 Results for 2021-2022)
 	
Student attainment in Arabic Language is on an Outstanding level in the vast majority of the grade levels according to ADEK's attainment criteria.
 	
Students end of year average for 2020/2021 ranged from 84% to 94% across grade levels from Grade 1 to 12.
 	
According to ADEK attainment criteria 2.2% of the students in school are below level, while 91.5% are above expectations.
 	
Grade 12 students performed on a lower level then other grades on an average of 88%.
 	
Attainment marks are based on different types of performance assessments and types.
 	
In regards to S1 End of term results 2021-2022, the following is evident:
 	
  o In general it is evident from the data, that the vast majority of the students are performing above expectations in all grade levels (1-12).
 	
  o In some grade levels the average of students above expectations drops compared to others such as in grade 5 and 6. In all grade levels the student performance exceeds expectations
 	
  o on an outstanding level
	1.1.1
	
	Against curriculum standards
	
	1.1.2
	
	Against national and international standards
	
	1.1.3
	
	Knowledge, skills & understanding
	
	1.1.4
	
	Trends in attainment over time
	
	1.2.1
	
	Progress against starting points and over time
	
	1.2.2
	
	Progress in lessons
	
	1.2.3
	
	Progress of different groups
		The school's internal assessment data for the academic year 2020/21, indicates outstanding attainment across all phases. These levels of attainment are not reflected in the lessons observed, where the large majority of students attain levels that are above curriculum standards.
		
		EmSAT external assessment information indicates that 96.7% of Grade 12 students attained above expectation levels, although this level of attainment is not reflected in the lesson observed.
		
		External assessment information from the Ministry of Education (MoE) examinations indicates that all Grade 12 students attained outstanding results. These levels of attainment are not reflected in the lessons observed.
		
		In lessons and their recent work; the majority of KG children demonstrate levels of knowledge skills and understanding that are above curriculum standards. For example, students can read the letter- sound "Ya" at the beginning of the words, in the middle, and at the end of the words. The majority of the children can give examples of words with the given letter correctly. Children give examples of words with the letter from UAE culture and Identities. Few children, on the other hand, were unable to read the words including the given letter ', and could only identify them visually. Long and short sounds, as well as blended syllables, are less developed in students' reading literacy skills.
		
		The majority of students in the primary phase, in lessons, and their

except for grade 6 where it is on a very good level with about 11% of the students being below expectations.

o Having this said, students will be put on an intervention plan and will be supported to show improvement during T2 and T3.

Attainment levels per cycle (Based on End of Year results 2020/2021 and End of S1 Results for 2021-2022)

For the end of year 2020/2021: All the three cycles Primary, Intermediate and Secondary are on an outstanding level according to ADEK's attainment criteria.

By considering the data in hand, it is evident that primary stage is performing on a higher level than the intermediate and secondary level.

The intermediate level is performing on a lower level than the other cycles with 5.6% of the students being below level compared to 2.2% and 0% in secondary and primary respectively.

- More attention must be given to the Arabic subject in Grades 6-12 because the highest

percentage of the students have got marks in level B (80-90%). Also a relatively high percentage of students' marks are in level C (70-80)

By End of S1 2021-2022:

The information in hand clearly reveals that students of cylce 2 are performing on a slightly lower level than Cycle1 and Cycle 3. However, they are still on an outstanding level in all.

- The majority of the students in all cycles are above expectations for S1 Term 1 results in Arabic

Attainment levels of Emirati Students

recent work, demonstrate levels of knowledge, skills, and understanding that are above the curriculum standards. The majority of students can employ the new words correctly and use them in appropriate sentences. They are also able to ask and answer questions using Arabic standard language to determine or clarify the meaning of words and phrases in a text. However, students struggle with the pronunciation of some of the unfamiliar words. The majority of students can explain the meaning of words, read them correctly, and write a short sentence that includes them. Punctuation is not consistently used accurately. For example, the majority of Grade four students can deduce the meanings of the scarecrow from the context and write a short sentence that includes the scarecrow word.

In the middle phase, the majority of students read several parts of stories, with understanding. They can analyze literary texts and extract the main ideas, using evidence from the text to support their opinions. For example, the majority of students in Grade 6 can read various texts using the standard Arabic language. A minority cannot write informative, explanatory texts when they study a topic or convey ideas and information clearly, using proper grammatical structure.

In the high phase, the large majority of students attain levels that are above curriculum standards. For example, in Grade 9, a large majority of students can identify the genre of texts and determine the meaning of the words and phrases as they are used in context, including figurative and connotative meanings, and analyze the impact of a specific word choice on meaning and tone. They can analyze how the author unfolds an

Due to the fact that 92% of our students are Emirati Students, any comparison with non locals is insignificant. Hence, all analysis categories reflect the attainment levels of Emirati students.

Attainment levels of by Gender (Boys vs Girls)

End of year 2020-2021: According to the end of year results, boys and girls are performing on an identical level of outstanding in all grade levels.

S1 2021-2022 End of term, by considering the data of the attainment of boys and girls for S1 2021-2022; it is evident that boys and girls are performing on a similar level in almost all grade levels.

In grades 5 and 4 a slight variance occurs as boys are on a very good level compared to girls on an outstanding level.

Attainment Level by Gender Per Cycle Level

According to the end of year results 2020-2021, boys and girls are performing on an identical level of outstanding in all cycles

By considering the data, it is evident tht girls in all cycles significantly outperform boys regarding S1 2021-2022 results.

Also the number of low performing boys in cycle 2 is significantly higher in boys than girls.

Attainment in SEN students

Arabic SEN students are performing on a good level compared.

Attainment of Non-Arab students vs Arab Students

The number of non-Arabs in school is significantly low hence, the comparison is statistically insignificant.

However, the students are performing on an a very good to outstanding level.

analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

In Grade 11 for example, a large majority of students have very good listening and grammar application skill, they were able to apply their learning effectively".

In writing, the majority of students can examine a range of writing, and analyze the texts and different poems. However, they find it difficult to write extended pieces and to support their arguments with persuasive ideas and proof, concerning their source materials. A few students also struggle with using correct grammar, spelling, and punctuation in their writing.

The school's internal assessment data indicates that trends in attainment over the past three years have been consistently outstanding across all phases. These results are not reflected in lessons and students' work across all phases.

The school's analysis of its assessment data indicates that a large majority of children and students in KG and phases 1, 2, and 4 make better than expected progress from their starting points. However, the majority of students in Phase 3 make better than expected progress from their starting points. The analysis of the school assessment indicates as well that students in all grades make outstanding progress in listening and speaking except in Grade 2 where progress in listening skills was very good and Grade 5 was good.

In KG lessons and children's recent work, progress is seen to be good, as the majority of children make better than expected progress

KG Attainment level

KG attainment in Arabic is on a good level as students are showing improved attainment levels on campus compared to DL mode.

1.1.2 Against national and international standards

Attainment External Exams (End of year 2020-2021)

89.4% of grade 12 students performed above expectations in the MOE Arabic Exam.

3.4% of grade 12 students performed below level.

1.1.3 Knowledge, skills & understanding

By observing the progress and knowledge and skills in classrooms, it is evident that after the pandemic, the level of students is on a good rate in the majority of the classrooms for most of the students.

1.1.4 Trends in attainment over time

Over a period of three years, it is evident that students are performing on a consistently above expectation level for most of the students on internal exams.

In terms of MOE Arabic Exams, over the last three years, students are above level for the majority of students.

1.2.1 Progress against starting points and over time

The majority of students are showing significant progress in Arabic compared to their starting points which are before three years or compared to the diagnostic tests or from one attainment point to the

concerning appropriate learning objectives which are aligned with the expected curriculum standards. They can quote words that start with the alphabet letter they are learning, as well as identify the letter with the short and long sounds.

In phase 2, lessons and students' recent work, progress is seen to be very good, as a large majority of students make better than expected progress concerning appropriate learning objectives and aligned with the expected curriculum standards. For example, the majority of Grade one students move from understanding new words to employing them in new sentences. Grade 1 students can employ the words "hosted" and "slip away" in new sentences.

Students in Grade 4, have developed greater confidence and accuracy in their reading, moving to read more complex and challenging texts. They move to connect Arabic grammar with reading and identify past tense from the text.

The majority of students in the middle phase become proficient in their ability to analyze literary texts, extract the main ideas, and interpret the meaning correctly. For example, the majority of Grade 6 students make good progress in reading a range of texts and stories. They extend their reading skills by analyzing the text, identifying the idea and role of the characters and events. In Grade 8, students can communicate their understanding of a story and discuss the key ideas and analyze its deeper meaning.

In the high phase, A large majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards. A large majority of students can read and comprehend literature, including

next.

1.2.2 Progress in lessons

In most of the lessons, students show a good level of progress in the Arabic Subject.

1.2.3 Progress of different groups

As 92% of the school population is Emirati students, all the above analysis reflect the level of progress of local students. Hence they are showing good progress over the years.

For SEN students, students are showing good progress.

For KG students, students are showing good progress.

Boys and girls are showing consistent progress in all grade levels.

In all cycles, students are showing significant progress.

stories, novels, and poems, which contain text complexity independently and proficiently. They gain the knowledge to determine a central idea of a text and analyze its development throughout the text, including how it emerges, is shaped, and refined by specific detail, including providing an objective summary of the text. For example, a large majority of Grade 9 students make very good progress in a comprehensive analysis of a story chapter. They can produce texts that describe things and people from their surroundings. They can talk about events and experiences known to them although their writing appears to be restricted to linguistic correctness.

The school's internal data was presented to identify the progress of different groups at the school. It's evident that girls in all phases significantly outperform boys regarding S1 2021-2022 results. Also, the number of low-performing boys in phase 2 is significantly higher for boys than girls.

Emirati students who are 92% of school students across all phases make similar progress to their non-Emirati peers. The high attaining students and those who are gifted and talented make similar progress to other students, mainly because they are not sufficiently challenged in lessons, allowing them to make more progress and extend their learning. The internal data indicate as well that low-attaining students make less progress from their individual starting points because they are not provided with work matched to their ability or appropriate resources to support their learning.

Arabic First Language - Next steps for students:

Ensure that students, especially those with determination (SoD), the lowest achievers, and the highest achievers

across the entire school, are engaged in activities that are appropriate for their skill levels.

Strengthen students' opportunities for independent learning in all lessons across all phases

Expand students writing skills by writing short narratives, and informational pieces about different topics, and following the teacher's advice, in particular in the middle school phases

PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	Internal assessment data provided by the school indicates that the majority of students across all phases attain above curriculum standards. Evidence gathered from lesson observations and the scrutiny of students' work shows that students' attainment is good across all phases. The school doesn't have any national or international external assessment data in Arabic as a second language. In the elementary phase, the majority of students attain above curriculum standards. For example students in grade 2 recognize the " Kaf" letter at the beginning of the ward, in the middle, and at the end of the ward. They can break some words into syllables. They can read short sentences with basic words loudly. They can give examples of words with the "Kaf" letter from the surrounding environment. However, they cannot yet read or write longer sentences. In the middle phase, the majority of students can speak about familiar topics, express their opinion and understand basic spoken standard Arabic. They can interact with native speakers but with limited choice. They can identify the noun and the verb in the text. For example, the majority of Grade 6 students can read various texts using standard Arabic language however, they cannot yet write sentences and construct paragraphs with proper structure of ideas and details. In the high phase, the majority of students can speak about themselves, discuss familiar topics and respond to questions with complete meaningful sentences. For example, the majority of Grade

9 students have good listening and reading skills, they can explain the meaning of different words and phrases as they are used in context. The School's analysis of the last three years' data indicates that the majority of students have attained constantly above curriculum standards over the last three years across all phases.

The school's internal assessment data indicates that the majority of students across all phases make better than expected progress. Evidence gathered from lesson observations and work scrutiny shows that majority of students across all phases, including those with special educational needs, make better than expected progress against their starting point. In lessons, the majority of students across all phases, make better than expected progress in listening, speaking, and reading skills in relation to appropriate learning objectives aligned with the expected curriculum standards. However, writing skills are less developed across all phases.

In the elementary phase, progress is seen to be good as the majority of students develop speaking skills. They can speak with confidence but few can use standard Arabi conversation. They can explain the meaning of unfamiliar words and respond to questions about their school and favorite subjects.

In the middle phase, the majority of students develop speaking skills that enable them to express their opinion and understand basic spoken standard Arabic They also develop the ability to good text reading but without proper use of intonation and expressive style. In the high phase, students develop their listening and reading skills. Their listening skills develop to the level that enables them to comprehend short narratives and identify their main ideas and supporting details.

The school's internal data was

presented to identify the progress of different groups at the school. Over the last 3 years, girls and boys across the school have been making similar progress. The high attaining students and those who are gifted and talented make similar progress to other students, mainly because they are not sufficiently challenged in lessons, allowing them to make more progress and extend their learning. The internal data indicate as well that low-attaining students make less progress from their individual starting points because they are not provided with work matched to their ability or appropriate resources to support their learning.

Arabic Second Language - Next steps for students:

Increase students' use of Arabic vocabulary by encouraging them to create their own dictionary of acquired words in the middle phase.

Promote students' use of standard Arabic in discussions through the solid application of a communicative approach and student-driven conversations in Arabic lessons across all phases.

Enrich students writing skills in Arabic as a second language across all phases.
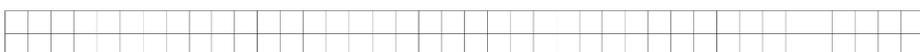
PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
SSA (Grade 1-8)	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	Internal assessment data for semester one of the academic year 2021-2022 indicates outstanding attainment for students in phase 2 and phase 3. in relation to the school's curriculum standards. This level of attainment was not seen in the lessons observed, nor in students' recent work, where the majority of students, in all phases, attain levels that are above the curriculum standards.

SSA (Grade 1-8)

Attainment levels in SSA are on an outstanding level as of ADEK attainment benchmark against the approved MOE curriculum standards.

Students demonstrate a very good level of skill mastery and knowledge in SSA in primary grade levels compared to a good level in middle school. In cycle 1 students are showing a higher grasp of skills and knowledge mastery compared to cycle 2 which are affected by the nature of the age. Boys show more interest than girls in cycle 2 in showing their mastery of skills and knowledge in class. However, by examining students' work, projects and activities, it is evident that students are showing improvement.

Over the last 3 years, students' attainment is on a consistent steady level in all grades and students are showing a high level of mastery of the subject.

Progress over their last three years and from their starting points is very good and continuously improving over time.

Progress in lessons may be judged to be on a very good level in primary compared to a good level in middle school. Boys in C2 show more engagement than girls.

SEN students are on a good level and show significant progress over time.

Internal assessment data for semester one of the academic year 2021-2022 indicates outstanding attainment for students in phase 2 and phase 3. in relation to the school's curriculum standards. This level of attainment was not seen in the lessons observed, nor in students' recent work, where the majority of students, in all phases, attain levels that are above the curriculum standards.

Social Studies is not taught in the KG phase and high school phase sections of the school. There is no external data for social studies. The majority of students in the primary and middle phases, in lessons, and their recent work, demonstrate levels of knowledge, skills, and understanding that are above the curriculum standards. For example, the majority of Grade 2 students know what production is, what the factors of production are, and identify the stages of production according to pictures. Students connect to UAE culture by sharing local products like examples of dairy products. The majority of Grade 5 students discuss the importance of natural plants in the UAE. They can connect them to the geography of each region in UAE. However, a few students were unable to do this.

In the middle phase, the majority of students in lessons, and their recent work, demonstrate levels of knowledge, skills, and understanding that are above the curriculum. For example, the majority of Grade 6 students can analyze the impact of Japan's geographical location on Japanese life. However, a few struggle to explain some of the

terminologies such as 'an archipelago'.

The school's internal assessment data indicates that trends in attainment over the past three years have been consistently outstanding. These results are not reflected in lessons or in students' work, across all phases.

Internal assessment information indicates that a large majority of students in the primary and middle phases make better than expected progress in relation to individual starting points and the curriculum standards.

In the elementary and middle phases, in lessons, the majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

For example, in Grade 2, the majority of students' knowledge and understanding of the national economy improved as they gain knowledge of the different types of production and move on to discuss the importance of production to society. Some students explain how their families make and store dates as part of the UAE culture and national identity.

The majority of Grade 5 moves from discussing the importance of the natural plant in the UAE to analyzing the characteristics of desert plants.

In the middle phase, the majority of Grade 6 students make better than expected progress in gaining knowledge and understanding of the impact of Japan's geographical location on Japanese life. They are able to study a map of Japan and understand its usefulness to extract basic facts. From the map, they move to explain what an archipelago is and why Japan was

isolated from the world in the past. However, students' ability to compare the geographical location of Japan and the geographical location of the United Arab Emirates is less developed.

The school's internal data was presented to identify the progress of different groups of students such as both boys and girls, Emirati and non- Emirati, Gifted, and talented (GT), and students of determination (SoD) showing outstanding results for all groups according to the internal school data. There are no differences in progress according to nationality or gender. Emirati students across the elementary and middle phases make similar progress to their non- Emirati peers. The high attaining students and those who are gifted and talented make similar progress to other students, mainly because they are not sufficiently challenged in lessons, allowing them to make more progress and extend their learning. The internal data indicate also that low-attaining students make less progress from their individual starting points because they are not provided with work matched to their ability or appropriate resources to support their learning.

Social Studies - Next steps for students:

1. Improve students' problem-solving skills by consistently providing all students with age and developmentally appropriate challenging, problem-solving activities, which are completed either collaboratively or independently in elementary and middle phases.
2. Develop students' research skills through routinely planning activities that require students of all ages to use research and investigation skills to successfully develop understanding in the elementary and middle phases.

3. Promote students' independent learning in all phases by allowing students to creatively present their written, oral and creative work to a variety of audiences in the elementary and middle phases.

PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

Internal Evaluations	Elements	External Evaluations
Kindly see the Arabic Section for native Arabic speakers Kindly see English for English subject instruction In regards to the French language, an insignificant number of students take the subject.	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	

Instructional Language - Next steps for students:
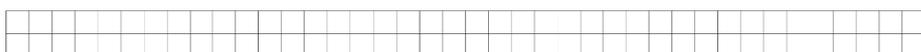
PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
- **1.1.1 Against curriculum standards** - In general it is evident from the data, that the vast majority of the students are performing above expectations in all grade levels (1-12) in English Language. - In grades 6, 7, and 10, the percentage of students that are achieving below expectations are more in these grade levels than the others. This is due to the fact that these grade levels are - considered a critical change in students lives as teenagers in these grades. In addition to a more challenging curriculum and higher expectations set this year compared to last year's - curriculum level. - Having this said, students will be put on an intervention plan and will be supported to show improvement during T2 and T3. - KG students are showing good progress. - Most of the SEN students are showing good progress in different grade levels - **1.1.2 Against national and international standards** - The majority of students level in grade 3 to 9 in MAP for Fall 2022 are on a lower level of expectations according to ADEK attainment benchmark. - However in EMSAT 2020-2021 75% of the students were achieving the required graduation score of 1100 or above. - 58% of the students were able to score 450 and above in SAT	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	In the first two terms of 2021/22 the school's internal assessment information aligned to curriculum standards, indicates students attain levels that are above curriculum standards in the elementary and high phases of the school, and the large majority of students attain above curriculum standards in the middle phase. Internal assessments in KG2 indicate that most children are working at curriculum standards. PISA results are significantly lower than UAE and international benchmarks in 2018. The PISA school target for 2021 is 429, however, they are awaiting results. EmSAT results for English for the year 2021/22 indicate that most students attain levels that are above national and international standards. There are no international benchmarks for the KG phase. In lessons and in work scrutiny, it was observed that the majority of children in KG attain levels that are in line with national and international standards, and students in elementary and middle phases attain above curriculum standards. The large majority of students in the high phase attain levels that are above curriculum standards. In KG2, most children demonstrate an understanding of the organization and basic features of print, such as reading words from left to right, as well as recognizing spoken words that represent written language by specific sequences of letters. There are limited opportunities for children to practice their speaking and communication skills through sensory play-based and imaginative role-play phonics-based activities, which would benefit this grade as well as those in the lower elementary phase. Moreover, children are able to listen for information and respond appropriately, as well as use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events to tell about the events in the order in which they occurred. In Grade 5,

among those who have done it as it is not considered mandatory.

- In IELTS, about 59% of the students achieved 5.5 and above although it is not mandatory for students to take.

- **1.1.3 Knowledge, skills & understanding**

  - By considering students' work and skills and understanding, it is evident that students are on a good level in general as an average. This is due to the fact that the pandemic did have a negative implication on students.

  - However, by considering students' work and copybooks, it is evident that the majority of the students are on curriculum level or above level.

  - In middle school especially for boys a drop is evident in addition to having a high number of new students joining in DL mode during the pandemic.

  - Students are able to demonstrate their knowledge an skills through various forms which is evident through their projects and ability to produce good work.

- **1.1.4 Trends in attainment over time**

  - By considering the last three years data for internal and external assessments, it is evident that the majority of students are in grade levels are showing significant improvement and when reaching high school in particular they are performing on a high level for most in their national and international tests.

- **1.2.1 Progress against starting points and over time**

  - By considering the progress of

the majority of students demonstrate grade-level phonics and word analysis skills in decoding words. They engage in a range of collaborative discussions, such as in one-to-one, in groups, and teacher-led, with diverse partners and build upon others' ideas. They are able to recognize what figurative language is in a given text. Few students are unable to write complete sentences with correct spelling. Extended routine writing using different time frames for a range of discipline-specific tasks, purposes, and audiences, in line with listening, speaking, and reading was limited.

In the middle phase, in Grade 8, the majority of students can define contractions, and identify commonly contracted words. Few students use contractions and possessives correctly. They acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. They engage effectively in a range of collaborative discussions with the teacher, on the text.

In Grade 12, the majority of students listen carefully to their peers and work closely in groups to read, cite information to support their analysis, and speak confidently, with expression. They can identify an anecdote in context, as well as analyze the purpose of anecdotes in an argumentative context. Few students evaluate the author's use of anecdotal evidence to support the claim and write extensively to prove their arguments.

Over the past three years, the attainment of most students was weaker in 2018/2019 and has consistently improved being above national and international standards from 2019/2020 to 2020/2021. Based on internal school data, trends over time show that the attainment of most students has been consistently above national and international standards in the elementary and high phases. The large majority of students have been consistently above national and international standards in the middle phase, and the majority of students have been above national and international standards in the

students over the last three years up to S1 2021-2022, in general, it is evident from the data, that the vast majority of the students are performing above expectations in all grade levels (7-12).

- There is steady progress in grades 1, 2, 3, 4, 5, 10, 11, and 12 over the last 3 years.

- In grade 6, 7 and 8 , there is a drop from 2020-2021 to S1 2021-2022 from outstanding to very good which may be explained as a consequence of covid.

- In MAP exams, it is evident that students are showing improvement over time. However, for fall 2021, a drop occurred in most grade levels which is due to the pandemic effects on education. In spite of that being said, students have achieved significant improvement compared to their starting point.

- In EMSAT and IELTS students are showing a significant improvement over time.

- Students of KG are showing good progress.

- In terms of the student's progress from their starting points after attending school at the start of the year; and by considering their progress from the initial diagnostic tests, students are showing significant progress.

- **1.2.2 Progress in lessons**

  - Progress in lessons can be judged to be on a good level in all grade levels as an average. Having in mind the changing learning mode to being back on full FTF with full capacity. Students are adjusting back to normal, and some challenges exist.

KG phase.

The school's curriculum-aligned internal assessment information indicates that most students make better than expected progress in relation to their individual starting points and the curriculum standards from 2019/20 to 2020/21. However, results were weaker in the 2018/19 academic year. Internal assessments in KG indicate that the majority of children make better than expected progress against the learning objective aligned to curriculum standards. However, progress was observed to be good in the KG, elementary, and middle phases, and very good in the high phase. External assessment information in the 2021/22 academic year from the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) examinations indicates that less than three-quarters of the students from grades 3 to 9 make the expected progress in relation to individual starting points and the curriculum standards.

In lessons and in their recent work, the majority of the children and students in the KG, elementary, and middle phases make progress ahead of expected curriculum expectations in relation to lesson outcomes. Students in the high phase make better than expected progress in relation to appropriate learning objectives, aligned with the expected curriculum standards.

In KG, students make better than expected progress against the lesson objectives and when writing. They grow in confidence in identifying the /sh/ sound in the initial position of words. Higher attaining students further develop their ability to isolate and break down words into separate sounds, using their phonemic awareness skills. Students who are lower attaining are not always able to come up with words with /sh/ sounds in the initial position, and more support is required for them to recall information.

By the end of Grade 5, students follow agreed-upon rules for discussion, such as listening to others and taking turns speaking about the topics and texts under discussion. By the end of the elementary phase, students have progressed further and now use their phonemic awareness skills to identify most types of figurative

- Progress in lessons in middle school is lower than in cycle 1 and cycle 2.

- Progress in boys in lessons might be slower than in girls, especially in middle school.

- **1.2.3 Progress of different groups**

  - Most of the SEN students are showing steady improvement over the years and from their starting points.

  - By considering the performance against each cycle, it is evident that over the past three years, Cycle 1 and Cycle 3 are showing steady improvement over cycle 2.

  - It is also evident that more students are performing above expectations in these two cycles.

  - In regards to progress, It is evident that cycle 1 and 3 are demonstrating steady progress over the years. Cycle 2 shows progress from 2018 to 2020-2021, where there is a drop in S1

  - 2021-2022. This is due to the fact that expectations have been raised, in addition to the impact of covid on this age group in particular. It is expected that students will show significant

  - improvement in English by the end of the year.

  - In all cycles, it is evident that girls overperform boys over the last three years.

  - However, girls are on an outstanding level compared to boys who were on a good in cycle 2 in both 2019/2020 and S1 2021/2022.

  - It is also evident the percentage of students achieving below level is higher in in boys compared to girls in all cycles.

language and interpret their meaning independently or with little assistance. Students who are lower attainers determine the general meaning of the poem and identify some figures of speech with guidance, with the support of the teacher. Higher attaining students interpret the meaning of the poem and its imagery, independently. Students grow in confidence in gathering the meaning of the poem, by using their prior knowledge and context clues and interpreting the text in their own words.

By the middle phase, further progress is evident in the technical skills of writing, where students use apostrophes to make either contractions or possessives. Students who are high attainers write sentences with contractions and possessives, and students who are lower abled use apostrophes to make a contraction. They build upon their knowledge of defining, using, and identifying contractions, apostrophes, auxiliaries, possessives, and helping verbs. They grow in confidence by first discussing their sentences, choice of words and phrases, relevant descriptive details, and sensory language to capture the action and convey their own experiences.

By the high phase, students analyze to determine the meaning of new words, by using dictionaries to analyze the purpose of anecdotes in an argumentative text. They are able to independently and with the support of their teacher interpret the meaning of a text. Students who are high attainers answer higher-order thinking questions and cite evidence while discussing their answers. Students strengthen their skills in determining the author's claim while expressing the purpose behind using an anecdote. Students who are lower attainers highlight the anecdote in the article and tell the main idea. However, there were limited opportunities for students to use presentations to enhance their understanding of findings, reasoning, and evidence.

According to school data across all phases, girls overperform boys over the last three years. However, girls are on an outstanding level compared to boys who were on a good level in phase 2 in both 2019/20 and semester 1 in 2021/22. The data also demonstrates the percentage of students achieving below level is higher in boys

compared to girls in all phases. Students of determination and those who are low attaining make at least expected progress, although some tasks and support provided are not fully matched to their needs. Students with gifts and/or talents, as well as higher-attaining students also make expected progress, as tasks are sometimes completed quickly and with ease.

English - Next steps for students:

1. Enhance speaking and communication skills by integrating more sensory play-based, imaginative role-play phonics-based activities daily in KG and the lower elementary grades.

2. Improve extended routine writing skills using different time frames for a range of discipline-specific tasks, purposes and audiences in the elementary phase to bring them in line with listening, speaking, and reading.

3. Enhance the strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and add interest in the high phase.
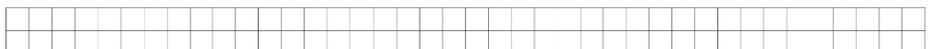
PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations

Internal Evaluations

- **1.1.1 Against curriculum standards**

  - Math Attainment Analysis: Based on S1 End of Semester results in 2021-2022; -As it is evident from the data, In the majority of the grade levels most of the students are performing above expectations.

  - However it is also evident that in grades 8, 9 and 10 more than 25% of the students are achieving below expectations hence resulting in the overall evaluation of these grade levels to be weak.

  - The root cause of such performance is the nature of the age group, in addition to raising the expectations to higher standards to meet the AP level. Moreover, the pandemic had a negative impact on the student's levels, especially during the Distance learning phase. Moreover, the students need time to recover after the pandemic and return to school. It is expected that students will show improvement in T2 and T3.

  - **Math Attainment by cycle S1 2021/2022:** According to the student results of S1 2021-2022, it is evident that cycle 1 is performing on a higher level than both cycle 2 and 3.

  - Both Cycle 2 and 3 are on a good level compared to Cycle 1 which is on an outstanding level.

  - **Attainment by Gender per Grade level S1 2021-2022**: In terms of attainment of students regarding the S1 2021-2022 marks, it is evident that girls are performing on a higher level than boys.

  - It is also evident that there is a significant drop in grade 9 boys and girls compared to other grade levels.

  - Also boys are performing on a significantly lower level than girls in grades 5,8,10 and 12 on a weak level.

- **1.1.2 Against national and international standards**

  - Map: Fall 2021: attainment levels below ADEK attainment for grade 3-9

  - EMSAT MATH for grade 12 (2020-2021): 67% achieving the required graduation score or above.

  - 58% of those who have done SAT as it is not compulsory have scored 450 and above.

Elements

1.1.1
Against curriculum standards

1.1.2
Against national and international standards

1.1.3
Knowledge, skills & understanding

1.1.4
Trends in attainment over time

1.2.1
Progress against starting points and over time

1.2.2
Progress in lessons

1.2.3
Progress of different groups

External Evaluations

In the first semester of 2021/22, the school's internal assessment information aligned to curriculum standards indicates that attainment is very good in KG, outstanding in the elementary phase, and good in both middle and high phases. Attainment as seen in lessons is acceptable in KG, elementary, and middle phases and good in the high phase.

The school has opted not to take external standardized tests but engages in SAT and EmSAT exams for Grade 12. Outcomes information from both tests shows that 80% of those taking EmSAT attained above the 450 threshold and the majority scored below average on SAT tests.

In the latest results for PISA 2018, the school average was below the norm for the UAE and well below compared to international results. In TIMSS 2019 result, the school was placed in the 'low' grade.

In lessons and in their recent work, most children in KG and students in elementary and middle phases attain in line with curriculum standards. The majority in the high phase, attain above curriculum standards. In KG, and elementary phase, most children attain in line with curriculum standards. Most children know their numbers to 20 and a

- **1.1.3 Knowledge, skills & understanding**

  - Students are showing significant progress in demonstrating their understanding of the subject knowledge, and skills in Math at a good to a very good level in all cycles.

  - In boys in cycle 2 in particular, students might show a lower level due to the effect of the pandemic on this age group. And to the adjustment in behavior after the full return to school.

  - Through the new initiative of interventions implemented in school to make up for the learning loss, it is evident that students are showing good progress in their knowledge and skills in Math compared to the past. It is also evident through their projects and work.

  - High school students are showing higher levels of skill mastery and knowledge acquisition.

- **1.1.4 Trends in attainment over time**

  - Over the last three years, it is evident that students are showing steady levels of attainment in most of the cycles especially in Cycle 1 and Cycle 3.

  - However, middle school shows a drop in S1 2021-2022 in grades 8-10 in particular due to the raise in level to meet the new requirements of 883 and due to the pandemic especially in boys.

  - In the same year, grade 9 also drops in level to weak in both boys and girls due to starting the AP level

- **1.2.1 Progress against starting points and over time**

  - **- As the data above reveals, In all grade levels, The vast majority of students are performing above the expected level in most of the grades.**

  - - In grades 8, 10 students show a significant drop in semester 1 2021-2022 in their level in comparison to the previous two years. This is due the fact that the students have been back to school this year after the pandemic and they do need some time to adapt and to recover. The other reason is that these students have moved to middle school with all the psychological changes that affect their performance. Usually, this age group pick up in Term 2 and in Term 3.

  - - It is evident that grade 9 students have not shown any progress from last year for this particular age group. The main reason for this drop is that the bar has been raised to ensure students will be prepared for their AP exams. Moreover, for this year, the students have also been affected by the changing modes of education due to the pandemic.

  - -In general, a drop is evident in grades 3, 5, 6, 11, and 12 from outstanding to very good due to the fact that more rigorous assessment methods were considered in this year 2021-2022.

small minority can add single digit numbers into the teens. Their mental recall of addition and subtraction is at a basic level for all but a few. In Grade 5, most students were able to use computational rules to solve calculations with brackets and mixed operations. A minority of students could complete tasks involving all four operations including brackets. In the middle phase, students could apply the appropriate formula to find the dimensions of a variety of shapes and properties and attainment was in line with curriculum standards. For example, in Grade 6 students could find the circumference of a circle and the area of a circle using the set formula for each, with a few students able to calculate the radius given the area. Links to real world application of concepts is not consistently applied in elementary and middle phases.

In the high phase, the majority of students understood and used calculus in a variety of contexts and applications associated with real-life scenarios, thus attaining above curriculum standards. For example, students in Grade 11 could find the maximum and minimum values of a given equation using differentiation. Over the past three years, most students in all phases attained above the curriculum standards in the school's own internal assessments which were aligned to curriculum standards. The school's curriculum-aligned

Students were sitting for exams in school in addition to 100% curriculum coverage after the pandemic. Students were also affected by the changing of teachers which is also an implication of the pandemic. The curriculum expectations have been raised this year to ensure students are ready for the next stage and to meet the national and international requirements.

- **Progress by Gender per Grade level up to S1 2021-2022:** It is evident that boys are showing a drop in 2020-2021 and S1 2021-2022 in Math subjects, especially in middle school.

- The data also reveals that boys are showing a low level of performance over the last two years compared to their colleagues in other grades and to

- girls.

- Moreover, the data also reveals that there is a significant drop in boys level in 2021-2022 compared to the previous years in grades 5, 8, 10 and 12. In

- addition to the fact that a drop also exists in other grade levels, however, it is not as significant.

- This drop can be explained due to the implications of covid on boys who lack focus in online learning compared to girls. In addition the introduction of a higher level of Math expectations in middle and high school this year on AP level has also played a pivotal role. Moreover, the change in the nature of exams online and onsite is expected to have an impact on all student's performance until they pick up once again

- On the other hand, girls are showing a steady progress level in Math over the years. A slight drop might have existed in S1 2021-2022 due to the same reasons mentioned above. However it is expected that students will show significant improvement by the end of the year.

- It is to be mentioned, that girls of grade 9 are performing on a lower level than other girls in the same age group and across other grade levels.

- This is due to the fact that the standards of curriculum have been raised significantly to meet the new requirements of decree 883 starting last year.

- **1.2.2 Progress in lessons**

  - Progress in lessons in relation to the set objectives is on an average of good in Math in most of the lessons.

  - In middle school this might be lower than in other grade levels especially in boys section.

  - The full return of students to school requires some time to adjust. However, students are showing improved progress overtime in adapting to normal schooling.

- **1.2.3 Progress of different groups**

internal assessment information indicates that the large majority of students across the school have been consistently making better than expected progress over time. The most recent MAP data for Grades 3-9 indicate that, apart from Grade 3 which made acceptable progress, all other grades made less than expected progress . However, as observed in lessons, most students make acceptable progress.

In lessons and in their recent work, most children and students are in line with the expected progress in relation to lesson outcomes. In the high grades, the majority are making better than expected progress.

In the KG phase, most children make expected progress in their understanding of numbers to 20 and their ability to add two single-digit numbers together.

In the elementary phase, most students make expected progress in their understanding of division. Students in Grade 4 can explain and calculate the processes required to complete division calculations showing a remainder.

In the middle phase, most students are working in line with expected progress in their understanding of how to simplify radical expressions. A few students can use this skill to calculate the perimeter of a rectangle, where the lengths of a side included square root calculations. In both elementary and middle phases a large minority

- Math Progress by cycle up to S1 2021/2022: Over the years , it is evident that cycle 1 is performing on a higher level than both cycles 2 and 3.

- A drop in Cycle 2 and 3 is evident in S1 2021-2022 outcomes due to the fact that the curriculum expectations were raised in addition to the negative implications of covid.

- Cycle 2 over the years appears to be lower on level than both Cycle 1 and 3.

- SEN students: Most of the SEN students are showing good progress in Math.

KG students are showing very good progress in MATH.

of students find problem solving strategies difficult to apply.

In the high phase, the majority of students make above-expected progress in their understanding of calculus. Grade 12 students very confidently presented their secure knowledge of calculus by analyzing and interpreting the definite integration and their applications in real life in different domains, as well as using substitution to check their answers. In all phases students do not have enough opportunity to extend their knowledge and practice through independent self-directed study and this slows their progress.

The school tracks internal data that measures the progress of the different groups at school. Over the last 3 years, girls and boys in elementary and middle phases have been making similar progress. In the high phase, girls make better progress and the most recent data shows that in the majority of grades girls attain better outcomes than boys, particularly in grades 8, 10, and 12. Emirati students across the phases make similar progress to their non-Emirati peers. The high attaining students and those who are gifted and talented make similar progress to other students, mainly because they are not sufficiently challenged in lessons, allowing them to make more progress and extend their learning. The low attaining students make less than expected progress against the lesson

learning objectives because they are not provided with work matched to their ability or appropriate resources to support their learning.

Mathematics - Next steps for students:

1. Extend independent work to secure understanding of key concept knowledge in all phases and the skills required to solve problems in the elementary and middle phases.

2. Improve skills in mental arithmetic and quick recall of number bonds in the elementary phase.

3. Increase children's and student's use of practical apparatus to build a secure understanding of number bonds in KG and early elementary classes

4. Make more links to real-world applications across all areas of mathematics and engage students in solving age-appropriate exploratory activities across phases.
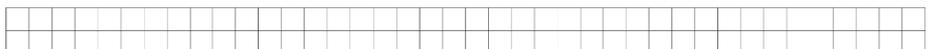
PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations

Internal Evaluations

Due to the fact that the school has the following structure in sciences, the platform does not allow for the full analysis of all the requirements:

The school provides Science from (K-6)

Physics, Chemistry and Biology for grades 7-12.

A very brief walkthrough will be provided due to the limitation of space. A full review of each subject individually can be found in the attached evidences or viewed in the evidence folders on site.

Student attainment levels based on ADEK attainment benchmark show that students of grades 1-6 are mostly on a very good to an outstanding level in all grade levels. Students of grade 3 might perform on a slightly lower level than other grades in addition to grades 5 and 6.

Students of primary demonstrate good knowledge and skill mastery of the subject as they progress through the curriculum. This is evident in the level of their work, projects, and quizzes. Students have shown significant steady improvement over the last three years. Progress over years and over students starting points is significant and they are showing rapid improvement. In lessons, progress may be judged to be on a good level especially with the pandemic.

Boys and girls are performing on the same level and are outstanding.

SEN students are performing on a good level.

KGs students also are performing on good level.

In MAP students are below level according to Fall 2021 results, however, they are showing

Elements

1.1.1
Against curriculum standards

1.1.2
Against national and international standards

1.1.3
Knowledge, skills & understanding

1.1.4
Trends in attainment over time

1.2.1
Progress against starting points and over time

1.2.2
Progress in lessons

1.2.3
Progress of different groups

External Evaluations

Internal school data suggests that in semester one of 2021/22, most students in the elementary phase attain levels that are above curriculum standards. In the middle and high phases, the large majority of students attain above curriculum standards in physics. Most students in the middle and high phase achieve above curriculum standards in chemistry. In biology, the majority of students in the middle phase and most in the high phase achieve above standards. Internal assessments in KG indicate that the majority of children achieve levels that are above curriculum standards. This does not match what is seen in lessons, where the majority of students, across the phases, attain above curriculum standards. The school does not have any external assessment information aligned to the curriculum for any of the phases. In the PISA 2018 tests, the students taking part achieved a score in science below the UAE and international benchmarks. In the 2019 TIMSS, the science average was below the averages of all UAE schools and Abu Dhabi private schools.

The school has participated in PISA for the year 2022 and awaiting the results. EmSAT results for physics for the year 2022/ 21 stated that a large majority of students have scored above 500.

In lessons and in their work, the majority of children in KG, and students in the elementary, middle, and high phases attain levels that are above the curriculum standards. In KG 1, the majority of children show good knowledge of life sciences and identify the meaning of living things and classify animals according to their living habitat. The majority of KG2 children show a good understanding of earth science and the concepts of sustainability and preserving natural resources. In the elementary phase, the majority of students demonstrate a secure understanding of, earth, and physical sciences such as basic physics. They identify scientific concepts such as types of energy and matter and describe how energy is converted into different forms. Students in Grade 4 for example, classify renewable and non-renewable energy sources as solar wind, water, and geothermal. They explore the advantages and disadvantages of both and discuss how energy is converted from one form to another. For example, how solar power is converted into electricity. In the middle phase, the students learn about life science and demonstrate a good understanding of biology studies and the

significant progress over time.

In Chemistry for grades (7-12): students' attainment levels according to ADEK attainment benchmark show that students are performing on a very good to an outstanding level.

Boys and girls are performing on the same level in most of the classes except for grade 10 which shows that boys are on a significantly lower level than girls.

Attainment over the last three years is steady and shows improvement for most of the students.

Progress is evident over time and students are showing a grasp of the subject as they move from Cycle 2 to Cycle 3 as they show more mastery of skills.

In relation to students' work, it is evident that their mastery of subject knowledge and skills is on a good level in middle school compared to a very good level in cycle 3 as they get more familiar with the subject. Their projects, work and copybooks show significant improvement.

In classrooms, the progress made against taught objectives can be judged to be on a good level.

The progress of SEN students can be judged to be on a good level.

In Physics (7-12): Attainment in physics is on a very good level except for grade 10 which was on a weak level in S1 2021-2022. Overall Cycle 2 is on a very good level compared to an outstanding level on cycle 3.

Attainment levels of boys and girls in most grade levels are similar except in grade 10 where girls significantly outperform boys. Girls of cycle 3 are on a very good level compared to good for boys.

In terms of trends over time, the majority of the students are showing steady improvement in physics overtime for the last three years. A drop does exist in boys in S1 2021-

diversity of life. . In Grade 8, the students learn and gain knowledge about interactions within ecosystems and how populations of organisms depend on environmental interactions with living and non-living things. In the high phase, the majority of students attain knowledge and understanding that is above the curriculum standards in physics, chemistry, and biology. In chemistry in Grade 10, the majority of students define the meaning of acidity and basicity of a given chemical solution, understand their properties, and identify acidic and basis species in chemical reactions. . The majority of students identify heredity, and the inheritance and variation of traits in biology in Grade 11 and the majority understand and can explain the use of transformers in electrical power transmission in Grade 12 physics. However, hypothesizing and investigation skills are less well developed. Students in the middle and high phases, in particular, do not always improve their scientific inquiry skills by creating and recording their own procedures and investigations.

Based on the internal school data presented, trends of attainment over time showed that most students in the elementary phase have attained levels above curriculum standards. Except for grades 7, 8, and 9 in the year 2018/19, the majority of students in the middle phase and the large majority in the high phase attained levels above standards in physics and chemistry, biology, and health science. There is no historical analyzed internal or external benchmark data available for KG. This is not borne out in lessons, where the majority of students in phases 1, 2, and 3 attained levels in line with curriculum standards. The school's curriculum-aligned internal assessment information indicated that the large majority of children in KG, and the majority of students in the other phases have been consistently making progress above the curriculum expectations overall. The data presented for science by the school for the Measures of Academic Progress test (MAP) indicates insignificant comparative growth in the Rasch Interval Unit scores (RIT) from the fall of 2018/19 to the spring of 2020/ 21 from grades 4 to 11. The highest growth rate was 28.5 in Grade 6 and the lowest was 8.56 in Grade 10.

In lessons and in their work, the majority of children and students across the school make better than expected progress against the learning objectives and are aligned with curriculum standards. In KG 1, the children were learning about the life cycle of frogs in the outside learning area representing a forest. They classified living and non-living objects using plastic toys and objects. However, the lower attaining children were unable to pronounce the terminology used such as frog 'tadpoles' and

2022, however, the school does expect that they will show significant improvement by the end of the year.

Most students show significant improvement in knowledge and skill mastery in all grade levels, however, in boys of Cycle two this might be on a slower pace after the full return to school.

Progress over the starting points and overtime is very good and students are showing steady improvement in most grade levels.

The progress shown in classes is judged to be on a good rate as an average, as students' full return after the pandemic needs time for students to re-adapt to school on campus. Moreover, this rate may vary in cycle 2 where many new teachers have joined.

Progress of SEN students may be judged to be on an average of a good level.

68% of the students who completed Physics EMSAT in 2020-2021 have performed above 700 as a required threshold as not been set by the MOE.

In Biology (7-12): Based on the S1 2021-2022, student attainment levels show that students are ranging from good to outstanding as they reach grade 12.

Attainment levels of cycle 2 is on a very good level whereas cycle 3 is on an outstanding level.

The attainment of girls is in alignment or higher than boys in almost all grade levels.

Boys are significantly lower in grade 7, 10 and grade 8.

Skill mastery, understanding, and knowledge acquisition levels in Biology as demonstrated by most of the students is on a good level in cycle 2 to a very good level in cycle 3. Student work, deliverables, and projects show significant improvement over time.

Students show steady trends in

butterfly 'caterpillars'. The majority of children in KG 2 make better than expected progress in demonstrating the ability to recognize the importance of recycling and how by reducing, reusing, and recycling waste, we lessen pollution and ensure the sustainability of natural resources. In the elementary phase, the majority of students make better than the expected progress in relation to learning objectives and demonstrate the ability to explain their learning about scientific concepts, such as earth science, clearly. In Grade 3 for example, students explained what landslides are and examples of what causes them, such as heavy rain and floods. At the end of the elementary phase, in Grade 5, the majority of students make better than expected progress in learning about geo-spheres, biospheres, hydro spheres, and how atmospheres interact. They apply their knowledge and explain how these interactions affect the formation of soil. However, low-attaining students struggle to link what they are learning to familiar, real-life experiences. In the middle phase in Grade 6 during earth and space science, for example, the majority of students are able to discuss the properties of a dwarf planet, describe what stars and light-years are, and explain why stars twinkle. The majority of students in Grade 7 progress well when describing the moon's motion, and its phases, relating these to time. At the start of the high phase in Grade 9 biology, the majority of students make better than expected progress and make good gains in learning about meristem cells and classifying the different types of meristem tissue. In Grade 11 biology, the students are able to explain how Avery's experiments resulted in the conclusion that DNA is responsible for the transformation of bacteria. The majority of students compare how Avery's and Griffith's experiments led to the conclusion that DNA is a hereditary molecule and by the end of the high phase, students are able to define anodes and cathodes and determine the direction of electron flow.

The school provided internal data that measures the progress of the different groups at school. Over the last 3 years, the girls and boys in grades 1-6 have been showing similar and steady progress, compared to their different starting points. For the middle and high phases, the girls have been outperforming the boys in physics, biology, and chemistry, particularly in Grade 10. Emirati students across the phases make similar progress to their non- Emirati peers. Based on lessons observed, the high attaining students and those who are gifted and talented make similar progress to other students, mainly because they are not sufficiently challenged in lessons, allowing them to make more progress and extend their learning. The low-attaining

attainment levels over the last 3 years in the majority of the grade levels. A drop is evident in boys in S1 2021-2022 in grades 7 and 10 due to the raise of expectations to meet the 883 degree requirements.

Progress achieved in lessons may be judged on a good level as an average, as teachers strive to ensure quality learning is provided, however, due to the impact of the pandemic some new teachers are still not up to the required expectation, moreover, students full return has played a pivotal role too.

Progress over time and from the students starting point shows that progress is very good over the last three years and that students are showing significant improvement in Cycle 3 and good improvement in cycle 2.

students make similar progress from their individual starting points because assigned tasks are more practical and suited to various levels of ability. In a Grade 8 lesson, for example, the students were learning about the Archimedes principle and its application in real life. The lesson started with a 'think, pair, share' activity. A few low-attaining students were unable to participate in the starter activity because they were still copying the learning objectives into their copybooks, while the higher-attaining students were able to complete it easily and just waited for the rest of the students to finish.

Sciences - Next steps for students:

1. Strengthen skills in hypothesizing, investigating, carrying out, and recording practical experimental procedures, particularly in the middle and high phases.
2. Enhance ability to explain conclusions and link learning to the understanding of the world and familiar real-life experiences, particularly in KG and lower elementary phase.
3. Improve opportunities in extended science work for the more able students in lessons.
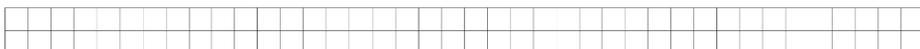
PS1: Students' Achievements

1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations

Internal Evaluations

1.3.1 Students' engagement in, and responsibility for, their own learning

The majority of the students are engaged and are motivated to learn. They have a strong sense of achievement and strive to meet their goals. This is more evident in primary and secondary school than in middle boys.

Students are motivated to complete the assigned tasks and work on tasks and projects.

Over the years students are showing increasing skill improvement and they are now capable of assessing their own knowledge and doing self-evaluations using rubrics and set criteria.

Over time, students are also more independent learners and effective users of technology. They are able to evaluate their understanding and improve their next steps according to given feedback from teachers or via their self-evaluation. Most students are now able to ask questions and explore new knowledge. Students are also able to connect their learning to real-life applications and explain their understanding more effectively.

1.3.2 Students' interactions, collaboration and communication skills

Students' collaboration skills have improved from their starting points. They are more capable in working with others and in sharing ideas. Students are also more aware of working in teams and resolving conflict. Most of the students are capable of working collaboratively to meet set goals in addition to being able to communicate their learning and skills to others more

Elements

1.3.1

Engagement and responsibility

1.3.2

Interactions, collaboration, communication

1.3.3

Application and connections

1.3.4

Innovation, enterprise, enquiry, research, critical thinking, use of I.T.

External Evaluations

Across the school, the children and students have positive attitudes toward their learning and engage earnestly in developmental activities during most subjects. It is stronger in Arabic, particularly in the students' improved reading skills, and in science. The students particularly enjoy the lessons that take place in the laboratories. It is also strong in English and mathematics in the upper grades of the middle and high phases. . The majority of students can work independently for short periods of time without their teacher's direct intervention. They have started to take responsibility for their own learning, which was noticeable in the high phase during chemistry. The majority of Grade 10 students were able to conduct an experiment observing the process of electroplating. In Grade 11 in English, the large majority of students work independently and collaboratively to complete activities. However, in younger grades in KG and the elementary phase, for example, most students depend on their teachers for instructions. In science in Grade 3 for example, even though the students have access to resources to create a project about the damage earthquakes cause, the students rely on the teacher's direction telling them how to complete the project. Students, across the phases, do not have many opportunities to check their own work or that of others to detect errors and mistakes, and a minority may be unclear on how to improve their work. Opportunities for students to identify their strengths and weaknesses on their own are not yet embedded in all subjects and across all phases. They do not independently improve their learning.

The students across the school are comfortable working together during pair and group work. Even though they are aware of the benefits of group work, when engaged in it, one student in the group often does most of the work, resulting in some students becoming passive learners. It is better and almost a standard practice in science, English, and Arabic, particularly in the middle and high phases, than it is in mathematics. The students work on filling laboratory reports or worksheets independently and then share their learning with their peers in the group. In Grade 11 for example, the students worked on solving problems related to batteries connected in series, then each group shared their findings with the other groups in class. In English, students in Grade 10 read sentences with new words and use their context clues to determine the meaning, then wrote their own

confidently in most grade levels.

The school focuses on collaborative learning in most of its student tasks and activities and tries to maintain a consistent system across the school. Teachers are trained on encouraging collaborative work.

Projects target both individual and group work to ensure students are equipped with the needed skills.

1.3.3 Application of learning to the world and making connections between areas of learning

In lessons, activities, and school events, the school strives to connect learning to real-life applications. This is done in many forms including teaching and learning in classes where lessons need to be connected to real-life applications. Students practice their ability to connect such learning to applications by completing open-ended questions that need critical thinking and innovation, in addition to project-based learning projects that stimulate creativity in linking different themes to real-life applications and implementations making sense of the world and skills learned.

Students are showing significant progress in being able to express their understanding and linking this knowledge to real-life applications and discussing world phenomena.

Students are now more able to give reasoning and explanations regarding the knowledge they acquire. They are able to compare, contrast and to reach conclusions in more effective ways.

The school targets these skills in the lessons taught in addition to the activities, and projects assigned. In any project-based learning tasks, the aim is to build students' ability to relate the learning to real-life applications and projects.

The school also takes this further to try to link it with projects in the UAE to build appreciation and understanding of the world.

sentences, before sharing their work with their peers. In Arabic in Grade 11, the students show good interaction and collaboration while identifying the different parts of rhetoric and alliteration while learning about writing skills. They communicate their learning effectively with each other and participate in peer evaluation.

Students across the phases regularly apply their learning to real-life practices and experiences. In science in Grade 4, the students are able to discuss natural, renewable, and non-renewable resources, and are able to talk about the solar power stations in the UAE. They also transfer their knowledge from one subject to another, particularly between the Arabic medium subjects as well as between science and mathematics when making calculations in physics for example. Activities in English are often linked to real-world scenarios. Students in Islamic education were able to make clear connections and relate them to what they are learning in Arabic, by giving the grammatical function of words in the verses to help them understand the meaning of a verse from the Holy Qur'an.

Students across the phases and subjects have limited opportunities to practice problem-solving or critical thinking skills. Teachers do not always give the students enough thinking time when they ask questions, and often do not use students' answers to tend to ratify each answer rather than using the responses to extend discussions further. The students' computer skills have improved significantly during the period of distance learning, and almost all have access to tablets and laptops. For example, students in Grade 12 mathematics, created their own power points and presented them very confidently. Strong questioning by the teacher showed their deep understanding of the subject of calculus and how it related to real-life applications. However, computing activity is mainly used to complete questions and plenary activities on the learning platforms. Students can do basic research, and when given opportunities, can be innovative. However, activities tend to be mainly teacher-directed and text-book-based rather than utilizing ICT technologies available. KG children practice learning by play, but it is inconsistent across subjects. It is better in the upper grades in the high phase. The students share and present their learning confidently through written work and presentations. However, it is inconsistent across the phases and subjects.

In grade 12, students' projects focus not only on subject integration and linkage to real-life applications, they also follow a thematical approach to connecting different subjects to understand and explore the world. Projects also aim to improve students' readiness for the next stage.

1.3.4 Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies

Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies are integrated in teaching and learning strategies. Students are guided and supported to develop these skills in different aspects and through activities.

Students' skills are also strongly developed through project-based learning projects that stimulate their thinking and problem-solving skills. Students are guided and taught to innovatively solve complicated problems, suggest new improvements on existing solutions, invent new devices, think of future plans, start new business projects, and think of solutions relating to the world's environmental problems as samples of some projects ideas they have been working on.

Most students demonstrate high levels of innovation skills that are very evident in their project outcomes. Some students were able to produce movies on a very high level, in addition to others were able to create very professional solutions and prototypes. Other students showed very innovative ideas in sustainability and environment new ideas where the projects won first places in many national competitions and some made their way to EXPO too.

Other students have demonstrated a very high level of programming mastery and are able to create programs.

The school supports such skills via project-based learning giving students opportunities to learn,

explore, and find solutions or create new ideas. This starts at an early stage and grows in the challenge as students get older.

Student activities and projects also encourage enquiry and research and using critical thinking skills. Students have shown significant improvement in being able to independently search for knowledge, explore existing solutions and modify or create new solutions to problems.

Clubs are also provided to students to encourage them to target such skills and grow in their areas of interest.

Most of the students are capable of using technology effectively and are able to learn new skills independently to solve their problems or generate new outcomes.

Students are moving from being end-users to information or content developers as some students have their own blogs or have their own technology gadgets.

Teachers strive to move students' skills to higher levels of bloom taxonomy in teaching and learning and in building activities to ensure students can apply these high-order thinking skills.

The school also provides students with computer programming in all grade levels to elevate their ability to build stronger skills in logic design and coding.

In business studies, students apply their knowledge to real-life applications and are challenged to think of new projects.

Next steps for students:

1. Improve students' knowledge of their strengths and weaknesses by increasing opportunities for them to take responsibility for their own learning in all phases.

2. Improve students' collaboration within more structured group work, particularly in KG and the elementary phase, which will enable them to share ideas and listen to one another, and actively take part in recording their own learning.

3. Broaden students' learning technology skills as well as their critical thinking, problem-solving and innovation skills in all the subjects across the phases.

PS2: Students' personal and social development

2.1 Personal development

Internal Evaluations	Elements	External Evaluations
NA	2.1.1 Attitudes 2.1.2 Behaviour 2.1.3 Relationships 2.1.4 Adoption of safe and healthy lifestyles 2.1.5 Attendance and punctuality	

Next steps for students:

PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

Internal Evaluations	Elements	External Evaluations
NA	2.2.1 Appreciation of the values of Islam 2.2.2 Respect for the heritage and culture of the UAE 2.2.3 Understanding of their own and other world cultures	

Next steps for students:
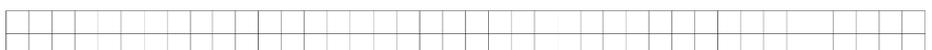
PS2: Students' personal and social development

2.3 Social responsibility & innovation

Internal Evaluations	Elements	External Evaluations
NA	**2.3.1** Community involvement, volunteering and social contribution **2.3.2** Work ethic, innovation, enterprise, entrepreneurship **2.3.3** Environmental awareness and action	

Next steps for students:
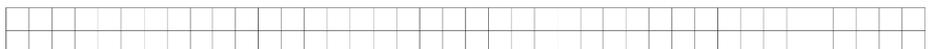
PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
3.1.1 Teachers' knowledge of their subjects and how students learn them - All teachers are assigned teaching in their subject area. - Most teachers apply their subject knowledge in teaching students - Most teachers are qualified and have at least 2 years of experience in their field of expertise. -All teachers fully meet ADEK and MOE requirements. +99% of teachers have a qualified teaching diploma related to their subject area and are effectively implementing their knowledge into their teaching practices. - Teachers are mentored by HODs and leads to deploy subject knowledge in teaching and learning. - Teachers customize lessons to reach students of different levels by using different techniques. - The school provides support and flexible timing to teachers to complete specialized degrees in their field. **3.1.2 Lesson planning, the learning environment and the use of time and resources** - All teachers create lesson plans catering for all student needs. - Objectives are clearly stated in all lessons to ensure students know what they are learning.	**3.1.1** Subject knowledge and how students learn them **3.1.2** Lesson planning, the learning environment, time and resources **3.1.3** Interactions, questioning and dialogue **3.1.4** Strategies to meet the needs of all students **3.1.5** Developing critical thinking, problem-solving, innovation and independent learning skills	The majority of teachers generally have a thorough knowledge of their subject and are able to convey their knowledge confidently to the students and provide interesting lessons for students, and include tasks and activities that engage students throughout most lessons, especially in science, English, Arabic and Islamic education in the high phase. For example, in a KG science lesson, the children were learning about the life cycle of frogs. They were led to an outside learning area representing a forest, to investigate and look for living and non-living objects including plastic toys in the shape of frogs, tadpoles, and butterflies. The activity engaged the children in an interesting session of discovery and inquiry. When teachers mainly direct learning through discussions, they support the key skills effectively and through questioning and explanation, help students understand difficult concepts. The majority of teachers plan engaging lessons and share learning objectives clearly, ensuring students are aware of what they are going to learn about and how to complete tasks and activities. Lesson planning follows a common format across all the phases and subjects. In most subjects, such as Islamic education, Arabic, and social studies, teachers share lesson objectives that focus on what students will learn. There is mention in lesson

- Lesson planning caters for student cantered learning as much as possible.
- Teachers make effective use of lesson timing trying to reduce wasted learning time.
- Teachers allocate resources as needed for lessons according to lesson nature.
- Lessons have practical and lab work when possible.
- The learning environment is of great focus to teachers to ensure a stimulating conducive encouraging learning environment available for all students.
- Student work is displayed to encourage students to be productive.
- Teachers use technology when possible, using BYOD method after students have been back to school in full F2F mode.
- Teachers use different resources to teach.
- Activities are integrated into lessons through individual and collaborative work.
- Students of special needs also have their learning environment that encourages them to learn.
- The school has provided students with high quality technological tools to ensure students are acquiring skills and knowledge as needed (kindly see resources budgets).

3.1.3 Teacher–student interactions including the use of questioning and dialogue

- Teachers use a variety of questioning

plans of tasks to support the low attaining students and challenge more able and the gifted and talented ones. However, the application and completion of such tasks vary from one subject to another across the phases. Group work and classroom discussions are common features at the school. This was seen in a Grade 11 biology lesson where students discussed the importance to know the molecules that makeup genes. The majority of teachers in the upper elementary phase understand that students learn best through practically applying their learning and by utilizing varied resources, along textbooks, such as worksheets, and ICT technology. The majority of classrooms are pleasant and interesting learning environments, and students' achievements are celebrated by posting their work on boards in the classrooms. However, the material posted on display boards is not always effectively used or referred to in order to further enrich the students' learning. Time is mostly used well to deliver learning in Islamic education, Arabic, social studies, and science in the high phase. However, at times the pace of teaching is too fast, which results in students not having time complete tasks, or having enough time to express their views and ideas, particularly the lower attaining students. This is observed more in mathematics for example, where students sit for too long listening to the teacher and not enough time is given to practice the skills they should be developing.

Teachers interact well with students and positive and

techniques and dialogue to stimulate thinking as needed.
- The school provides enrichment sheets in all subjects to try to expose students to a variety of questioning levels.
- Teachers encourage students to discuss and moderate dialogues via cooperative learning and group work
- Through PBL projects, and assignments, teachers' direct students to effectively interact with teachers and with their peers.
- Formative assessment is considered by teachers via exit ticket procedures, copybooks, technology tools and other forms to inform teachers of the effectiveness of teaching and learning.
- Teachers are trained to "teach in chunks" to ensure a wealth of teaching, activity and formative assessment time.

3.1.4 Teaching strategies to meet the needs of individuals and groups of students
- Teaching strategies are tailored to meet the students needs hence, students are exposed to many different methods which include a focus on student centre learning.
- In different subjects, the plans are reviewed to see the effectiveness of teaching and new innovative teaching strategies have been implemented to meet the student needs. For example in Math, short

friendly relationships are strong features at the school. Students are generally interactive and engaged in their learning, and students have effective opportunities for dialogue and discussions, prompted by teachers through questioning. Generally, teachers use a good range of strategies, including questioning, to support students' learning, across the subjects and particularly in the upper grade in the middle and high phases. These strategies promote students' thinking, check their understanding of individuals, and give support to those students finding learning difficult. Students are encouraged to discuss their ideas with their teachers as well as with their peers. However, in a few lessons in KG and the primary phase, questioning results in simple responses from most of the students and gives limited information on individual students' understanding. In addition, in English and mathematics, questioning usually requires one-word or short answers. Therefore, it limits the students' ability to talk about what they are doing in full sentences.

Teaching strategies to meet the needs of groups of students is adequate overall. Different activities are planned for in lesson plans. However, strategies for differentiating learning activities that match the needs of different groups of students are inconsistent across grades and subjects, particularly among the more able students. For the low-attaining students, the range of strategies and tasks provided, mostly meet their abilities. Therefore, they make progress similar

video flipped classroom teaching, in English Integrated writing week and other modifications.

- The school educational support teams support struggling and SEN students in school where they have shown significant improvement compared to their starting points.
- The majority of the teachers use effective teaching strategies to reach all students.
- The school uses many technological resources to be able to effectively categorize students according to their levels in the core subjects.
- Students demonstrated high subject knowledge acquisition and good 21st century skills through project based learning. --Effective use of formative assessment in both online and F2F lessons to inform decisions and adjust teaching and learning.
  - Teachers apply data informed teaching by considering data to inform teaching and learning leading to applying specialized grouping or program development as follows:
  - Language teachers use literacy software to categorize students into ability groups and to provide support accordingly. Students below level receive extra

to their peers in lessons. While there are lessons that provide a level of challenge for the more able students, it is not consistently the case across the school. In a few lessons, there is insufficient challenge for higher attaining students, enabling them to attain above curriculum standards and extend their progress further. In more effective lessons, teachers engage students through discussion using questioning, particularly when introducing new topics and concepts. However, in a few lessons, teachers spend too much time talking and may not allow sufficient time for students to complete the work. Students in the elementary phase for example rely on the teacher for instructions and tend to lose interest or get distracted when they have to sit and listen to the teacher for too long. For example, in science in early elementary, students lose interest and disengage in the lesson, causing them to become noisy, talkative, and over-occupied with other things. Teachers adequately provide students with opportunities to develop their higher-order thinking and problem-solving skills in most lessons across the school. Lessons usually start with a challenge question that encourages students to think about what they might be learning. However, it is inconsistent across the subjects and phases. It is more evident in the upper grades of the middle phase and more in the high phase. Students in the high phase, particularly in science, increasingly take responsibility for their own learning and have opportunities to use tools in the laboratories and use their own ideas to make

enhancement support through enhancement sessions using MS teams.

- A consisted program for enhancing reading has been implemented in both English and Arabic subjects to enhance students reading levels.

- SEN students have been given extra care and focus via the SEN specialized subject teachers to provide extra support to these students through fixed one-to-one sessions using MS-Teams. These students showed significant improvement.

- Secondary phase students have been provided with extra support through specialized external exam readiness devoted sessions on weekly basis.

- In Arabic Language, struggling students were provided with devoted, specialized teaching and learning sessions across different grade levels to support them in improving their literacy skills and improve areas of defect.

- From the feedback gained from online exams during the covid pandemic, using the school data where marks were inflated, the school applied other means of authentic, realistic,

predictions and hypotheses. In English lessons, for example, teachers use HoT questions to encourage students' thinking skills. In lessons that are directed mostly by the teacher, the development of critical thinking, problem-solving, and innovation is currently more limited and inconsistent.

credible and transparent methods of assessing its students using Project based learning from grade 1-12 in all subjects. This was done aiming to ensure students are learning and to relate the curriculum to real life applications, research, independent learning, differentiation, enhancing presentation skills, innovation and creativity, self confidence, literacy skills...etc.

- Devoted office hours our of school timings were provided to all students to support students as needed and to answer their questions with a minimum of two sessions a week per subject.

New pedagogical ideas have been implemented to ensure the effectiveness of teaching and learning especially during the pandemic:

- Increasing students 21st century skills but strongly implementing online breakout rooms. Significant improvement was evident in students' level of engagement, participation and ability to collaborate with classmates.

- A new approach to integrate the deployment of acquired skills into the learned knowledge while relating it to real life applications was applied when all students of grade 1 to 12 effectively showed significant improvement and development of skills through an innovative method of implementation of PBL into all subjects.
- A variety of assessment methods were used to ensure students were effectively grasping skills and knowledge during the pandemic and post to it.
- Relying on the feedback gained from teachers, and according to the data collected from attendance, and engagement, the school implemented an end of period exit formal assessment. The data collected helped teachers to evaluate the lesson, consider reteaching if needed, and to inform decision making regarding the teaching and learning. The new formative assessment method helped in improving attendance rates from 80% to 96% in a period of two weeks of implementation.

  Teachers are well informed of any

new pedagogy methodologies in education especially that will improve online teaching:

- o Creating an MIS learning community to share best practices.
- o Creating a committee for training teachers on new technology innovations and teaching methods.
- o Choosing [Champions] in each dept to be the experts to support their departments in implementing new ideas and in solving emerging problems or improving teaching and learning.
- o Building a culture of information sharing, as any teacher who has applied a new method would share that method and train other teachers on using it.
- o Keeping teachers informed of any external training.
- o Cascading training to all.
- o Devoting some staff members to explore new

trends in teaching and cascade it to all.

3.1.5 Teaching to develop critical thinking, problem-solving, innovation and independent learning skills

- An overall school approach to increase students critical thinking, problem solving innovation and independent learning skills.
- The use of enrichment sheets initiative to reduce the negative impact of homework and stimulate questioning techniques and problem solving.
- The integration of problem solving in teaching and learning in most of the subjects.
- Targeting innovation skills through the focus on a new perspective of modified PBL work that targets innovation, independent learning and problem solving.
- In grade 12, students do a blend of collaborative and individual projects to ensure their readiness for university while focusing on academic and personal developmental skills.
- New approach to improving writing and integrating language acquisition skills and an intervention plan to the learning loss due to the pandemic. Students demonstrate collaborative and independent learning skills to express their understanding.

Next steps for teachers:

1. Ensure teaching strategies and activities accurately match the needs of individual students as well as groups, particularly the high attaining students in lessons, by providing more challenging tasks to extend and improve achievement further.

2. Use of higher-order, open-ended thinking questioning that promotes the development of students' thinking, knowledge, and understanding.

3. Extend the opportunities for students to develop their critical thinking and problem-solving skills, and further promote their independent learning skills.

PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
3.2.1 Internal assessment is consistent across the school and has significantly been modified to be coherent, consistent, linked to curriculum, valid, reliable and transparent reflecting the true level of students to be able to support them properly. The proper identification of student level has helped to support students to achieve higher progress and show significant improvement in all subjects. (See sample of assessments, analysis and actions). - Teachers use a variety of formative assessments (individual and group activities, daily checkpoints, weekly assignments). This continuous follow up allows the teacher to identify the students' strengths and weaknesses and permit them to do an immediate intervention if needed. - The different assessment types encourage the students to learn independently and cooperatively. The assessments have an important role in developing students' social and personal skills and are varied to give students a fair chance to express their skill and knowledge mastery. - The applied summative assessments system allows measuring the actual level of students , their attainment and progress to be able to prepare an accurate IEP for needed students	**3.2.1** Internal assessment processes **3.2.2** External, national and international benchmarking **3.2.3** Analysis of assessment data to monitor students' progress **3.2.4** Use of assessment information to influence teaching and the curriculum **3.2.5** Teachers' knowledge of and support for students' learning	Internal assessment processes are consistent and are used effectively to monitor students' attainment and progress and provide clear measures of students' academic and personal development. They are aligned to the MoE curriculum standards for the Arabic medium subjects, across all phases. Regular internal assessments and the MoE examinations, for the Arabic medium subjects only, at the end of semesters one and two provide an overview of students' attainment and progress in those subjects. However, while the analysis and interpretation of the assessment information give a clear measure, it is not always dependable in providing an accurate picture of all students' attainment, and may not have aligned with the inspection findings across subjects and phases. Baseline assessments are conducted at the beginning of each semester and the results are compared with the end of semester exam results in order to detect gaps in learning and produce remedial plans to close these gaps. The school also uses digital platform assessments as well as project work to track the students' progress. However, marking students' work to include formative remarks on how to improve their work, is inconsistent across subjects and phases. The school effectively benchmarks attainment against appropriate national and international expectations. MoE exams for Grade 12, EmSAT, TIMSS, PISA, PIRLS, and SAT as well as IELTS examinations. Although the school is awaiting the PISA assessment results, the school has engaged in comprehensive preliminary work. The introduction of the AP examination in 2023 will further assist students' motivation and progress. There are no external benchmark assessments for the KG and Grades 1 and 2 in English, mathematics, and science, and except for Grade 12, no external benchmark testing for the Arabic

-The increased attention paid to the results of international achievement tests such as MAP, PIRLS, TIMMS and PISA indicates teachers' efforts in improving the quality of education. The external exams practice is a routine on daily or weekly basis to prepare the students to face the international exams confidently.

- Focus on PBL as an evaluation method enhances the students research skills, independent learning skill and promotes their confidence and social skills.

The school has a very comprehensive system of data mining and analysis. Data is used to drive decisions, inform teaching, learning and all other aspects of the school wide culture of learning. Internal systems are coherent, consistent, reliable and valid through:

- Implementing a variety of assessment methods, to ensure measuring students skills, knowledge, personal development.
- A blend of formative and summative assessments that are coherent and fixed across grade levels.
- High standards to ensure validity, credibility and reliability.
- Assessments

medium subjects. The tracking system across the school, used to track the students' progress, divides students according to their MAP scores. However, while the MAP assessment data provides a good system to support the school in tracking students' progress, it is mainly an indicator and does not provide an accurate and reliable picture of students' attainment, but rather their gaps in learning against curriculum standards. Assessment data collected provides a clear understanding of how well students are performing against national and international standards.

The schools' data, both internal and external, is analyzed effectively and provides trends of attainment levels and individual and groups of students' progress. The analysis of both national and international assessments identifies gaps in learning that in turn influence and inform curriculum modification as well as updated lesson planning to include more focused interventions for the high, average, and low attaining students, as well as students of determination and those who are gifted and talented. Planning also includes providing support for individual students who need help understanding a particular concept. Tracking results provides school leaders, particularly middle and subject leaders, with information related to the impact of teaching and the modification of the curriculum on the attainment and progress of individuals and groups of students. This helps school leaders identify trends across all subjects and inform remedial actions needed to address identified areas for improvement in teaching and learning. In order for the school to progress further, more robust systems are required to ensure assessment processes are effective in detecting and finding students in need of specialized support as early as possible in the KG and lower elementary phase.

Teachers use assessment information adequately to measure the progress of the different groups, identify individual targets and plan for more effective support in lessons for the low attaining students, students of determination, and any individual or

measure students academic progress against the school curriculum.

- Effective use of data to inform decision making on all levels.

Many types of analysis exist and are used to be fair to all students assessment in MIS includes:

-

The following summarizes the nature of assessments in school:

- Base-line assessments.
- Continuous assessment strategies such as :
- Individual and group based projects.
- Research and independent study assignments.
- Oral and verbal debates and assessments.
- Homework and assignments (A new method to homework has been implemented to ensure students benefit out of it).
- Practical skills and experiments.
- Rubric based assessment of skills as in Art and PE
- Peer and self assessment
- Short pop or informed quizzes.
- Writing, listening, reciting, and

group of students, identified by the data to be needing support in catching up. However, assessment data may not be adequately used to provide challenges for the high attaining students and those who are gifted, allowing them to extend their learning. Therefore, they make similar progress to other students. Parents are informed and involved through comprehensive reports, so they can support their children's learning at home. Targeted questioning, aligned with the curriculum, and planned activities and tasks, differentiate learning for most students in lessons. Tasks and activities are adjusted adequately, ensuring that gaps in knowledge and understanding are adjusted and tackled. However, such amendments rarely take place in lessons. Lessons focus mainly on the whole class, giving students too little time to complete the differentiated activities and tasks in enough depth to gain full benefit and extend learning further.

Teachers do not routinely review learning in lessons. Even though they set questions to draw students into discussions and interact in dialogue, assessment of learning is mainly verbal. Albeit it provides praise and encouragement, providing written remarks on the next steps and how to better improve are inconsistent across the grades and phases. Students are sometimes involved in peer- and self-assessment. Therefore, they do not have an accurate and enough understanding of how to improve their work.

other forms of assessment

- Projects (PBL).
- Formal tests: carried out at end of chapters and mid and end of term for each semester.
- Assessing students 21st century skills qualitatively; using different methods such as reports, observation, monitoring, and so.
- Assessing student's behavioural and personal development via behaviour reports and logs going to parents upon request or at the end of each term.
- In Kgs especially; kids watching and observations.
- Benchmark testing: to measure students attainment and progress
- MAP standardized tests are implemented in school this year; to ensure students are showing progress throughout their years of stay in school.
- Students are also sitting for external international standardized tests such as: EMSAT and TIMSS, PISA, etc this year.
- ·Some literacy progress tracking systems are also used to measure
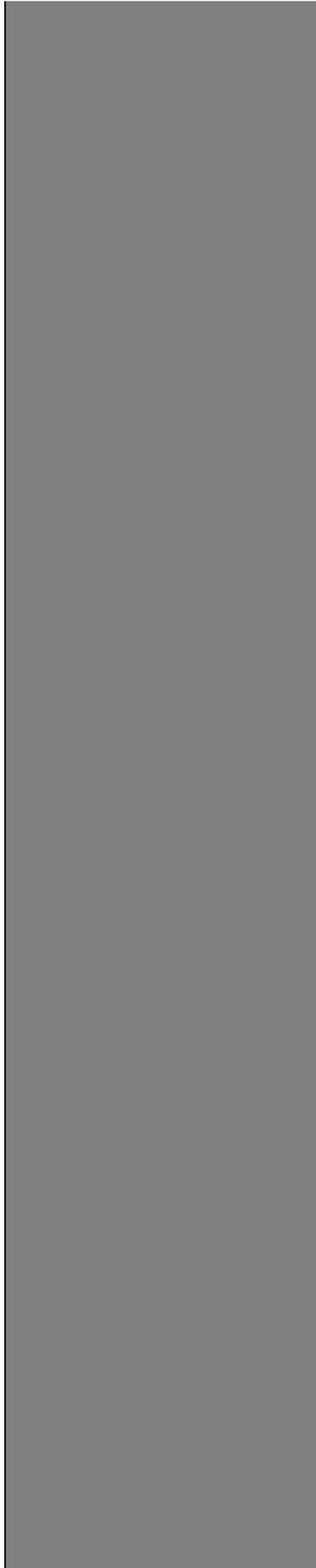
students progress in reading and comprehension through out the school such as Achieve 3000, Level up, Iqraa, RAZ, Nahla w Nahel.

- Details about the tests and examinations taken by students in each grade can be fully seen in the evidence folders (including dates).
- Equal opportunities are provided to all students to express their learning and acquisitions of knowledge via the variety of evaluation forms.
- Mark Analysis to inform decision is used on all levels starting from the principal to the Teachers and parents.
- The school is working closely with a software developing company to enhance the existing system to accommodate for the many types of analysis the school uses.
- Analysis and findings are shared with parents transparently and actions are set to resolve any issues.
- Teachers and all staff are trained thoroughly on analyzing data and on using the data to drive
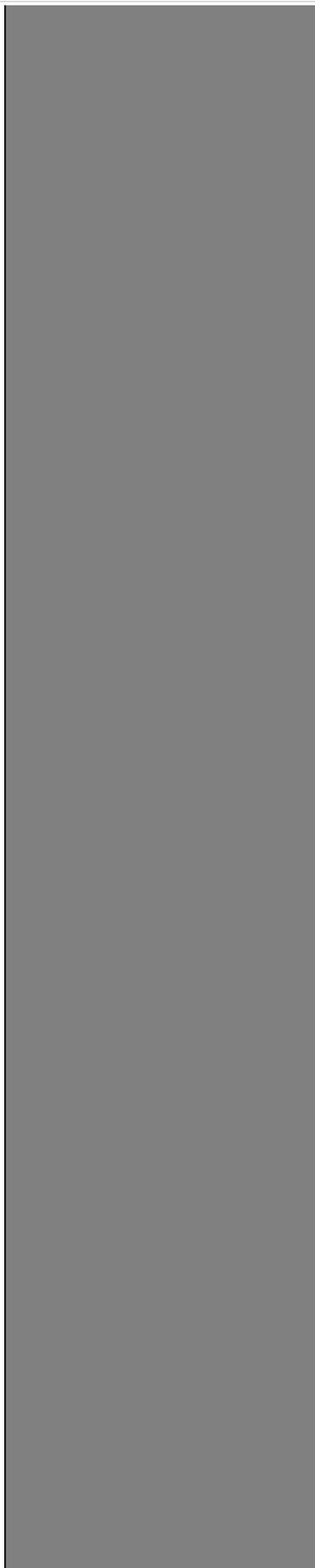
decisions and to take actions.

- IEPs are created and improvement plans for staff when needed.
- SEN students data is used continuously to monitor individual student progress and attainment.
- Extra support is provided for students in need of improvement.
- Programs set to support students on external exams.
- Supporting high achievers to improve their skills.

3.2.2 Benchmarking with national and international expectations and national agenda requirements is strongly implemented in school by all dept. in core subjects. Modifications on instruction and curriculum regularly take place to accommodate for student weaknesses and needs.

- Internal assessments are in full alignment with national and international assessments to ensure students are fully prepared.
- School internal results reflect the actual level of students.
- National benchmarks are

highly considered in school and are acted on in all grade levels to raise the expectations and show progress.

- Mark analysis compares the performance of students in different subjects and highlights the areas in need of improvement and others that are a strength.
- Curriculum review is done annually and considers national, international, market, university and student needs.
- Benchmarking is done on different levels internally and externally.
- The school takes immediate actions to improve any defined deficiencies or areas in need of improvement

3.2.3 Rigorous analysis of data takes place continuously in school and is monitored by management and middle leaders.

- Teachers have full access to their data at all times to accommodate for students learning needs.
- Student progress is monitored individually and tracked with parents, teachers and learning support teams.
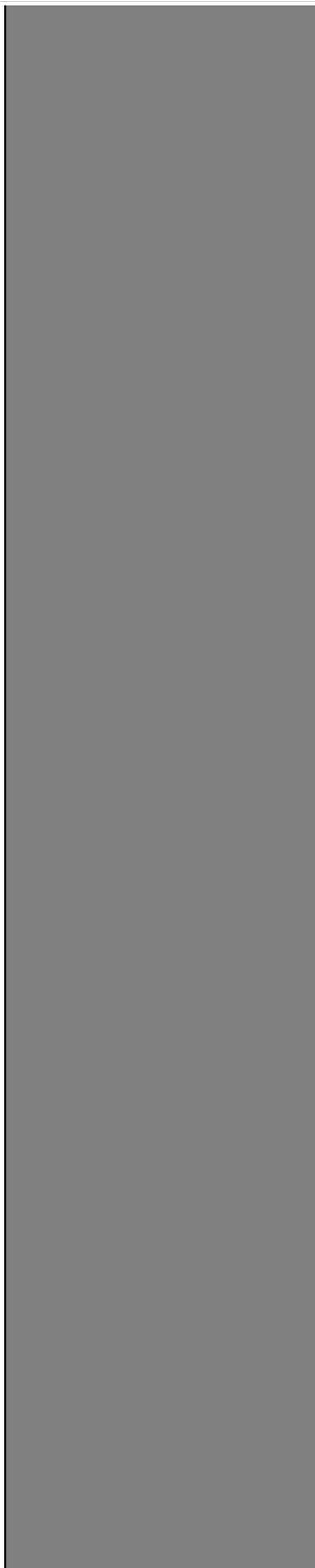
Students are segregated into areas of need such as students at risk, or struggling students or language deficiency students needing support.

- Students are given support as needed and are followed up by school and parents.

- In grade 12 for example the principal follows up personally on the students' level and achievement on daily basis.

- Data analysis is cross checked with lesson observations, performance on external exams, parents comments, teacher performance... etc.

- Assessment information is used to set short and long term targets.

- Data triangulation is considered to see the effectiveness of systems, initiatives, teaching and learning, classroom observations compared to student outcomes internally and externally.

3.2.4 Strong use of authentic data on all levels of school to enhance
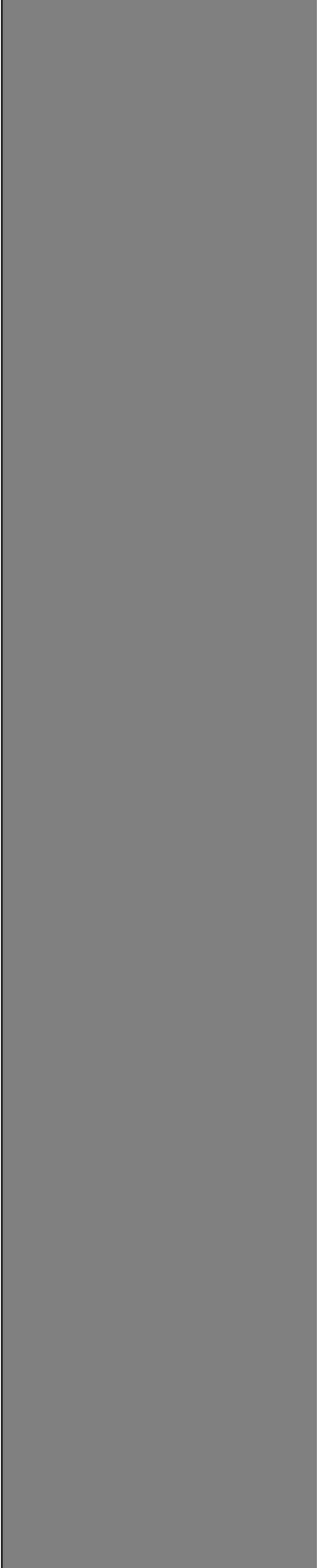
teaching and learning and to guide instruction and curriculum which has shown significant improvement in meeting the needs of most of the students to show better progress.

- Effective continuous use of formative and summative data by leaders and teachers.
- The use of mark analysis to plan lessons, modify and review curriculum, address students learning needs, address best teaching and learning approaches and enhance and modify assessment methods.
- IEPs are set for students
- Rigorous systems of monitoring the impact of teaching and learning on results and using these results to improve the educational cycle in school. (See school performance management).
- Mark analysis and results are shared with the BOD and with parents and staff. The analysis drive school decisions from strategic to operational level. Curriculum is revised and initiatives may be started based on
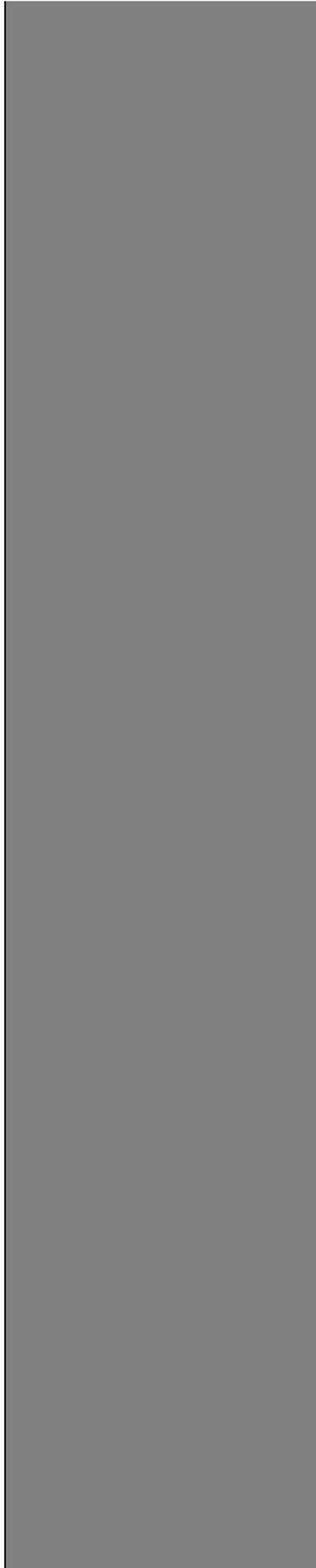
outcomes and student learning gaps.

- 3.2.5 Most the teachers have showed significant improvement and ability to support students according to needs, where they know their students levels and support them accordingly. Constructive feedback is provided by most teachers to help students improve.
The school has undergone a high turnover rate, hence, new teachers are still being trained after DL to be more effective in teaching and learning in school on site.

- Most of the teachers are able to provide students with personalized differentiated teaching that helps students acquire the most, however, due to the return to school in full for less than (3 weeks) as the school was on term break for two weeks; teachers have not yet fully adjusted to back on campus mode. They have shown remarkable methods in DL and blended learning. However, going back to on campus mode requires more adaptation time especially for new teachers.

- Through cooperative learning strategies, students are more involved in assessing their own learning in most classes.

- The majority of teachers use formative assessment effectively to inform instruction and to support students as needed.
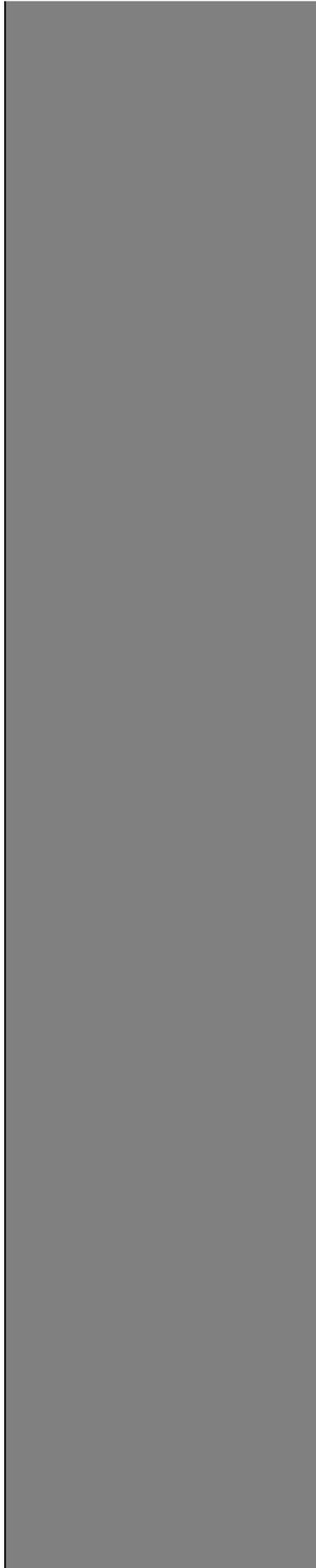
- Teachers use rubrics to allow students to understand their expectations.
- Constructive feedback is provided to students.
- Effective correction with written comments so students know how to improve as the school has enforced a system of monitoring student progress through their copybooks as a part of portfolio implementation.
- Teachers ensure students are practicing how to follow instructions and to read questions.
- Teachers ensure students know how to evaluate their understanding through the use of objectives.
- Use of informal questioning by teachers to keep students engaged and increase students achievement levels.
- During online and on campus, the school enforces a rigours system of correction and follow-up with students and parent regarding correction and sharing student results.

Next steps for assessing learning:

1. Implement a whole school review of how teachers use assessment data at the classroom level to ensure all students complete the leveled activities and tasks in lessons and to identify any difference in the progress of groups.

2. Establish routines in lessons to ensure that regular and constructive feedback to students helps them know precisely what they have achieved and how to improve their work.

3. Create built-in checkpoints and rubrics in lessons, including through peer– and self–assessment, to check learning and ensure that all students are on track to achieve the learning objective.
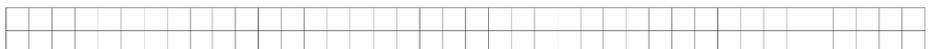
PS4: Curriculum

4.1 Curriculum

| Internal Evaluations	Elements	External Evaluations
NA	4.1.1 Rationale, balance and compliance 4.1.2 Continuity and progression 4.1.3 Curricular choices 4.1.4 Cross curricular links 4.1.5 Review and development	

PS4: Curriculum

4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
NA	4.2.1 Modification of curricula to meet the needs of all groups of students 4.2.2 Enhancement, enterprise and innovation 4.2.3 Links with Emirati culture and UAE society	

Next steps for curriculum leaders:

PS5: Protection, care, guidance and support of students

5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
5.1.1 Care, welfare and safeguarding of students, including child protection. - Well defined policies and procedures regarding child protection and safeguarding students shared with all. - All policies are disseminated and understood by parents, students and staff via orientations and individual class meetings. The policies are also made available on Teams, portal and the school website for all. - Effective arrangements to protect students from all types of abuse online and on campus. - Social workers attend online lessons during DL lessons - Strong communication with parents. - Allowing students to call for help when needed. - Regular orientations by social workers, parents and other concerned organizations and entities. - Supporting parents and students when needed. - Providing one-to-one support when needed. - External orientations to build awareness for both students and parents. - Firm disciplinary actions to any unacceptable actions by staff. - Effective interactions between staff and students to support the and resolve their needs and concerns.	5.1.1 Care, welfare and safeguarding 5.1.2 Arrangements to ensure health, safety, security 5.1.3 Quality of maintenance and record keeping 5.1.4 Suitability of premises for all students 5.1.5 Provision for and promotion of safe and healthy lifestyles	The school has rigorous procedures for safeguarding students, including child protection. All staff, students, and parents are fully aware of these. The school effectively protects students from abuse, including bullying, via the internet and social media through the implementation of designed policies. Child protection and safeguarding arrangements are defined clearly in a written policy and well-understood by students, staff, and parents, a version also available in Arabic and on the website. The school has very effective arrangements to protect students from verbal, physical, emotional, or psychological abuse and bullying, including by staff and other students. All staff sign consents on policies for child protection and safeguarding. Communications of policies are given in emails, memos, and portal messages. They are also delivered to all staff via training and students through the implementation of a curriculum awareness campaign, with the driving force being members of the school community. This group oversees the wellbeing, protection, and safety of the school community and is often led by learners and student council members. Anti-

- All staff receive regular training on students safeguarding throughout the year.
- Registers of all adults are well maintained.

- Cyber safety is a priority in school as the school has solid implementations for preventing student abuse.

- The school maintains a safe environment for students of all grade levels.

- There were cases of bullying in school especially between boys of grades 4-7; however, they are in an acceptable level and are controllable. No serious incidents took place in the previous two years.

- In cases of bullying being reported; social workers, supervisors and parents all cooperate to resolve the issue. The bully is kept under monitoring to ensure he/she has stopped his actions.

- In some cases there might be some forms of discipline disorders, or academic suffering; the principal along with the care-keepers especially the social workers would consider these students a special case. Hence they would be monitored and supported on daily basis by the principal to build good rapport and trust. 95% of these students showed dramatic improvement in their attitudes and academic progress using this technique.

- During students recession, dismissal and morning arrival, staff are on duty and all safety measures are considered. Rigorous duty schedules are set and all staff are held totally accountable

bullying policies are understood, and expectations are clear across the school, with a positive reinforcement system that coincides with the ADEK policy manual. Cyber safety and ensuring practical steps to prevent abuse of students are high on the school's agenda. Students believe they are safe in the school at all times, and if there is any concern that may arise, issues are dealt with and resolved immediately. Students are coached on how to protect their identity, physically and emotionally. They are encouraged to express themselves uniquely and are informed through multiple activities, such as during lessons and assemblies, about how to protect themselves. The school conducts fire drills and identifies areas of improvement for each phase. The school also has an accurate register of all adults who work in or are involved with school programs. They have strict measures in safer recruitment procedures, where all staff is involved in training. All buses are tracked, risk assessed, and undergo thorough safeguarding training.

The school provides a safe, hygienic, and secure environment for students and staff. Safety checks are regular and thorough. Supervision of students is very effective, including on school transport which the senior leaders also take part in. There are effective policies and procedures to ensure that students are safe. These are reviewed regularly, and all staff

for the students safety during these periods.

- With the help of the student council and prefix students during breaks and line up, organization is enforced especially by elder students that volunteer to help.

- The level of incidences and accidents is at its minimal which is 2% during the term. Mostly injuries would result in spraining an ankle during a PE lesson when playing foot ball. Some might be tripping in the class due to not looking forward.
- 100% of staff members hired are required to undergo police checks.
- Staff are reminded regularly regarding the child protection policy and Wadeema Law. Firm action is taken against any abuse that might result in termination if serious breach of policies occurred.
- Parents have a hotline with assistances and drivers, and the bus coordinators to track their children while on bus. This year the school outsourced its bus service to an accredited approved by DOT and ADEK company to ensure
- Parents are provide with devoted communication links to discuss their concerns and raise their issues of abuse or discipline or bullying at any time.
- Fire drills are done often and amendments when needed.
- Social workers are attending online classes with teachers to support students in need of support and to resolve any bullying aspects on spot.
- Online and in school orientations are provided to parents and students.

receives frequent training to brief them about updates or changes to the policy. Students state that they feel safe in the school and trust their teachers and school leaders. Teacher duty schedules demonstrate that students are well cared for during morning and after-school hours. The school conducts risk assessments and analyses of transport but does not consistently include them when planning for students to engage in off-site activities, such as academic and non-academic outings. Additionally, all students of determination have a risk assessment completed. Potential risks are recorded and color-coded based on risk, and staff is trained on the protocols that ensure students' safety. The school meets all legal and regulatory requirements, including all science labs. There is a camera map of the school, which is fully compliant. There are four social workers that are employed by the school.

The school's building and equipment are very well maintained. The school maintains very detailed and secure records, including records of incidents and subsequent actions. Comprehensive records of regular and routine fire drills, evacuation procedures, and other incidents are kept. The annual preventative maintenance schedule is done throughout the year and looks at all areas of the school, which is tracked and monitored monthly. This schedule is also reviewed regularly. Medical staff have

- Setting rigorous robust behaviour management systems and policies that are clear and well known by all staff, parents and students and are strongly implemented in school. .
- Increasing the number of supervisors (19), social workers (3), SEN (7) , a physiologist and two supporting teachers in KGs to help struggling and SEN students on daily basis and student affair offices to cater for students and to support them.
- Form a committee for enforcing UAE identity in school that had a significant impact on improving teacher and student understanding and enforcement of cultural aspects in school.
- Conducting group and individual case studies and monitoring which had positive influence on students.
- Personal follow up by school principal of some severe discipline cases with parents which had significant positive impact on students.
- Stressing on the importance of positive behaviour re-enforcement throughout the school.
- Building a culture of good behaviour via orientations, themes and so

- High care and communication levels with parents to monitor student safety.

- Students of special needs are monitored and treated with high care and attention. Strong communication with parents exists.

Individual Health Care Plans for students with chronic illnesses and systematically share information with school staff to ensure students' medical care. Medication is kept in a secure place. The clinic has a system where data is stored.

The school's premises, equipment, and resources provide a safe and secure physical environment that is very well suited to the learning needs of all, including those with special educational needs and children in the KG phase. There is an elevator in the elementary building. There are also accessible toilets across the different sections of the school, with ramps across access points throughout the building. During induction and when necessary, teachers receive professional development on the suitability of premises and facilities for all students, such as sports areas, shading facilities, and science labs. The science labs are safe and are equipped with first aid kits, chemicals are stored and locked away. The teachers and technicians regularly monitor the safety of the labs and ensure that students are always safe, with the use of coats, goggles, gloves, and masks.

The school's promotion of safe and healthy living is systematically built into most aspects of school life. The school's nurse and social workers have a role in promoting healthy lifestyles. For example, the nurse teaches students about healthy eating and maintaining healthy lifestyles using posters and through

5.1.2 Arrangements to ensure health, safety and security

- Effective policies in place to ensure students safety at all times. Known by all

- Continuous, regular review of polices to ensue full compliance with statutory regulations and highest standards.

- Regular training of staff on any updates of policies and procedures.

- Staff full understanding of roles and delegations in maintaining health and safety.

- Effective measures and arrangements in place to ensure maximum protection of students eg:

  o Rigorous supervision duties and schedules to accommodate students at all times.

  o Effective follow up on cyber safety during online lessons.

  o Transportation team in place to ensure maximum safety.

  o High safety measures and implementations in place to protect students in school and online.

  o Cyber safety in school is monitored with high care and attention.

  o Thorough risk assessment and analysis for all aspects of the school to ensure safety of all students at all

sessions to inform students about which foods to avoid. The nurse also works closely with the PE teacher to complement the curriculum, as well as works closely with parents, teachers, and students to raise awareness on how to lead a healthy lifestyle. The school regards the promotion of healthy living as an essential part of its provision, and everyone is seen as responsible. The curriculum content of some programs includes references to healthy lifestyles, such as 'The Healthy Plate'. Sport is seen as a strength and students are encouraged to participate in activities and/or competitions in soccer, basketball, and volleyball. During PE lessons, students are required to bring water and take snacks during break time. Students are informed of the harmful effects of eating unhealthy food. However, a few students brought in chocolate and unhealthy foods during snack time. Appropriate measures are taken to provide reasonable protection from the sun, including shading and ready access to fresh drinking water.

times:.. eg:

- School overall risk assessment and analysis.

- PE and activities risk assessments for each activity carried out.

- Fully compliant to all legal and regulatory health and safety requirements

- The vast majority of children are self motivated in terms of sustaining a clean, healthy and fit lifestyle. The school promotes campaigns, orientations, activities, and even through teaching tasks the education of such life skills. The school is in the process of building a culture of healthy living and is systematically building it into daily routine of children via specialized experts in the field.

- Specialized outsourced cleaning and disinfecting services are provided in school.

5.1.3 Quality of maintenance and record keeping

- Comprehensive record keeping of all safety aspects in school including but not limited to fire drills, internal inspection, incident recording, evacuation plans, risk assessments, contract logs, cleaning logs, disinfecting logs, security logs...etc

- Specialized certified outsourced medical staff are available to ensure all medical aspects are well catered for including but not limited to:
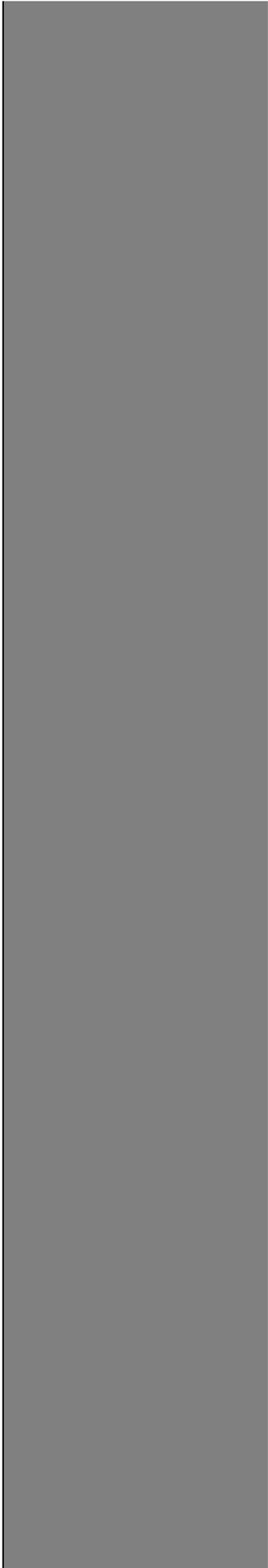
- o all students are taken care of during the school day.

- o Medical files are updated regularly.

- o Regular checks are carried out for different medical aspects.

- o Medical information is shared with concerned staff to ensure students health and wellbeing at all times.

- o Proper communication with parents.

- o Proper logs of incidences.

- o Medication is well maintained and stored and their use and access are strictly controlled by specialized nurses. Usage of medication is logged and supervised effectively.

- Security and medical staff are monitored for quality by both school and outsourcing company to ensure full compliance to safety regulations.

5.1.4 Suitability of premises and facilities for all students, including those with special educational needs

- School premises are well equipped to meet the needs of each age.

- Proper modifications have been implemented to ensure high safety for all students.

- Special accommodations on
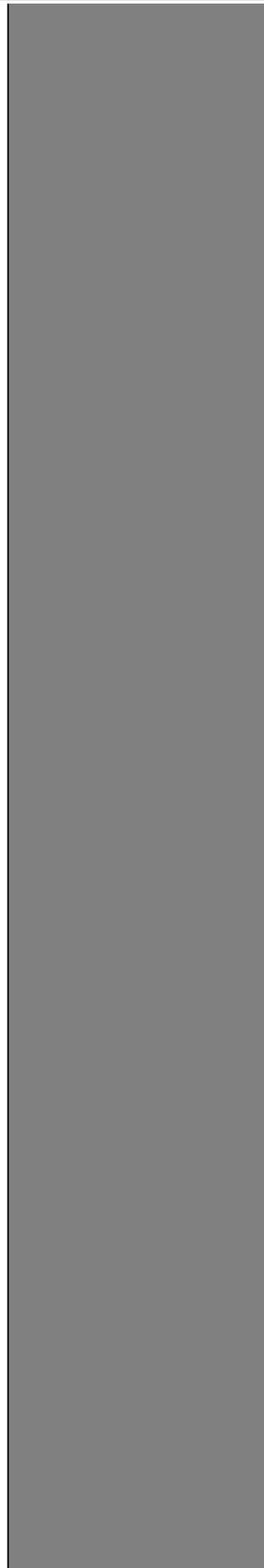
building have been considered to meet the needs of SOD students.

- Various arrangements have been considered to provide early years with a range of educational experiences such as (the learning recreation room, MPR, Reading forest, bike track, play areas that are stimulating with floor games, SEN room accommodation, swimming pool …etc)

- Buildings are maintained regularly and safety hazards are dealt with directly.

- Building and premises are being upgraded regularly and continuously to ensure they meet the needs of all students. Shaded areas, new facilities, computer labs, science labs, recreation areas, forests ..etc.

5.1.5 Provision for and promotion of safe and healthy lifestyles

- Healthy living is integrated into all school aspects including the curriculum and teaching and learning.

- School meals are fully compliant with regulatory requirements and promote healthy choices. Parents feedback is highly considered.

- Parents and students attend regular orientations on healthy lifestyle and wellbeing.

- Healthy life style and wellbeing is part of the PE curriculum and is integrated in other subject projects such as Science, English, social studies…etc.

- Physical education and

sports are offered in school in all grade levels to promote a healthy living.

- All play areas in school are shaded.

- Fresh drinking water is provided at all times.

- Proper ventilation is a must in school.

- Promoting healthy living and lifestyle in projects, assignments, discussions, clubs and activities.
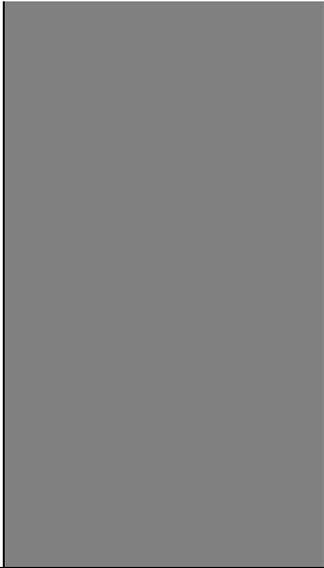
PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
5.2.1 Staff-student relationships and behaviour management Staff-student relationships are exemplary. Systems and procedures for managing students' behaviour are highly effective. (Kindly note that a high number of new teachers have joined and are being trained). - Firm well set behavior policies and procedures are in place, and are defined and wholly understood by students and staff. - The majority of the teachers know their students very well and are aware of all their needs (new teachers are still getting on board). - Rapport between teachers and students is high for the vast majority of the teachers and staff. The school is firm in taking action on any unacceptable adult behavior towards students. - Mutual respect is evident between students and staff in all grade levels. - The school has rigorous disciplinary actions to manage behavior when needed. - Parents are fully informed of behavior expectations and how the school will deal with any misbehavior. - Most of time Student-staff relations are well maintained	5.2.1 Staff and student relationships and behaviour management 5.2.2 Promotion and management of attendance and punctuality 5.2.3 Identification of students with special needs, gifted, talented 5.2.4 Support for students with SEN and the gifted and talented 5.2.5 Guidance and support for all students	Staff have positive relationships with students. Systems and procedures for managing students' behavior are successful. Staff is well aware of the needs of the students in their care. Led by the senior management team and social workers, the school operates in an atmosphere of mutual respect between students and teachers. This is based on a code of behavior, which is understood clearly by the whole school community, including parents and staff. However, in a few lessons where teaching is ineffective, it was observed that students do not always follow the rules. Students have reported they respect and trust the adults in the school, particularly the social workers. Students and staff clearly define and wholly understand behavior management and implement policies wisely. Parents are informed about how the school deals with incidents of misbehavior and are contacted immediately to inform them of any incident involving their child. Parents receive comprehensive information about the school's behavior expectations and how staff will deal with any misbehavior. The school's approach is effective in promoting good attendance and punctuality, with approximately 95% from the start of the academic year to the date of visit. The school keeps accurate records of attendance and punctuality. Throughout the pandemic, the school has screened parents and provided COVID-19 support. The systems for managing attendance and punctuality, including follow-up of unauthorized absence and

and good relationships are reflected via good socializing between both staff and students. This is reflected in the good friendly environment that can be observed during breaks and activities in addition to in classes.
- The school has a systematic policy that is regularly revised and is in full alignment with ADEC and Wadeema law for managing student behavior. Positive re-enforcement is priority number one, where students are given chances to show improvement. Parents are fully involved in the whole process to support the school in managing such aspects. Social workers along with Supervisors carefully monitor behavior and support teachers when needed. Parents can monitor their child's behavior via the school portal on timely basis.
- Some approaches the school uses to enforce behavior management and students support are :
o The school system is highly supportive in terms of maintaining discipline of students, designated staff are hired to ensure full support to students and staff in managing behavior as follows:
o - Homeroom teachers are assigned to each class to ensure a motherly feeling with students.
o -The school has 5 social workers to accommodate for students needs and for any support

lateness, are efficient and effective implemented, with the help of the medical team at the school. Parents are notified promptly of any concerns about individual students and good attendance is actively promoted. The school rewards students for attendance and punctuality through various channels, such as certificates, and parents are made aware of unwanted absences or lateness, and it is recorded on their annual reports. If any concerns arise due to the extenuating unauthorized absences, the school's social workers collaborate strategically with appropriate personnel to immediately investigate and resolve matters. The school informs parents via multiple channels, such as calling over the phone, having virtual or face-to-face meetings, regarding lateness, and seeks acknowledgment from parents. Students have reported seeing the benefits of coming to school on time, keeps a running log of communications with parents, and has an open-door policy, seeking to understand the perspectives of parents and students.

The school has thorough graduated systems of response to identify students of determination and those who are gifted and/or talented accurately and promptly through their inclusion provision, academic support services, and counselors. The school is inclusive and provides a welcoming and nurturing environment for students of determination, with three specialist teachers working with staff and students across the school. The school has identified 21 students of determination according to the following areas of need; communication and interaction, cognition and learning, social, emotional, and mental health difficulties, and physical and/or sensory needs,

required, one of which is a specialized physiologist.

o -19 section supervisors to maintain order and discipline and safety in sections.

o -A student affair officer to cater for parents needs in terms of their children's academic needs and to follow up with their needs.

o - an open door policy to where parents are welcome to visit the school principal to resolve any concerns.

o -PE teachers and Art teachers are also in full support of maintaining the safety of children in mornings and during school day.

o -A designated discipline coordinator is allocated to monitor the wellbeing of students all day long.

o Weekly behavior reports are issued to parents for students with behavior issues while full collaboration goes on between school and parents to correct the behavior issues.

5.2.2 Promotion and management of attendance and punctuality

- Attendance rates have shown significant improvement in the previous two years. By the end of the academic year 2020-2021 onward the attendance rate was 96% for both FTF and DL.

- Strict and firm attendance policies are in place and are conveyed and understood by all parents, students and staff.

identifying comorbidity and changes in needs over time. These students are leveled in tiers, with three students in tier 3, eleven students in tier two, and seven students in tier 1. Although the school has also identified 73 students from KG to Grade 12 with gifts and/or talents in the areas of core subjects, art, ICT, PE, and leadership, there are no advanced learning plans in place to meet their needs effectively. The school has Individual Education Plans (IEPs) for students of determination and tracks and monitors the progress of the support given to them. Based on the internal assessment of IEP targets set by the school, most students make above-expected progress in relation to their individual starting points. The school has delivered training on the identification of those with Gifts and/or Talents and has recognized their achievements through ceremonies based on exceeding expectations, such as in completed projects in Arabic, mathematics, English, and ICT concepts.

The school provides appropriate support for most students with special educational needs and those who are gifted and/or talented. The quality of support enables most students of determination and those with gifts and/or talents to make adequate personal and academic progress. Support is given individually and through in-class guidance, as required. Students' progress is monitored routinely. However, although IEP targets are assessed and analyzed, targets that are set for students of determination are not always matched to meet their needs which enables their best personal and academic progress. Facilities and resources are modified to address their needs. As a result, students with special educational needs make

- A dedicated department for attendance management and control has been established to carefully follow up with students and parents individually.
- Methods of encouraging and rewarding good attendance .
- Timely daily communication with parents to follow up attendance.
- Daily and period attendance is maintained accurately.

5.2.3 Identification of students with special educational needs, and those who are gifted and/or talented

- A specialized SEN department has been established. The department has a specialized SEN coordinator and five subject support subject teachers that carefully identify students according to set identification strategies. Parents are strongly involved in the process in addition to national specialized parties.
- The team defines the needs, and sets plans with parents to support them and meet their child's individual needs.

The identification procedures follow national and international assessment criteria. In addition to referrals from specialized centers.
The team consists of specialized full time teachers to support students throughout

acceptable progress. The school's three specialist staff assist with identification and support, and some modifications have been made to accommodate the identified students of determination range. There is a timetable for specialist teachers to support students in and outside of their lessons. Still, they are not always appropriately matched to activities that will enable students to make the progress they need to succeed in life independently, and the impact on their learning is inconsistent. Students with gifts and/or talents are supported throughout the school, with differentiated activities being provided to further challenge them in the most effective lessons. However, not all gifted and/or talented students are provided with plans and/or specific targets with opportunities that optimize their fullest potential. The school does not always track and monitor the quality of support for students of determination and those with gifts and/or talents in lessons, which would strengthen effective intervention that supports their best personal and academic progress.

The well-being and personal development of all students are monitored at intervals throughout the year. The information is used to provide effective personal and academic guidance and support senior students' career guidance. As of 2022, most seniors have applied for entrance to their preferred universities such as Zayed or United Arab Emirates University while other Grade 12 students are still deciding. Student career choices and interests range from engineering, business, medicine, Information Technology (IT), education, and Human Resources. Alumni support to raise the interest of students and awareness of universities' career paths has

the year in Math, English, Science, and Arabic.
- All information regarding the SEN students are shared with teachers.
- Special devoted one-to-one lessons are scheduled for students in need of significant support in coordination with the parents.
- A well defined process for supporting SEN students is followed by all.
- Teachers are trained on dealing with particular cases and on identifying SEN students.
- School inclusion polices are very well defined and properly set and reviewed.
- The school has an averaged system in place for defining gifted and talented students and in providing them with appropriate programs. Hence the school is partnering with ADU university and have set plans to provide special support to gifted students.
-A new process is initiated to cater for Gifted and talented students. Gifted students are monitored, supported and encouraged to participate in external contests and challenges. Many of them have shown outstanding performance and distinguished results in sports, poetry, ICT international contests, science and innovation and in Math. Many of our students are story writers too.

- Project based learning and the new

been delivered through engaging in talks. Career pathways, university-level expectations, and life as a university student have all been topics of discussion. Students are encouraged to ask questions to alumni about specific careers and university experiences. Although senior students have created individual targets through their economics project, the school does not systematically counsel or support students to identify strategies that help students map their career aspirations based on their interests to improve or modify their personalized advice and guidance about career choices and higher education pathways, aligned to personal and national aspirations.

implementation strategy used helped the school to identify many of its talented students and to discover their talents and skills.

5.2.4 Support for students with special educational needs, and those who are gifted and/or talented
- Students with special needs are fully supported in school through different implementations such as:
o A devoted department for SEN with specialized subject teachers.
o Strong communication with parents to support them with their child's education.
o Facilities and resources are considered to accommodate for SEN needs.
o Individualized teaching and plans are customized to ensure students of SEN are showing significant improvement and progress

O During online, teachers were fully supporting students of SEN along with parents. Upon the return to school in T3, full support is given to students individually, in class, at home via teams if needed, and in groups via interventions.

- The school has a number of gifted and talented students in

which their gifts have been defined. Mostly, sustaining and developing their skills is done via supporting and encouraging and supporting the parents to register them in specialized centres.

- In addition the school has signed a partnership with ADU university to cater for the needs of Gifted students and work on developing their giftedness areas.

- The school would then monitor and enhance the talent or gift by encouraging the child to demonstrate his talent in assembly, during school events, representing the school in external contests and events or during Alain Got talent shows. Moreover, some of the students are asked to train other students during activity hour.

- The school has worked on a new initiative to support the G&T students by making them part of

the school innovation hub and afterschool creative clubs (stopped due to Covid 19).

- The school also grows their talents via assigning them tasks in their giftedness area and involving them in school events growing these areas.

- The school also supports the students in participating in national and international competitions and challenges to grow their talents and to increase confidence.

- Through the PBL projects, students have flexibility to choose the process and the outcomes which helped the students to demonstrate and upskill their talent area.

- new process is initiated to cater for Gifted and talented students.

5.2.5 Guidance and support for all students
- Career

guidance takes different forms in school, mostly via the school curriculum. Students would have a theme day for careers in lower grades starting KGs. In older grades, it would be done via discussion by teachers on career paths. This is also maintained via trips and sometimes orientations.
- During online learning, the school arranged many career fairs and orientations with different universities and with successful practitioners to motivate students to know their desire.
- Secondary Students and parents are provided with proper workshops, orientations and sessions to enlighten them with what must be done to graduate, and to support them in choosing their career path. Students are carefully monitored and

supported by the student affair officer, assessment coordinator, student counsellor and VP to ensure they are on track for graduation.
- The school principal personally monitors the progress of secondary students, provides career guidance, support and encourages and motivates grade 12 students to do their best. These practices have significantly changed the students attitude towards learning, their aims and goals in life and their achievement in EmSAT and completion of graduation requirements.
- 92% of grade 12 students completed the required 7 tests. and more than 80% scored higher than the required score in Math and English at the end of 2020-2021. The majority of students graduation batch joined

well known national and international universities with good majors during the last three years, compared to previous years where the majority of students dropped out of university joining military forces.

- The majority of students changed their career plans to more ambitious plans then their staring points.

- The majority of students know who to approach when help is required. Students are confident to request help when needed. As an overall school culture, the problem would be conveyed to all concerned staff and actions taken directly. Good rapport with teachers also allows students to seek help when needed from them at all times.

- Affiliation and effective cooperation with third parties regarding health, safety
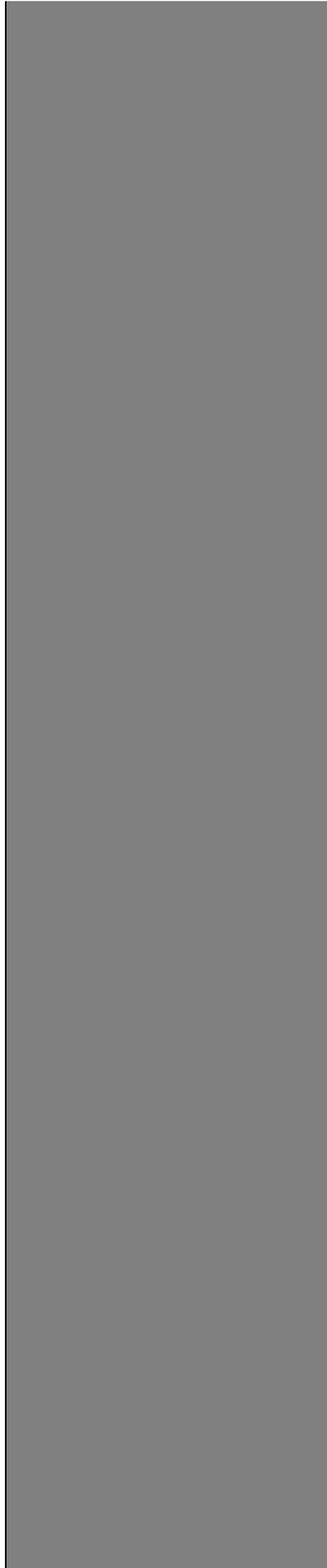
and discipline aspects. The school has good partnership with social police, health authorities, fitness and sports clubs to provide support to the school for the sake of students well being.
- The school has signed partnership memorandum with several universities (ADU, AU, AUS and UAE) which support students career development. Many workshops, fairs, orientations and career consultation workshops took place for students in school and on University campus.

- The school also organizes regular orientations done by successful people mainly of parents of the school to walk student through their success stories and career opportunities.

- The school also organizes a career advising orientation conducted by

previous alumni students to support the high school students on understanding their university requirements, and career options.

- The school also has an AP coordinator, and Career and external exam support staff member in which students may approach to discuss career options.

- The Principal also has an open door policy with senior students allowing them to approach her to discuss different concerns, seek advise and set personal plans for improvement when needed.

- The school principal also conducts many orientations, motivational speeches and regularly visits grade 12 classes especially to ensure they are motivated, supported, guided and well oriented on what is expected from them to pass with flying colours.

Next steps for leaders:

Monitor the implementation of healthy food choices during meals and snacks and ensure it is consistent with the school's policy on promoting healthy choices.

Introduce strategies to identify students' career aspirations based on their interests to improve or modify the guidance and support for all students.

Track and monitor the quality of support for students of determination and those with gifts and/or talents, enabling effective intervention that supports their best personal and academic progress, particularly in lessons.

PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
6.1.1 Vision and direction - Strongly implementing the organizational vision by working collaboratively with all stakeholders to implement the school vision in alignment with the UAE national 2021 agenda creating a culture of achievement for all learnings with high expectations of staff. - The school ambitious vision and future strategic direction is well understood by all leaders and stakeholders in school. - The school is highly committed to UAE and national and Emirati priorities which reflects clearly in all aspects of the school such as the teaching and learning process, building future leaders, preparing students for the next 50 years, being prepared for their next stage including university..etc, improving reading and writing, raising students level in external assessments such as TIMSS and PISA..etc. - School leaders starting with the school principal lead by example,	6.1.1 Vision and Direction 6.1.2 Educational Leadership 6.1.3 Relationships and Communication 6.1.4 Capacity to Innovate and Improve 6.1.5 Impact on and accountability for school performance	School leaders have clarity of vision and purpose for the school and articulate it very well. They want all students to be well prepared for their next stage of education, training, or employment and to play an integral role in the vision of the UAE and the global stage. The vision is woven through school planning and delivery, developing a clear set of values that are highlighted through student and weekly awareness activities. High levels of honesty and integrity are shared by the school leadership thus building high levels of trust among the school community. The school takes leadership development seriously and has built the capacity among its leaders, to improve and sustain growth. This has been valuable over the significant staff changes since the return from distance learning. The induction program offered to all new staff and teachers ensures they are appropriately supported and settle into their roles to become effective teachers. Ongoing professional development is a key feature of the school. It is directed to ensure it meets the demands of the individual teacher as well as being informed by outcomes from lesson observation, examination results, inquiry groups, and information gleaned from students and parents. This thorough system has had a positive reaction from staff and is starting to impact the quality of teaching, learning, and assessment. The school has developed a multi-faceted approach to communication involving all of the school community in building solutions to areas of concern or development. A thorough system of regulation is placed to ensure the success of changes suggested, allowing access to participation from staff, governors, and parents who are interested in working on a project. Clear development plans are expected, and levels of responsibility are placed on key leaders who are held responsible for improved outcomes. The school ethos is slowly returning after the severe disruption of the period of distance learning and there is a growing climate of mutual support and endeavor. Communication is strong and welcomed by staff and parents as it supports their sense of togetherness and strength of purpose.

and are all instructional leaders at most.

- The school vision is an inclusive school that caters for the needs of special needs with high care, and attention.

- Leaders lead the organizational review which is a continuous process in school.

- All leaders engage in professional learning and development

- Technology is promoted in school strongly among school leaders to implement an innovative student-centered approach and to enhance teaching and learning through the integration of technology in all aspects.

- The school caters for 90% Emirati students were the school strives to ensure they are successful citizens and leaders of the future developments and ambitious national plans.

6.1.2 Educational leadership

- All Educational leaders in school have a solid educational background and qualifications to ensure they have an impact on the students' outcomes:

- Good knowledge of the curriculum: including curriculum design

The capacity to improve is an implicit feature of the intent and organization of the school. Many staff leave to take up positions of leadership in other schools but the succession planning, and leadership structure enable others within the school to easily step up to cover or lead the vacant roles. An impressive list of new initiatives enables fresh ideas and approaches to emerge from new and existing staff in supporting students' involvement, engagement, and motivation. Leaders have appropriately addressed areas for development both from the previous inspection and from their own evaluations. They are clear about which areas require further improvement and adjust improvement plans accordingly.

Leaders have been very proactive in developing an ethos of co-responsibility to the return to 'normal' school life and to catch up both socially and academically for all children and students. The focus on re-establishing student self-esteem and engagement is starting to impact, as approaches to gap analysis and restructuring of curricula are having an effect. New approaches are in their early stages however the impact of change is emerging. For example, the improvement in reading, writing, and speaking of Arabic.

alignment to national and international standards, mapping learning skills, modification for all students, process review, outcome focused. HODs lead the annual curriculum review of their subject and continuously consider adjustments as needed.

- Creating learning environment that encourages teaching for effective learning.

- Effectively using assessment for learning through:

  - Establishing a school wide system for valid and reliable assessment.

  - Different types of assessment

  - Analyzing assessments to inform direction and decisions.

  - Assessment polices and practices in place and shared with all stakeholders.

  - Curriculum linked to assessments

  - Monitoring and tracking students attainment and progress.

  - Creating a culture of learning

  - Focus on

school professional growth and development.

- Developing innovative structures and implementations for inclusion to ensure all students needs are met.

6.1.3 Relationships and communication

- Very strong relationships and communication channels are created with all stakeholders consistency and professionally while being highly effective and strictly follow ethical principles.

- A very well-defined distributed leadership structure is implemented in school to ensure all leaders are empowered while being accountable for outcomes and results. (See organizational chart)

- Senior leaders demonstrate effective change management skills that ensure innovative ideas are implemented to ensure school improvement.

- Strong involvement of school senior leaders in guiding, directing, mentoring, coaching school personals strategically, educationally, instructional and operationally.

- A culture of building future leaders and developing the potential in staff to grow and flourish.

- Roles and responsibilities are clearly defined, understood by all , and are aligned to school vision and direction.

- An effective culture of shared collective responsibilities, teamwork, and mutual support.

- High positive moral among all stakeholders in school.

6.1.4 Capacity to innovate and improve

- All stakeholders are involved in the improvement journey.

- Clearly set aims and values that drive all school initiatives and strategic plans.

- The school community regularly reviews the school vision, values and aims to drive the school direction, and sense of purpose.

- School staff fully support the school vision and direction through their designated roles.

- The school builds capacity through building a culture of learning and growth for all, providing authorship and ownership, accountability and building a culture of

belonging.

- The school is also capable of building capacity for the future through growing the next generation of educational leaders.

- The school implements a system of thinking approach

6.1.5 Impact on and accountability for school performance and standards

- A culture of collective accountability.

- Up to date with new advancements and research in education and technology.

- Rigorous performance management systems that are performance based and are related to outcomes.

- Collective accountability is evident in the work and contributions of all leaders to ensure school improvement.

- Full compliance of all departments with regulatory and statutory requirements through collaborative responsibilities.

- Accountability and follow up has effectively supported the school to improve and change.

- A rigorous organizational

structure that is clearly understood by all that ensures all managers understand their roles and are accountable for outcomes and achievements.

- Senior leaders influence school development plans, strategic direction of the school, and priorities and leave improvement activities through clear distributed leadership roles and delegations.

- Highly qualified educators are retained and hired as a priority of the school.

- Effectively managing change, improving students learning outcomes, and aligning to national and international requirements, standards and developments.

- Accountability for student results and outcomes.

PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
6.2.1 Processes for school self-evaluation - Self-evaluation is a rigorous and very systematic system in school that ensures full coaching and evaluation of all aspects of the school. It is a continuous process involves all personnel in school under their area of specialty - Self-evaluation covers all aspects of the school and is based on internal and external data and stakeholder involvement. - Transparent school evaluation that outlines the points of strength and weaknesses via SWOT analysis. - Self-evaluation in school leads to prioritizing improvement plans and initiatives. - The school development committee has clear roles and delegations and continuously evaluates performance and processes. - Corrective action is considered immediately to enhance processes. - Data collected for self-evaluation includes stakeholders' views, staff input, daily operation data analysis, service quality by stakeholders via school surveys.	6.2.1 Processes for self evaluation 6.2.2 Monitoring and evaluation of teaching and learning 6.2.3 Processes and impact of improvement planning 6.2.4 Improvement over time	School leaders draw upon a wide range of assessments to form their judgments about student achievement, the progress of different groups, and the interpretation of internal and external tests. This information is used to inform their self-evaluation (SEF), the school development plan (SDP), and departmental/phase and subject plans. This reflective process also feeds into the rationale behind additional support plans, enrichment activities, and extra-curricular activities. The Arabic-speaking subject teams have worked closely together to share good practices and meet the recommendations from the previous inspection. Jointly they have at least maintained the outcomes from the previous inspection despite major interruption from the move to distance learning, and in some aspects improved achievement in the middle phase to good and high phase to very good. Moderation of work across each class and within a grade enables consistency of judgments made on internal assessments. Examination outcomes do not correlate well with internal judgments on attainment. This is an area school leaders are aware of. The school currently uses MAP results as an external standardized benchmark to gauge attainment levels. Senior leaders are aware of the school's strengths and areas for improvement and target these appropriately. The process for gaining this information is rigorous and checked by governors and directors. There is a well-developed process of monitoring the quality of teaching and learning which has continued during the distance learning

- Student's input and points of view are highly considered

6.2.2 Monitoring and evaluation of teaching and learning in relation to students' achievement
- A rigorous performance management system for monitor staff performance and the quality of teaching is in place which is understood by all and has different levels of evaluation and monitoring to be fair and supportive to all.
- ·HODs and middle leaders monitor the quality of planning and curriculum mapping across all grade levels in their subject areas to ensure accurate and effective tracking of student attainment and progress.
- The PM empowers staff to grow by looking for the potential strengths of staff and growing them as leaders of tomorrow.
- A strong incentive system that empowers staff to work hard.
- Evaluating teaching for effective learning (Impact) by considering all aspects

- Data triangulation is used to ensure all systems, processes and initiatives are focused on improving student learning outcomes

-Teaching and learning is monitored and evaluated continuously, not only considering an

phase and since students' have returned to face-to-face learning. All teachers receive at least 4 observations per year undertaken by senior leaders and middle leaders, with additional support for new teachers and those who require it. Joint observations with senior and middle leaders indicate that they are aware of best practices and appropriate strategies. However, these are not yet consistently applied across all phases and subjects. Due to a high staff turnover and return to teaching students face-to-face, there has been more of a focus on teaching rather than its impact on student learning. Consequently, students' achievement is not as high as indicated within the internal-evaluation judgments, particularly with progress in English and mathematics across all phases. The school development plan, which is developed through a thorough process of evaluation, negotiation, and synthesis of relevant information, involving governors, staff, and parents, is focused on addressing the recommendations from the previous inspection and other important areas for development emerging from data assessments and visits by senior leaders and heads of departments to all classes. School leaders including middle leaders focus on the delivery of the SDP and its evaluation. In some areas, it is overcomplicated and leads to some diffusion of intended outcomes. Some key objectives within the SDP were too generalized to be able to measure its success accurately and others had targets that were not justified as to why they were given. The SDP covers all performance standards as they all have an impact on student outcomes. For example, improving attendance, enhancing class activities, well-maintained premises, and the like. With the return to full school following distance learning, leaders focused on socialization and academic gap-filling which has offered a fresh look at how teachers best help students learn.

evaluation process, but a regular practice in school. The school has a multi-tier teaching evaluation process which supports coaching and monitoring in addition to evaluation and improvement. This is done by the school principal, Quality assurance team, Academic coordinator, HODs, phased HODs and leads.

6.2.3 The processes and impact of school improvement planning

- School improvement plans are based on the school's self evaluation, internal and external data and audits, feedback from stakeholders, students learning outcomes, market needs.
- All staff and stakeholders are involved in the school improvement planning process.
- SDP set by each dept in school then used to build overall school SDP that covers all aspects of the school carefully.
- The impact of school improvement is evident in the progress made by all departments in school.

- The processes and impact of the school improvement planning is evident in all aspects of the school. As students are showing

Meetings with middle leaders affirmed the direction of the school. Lesson observations held during the inspection identify these latter areas are accurate and remain a focus for further rigorous and systematic development, particularly on how teaching can support learning.

The school has worked consistently hard over the past two years to maintain existing standards despite the major disruption to students learning. The vast majority of previous standards have been maintained which is a major achievement under the circumstances as well as showing improvement in Arabic, a key area from the previous report. The collective response established by school leaders, the financial commitment by the board and directors, and the willingness and support of the parent body, have enabled collective and creative responsibility through some innovative practices to maintain the profile of learning over such a difficult period.

significant progress overtime. Students are also building more confidence over time.

- Student personal development and leadership skills have significantly improved and are developing rapidly and effectively.

- School's focus on building student and staff capacity in school and equipping them with the needed skills and knowledge to succeed in all aspects of life and education.

6.2.4 Improvement over time
- Managing change quickly, flexibly and efficiently
- Short and long term plans in additional to a full school strategic plan that sets the 5 year plan and direction of the school.
- ·Ensuring that all staff get a chance to be innovative, creative and to take ownership of new ideas by promoting a culture of brain storming and consensus.
- ·School Leaders strive to work towards the UAE national priorities and to work towards the 2020 vision.
- Almost all recommendations on previous

inspection report have been met. (please see summary sheet).

The school is showing significant improvement over time as students progress is evident in terms of personal development and academic progress. This is evident through the trust of parents, confidence of the majority of the students, and student results by the time they reach secondary level. It is also evident through the scholarships and alumni progress in their next stage. It is also evident through the confidence of parents in securing their seats in MADAR with a minimum rate of withdrawals. The trust of the local community is also evident.

The school is effectively being compliant in all regulatory inspections with distinction especially in academic progress. The school is also effectively attracting the local community and maintaining parent and university trust.

The school has recently completed the Cognia review inspection which has been crowned with outstanding results with an IEQ of 315 compared to the international range of 278.34 – 283.33.

Next steps for leaders:

1. Ensure all professional development and lesson observation feedback focuses on how teaching impacts learning.

2. Ensure all school improvement actions are fully embedded and evaluated over time and against success criteria.

3. Identify specifically what the intended outcomes will look like if school improvement priorities are successful and accurately measure the impact of continued professional development.

PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
6.3.1 Parental involvement - Parents are strongly involved in all school aspects including the planning and decision making process (from strategic to operation), when possible. - Parents views are strongly heard and considered if they add value to the educational system or the school processes. - The school keeps parents informed of current and future aspects of the school. - Strong participation is evident among parents in school events, orientations, meetings, ..etc - Parents of SEN students are strongly involved in the planning phase of their children's personalized program. - Strong parental impact and involvement through the parent committee and subcommittees. - Strong parental involvement in student orientations and guidance. - The school has an effective open door policy. - Parents strongly and effectively participate in school events and organization. - Parents demonstrate strong trust with the school and feel confident in expressing their points of view. They also show strong buy-in to school and trust in actions. Even when they doubt some decisions, parents feel welcomed to discuss and to understand the purpose and benefit of school decisions to their students learning journey. - The school strongly keeps parents involved in the implementation of any new regulations, policies, or initiatives and provides the clear rational and reasoning to build awareness not only in students but also their parents. - Parents are involved in almost all aspects of the school such as but not limited to: - School activities and events including participation,	6.3.1 Parental involvement 6.3.2 Communication 6.3.3 Reporting to parents 6.3.4 Community partnerships	Parents play an inclusive and integral part in the life of the school. The formation of a Parents Council and their representation on the board of trustees ensures parent opinion and interaction is live and regular. Parents speak very positively about the support they received on a weekly basis from the school principal and teachers during 'lock-down'. Communication is regular and helpful, and parents value the openness and proactive nature of school leaders to any concerns or issues they have, or suggestions to support or improve student involvement and enrichment activities. Parents are often contacted to share their expertise or career experience to broaden horizons for students' future careers or educational pathways as well as link studies to real-world applications. Parents also offer training sessions for other parents where their own skill sets are relevant. For example, on anti-bullying, and mental health. These contribute positively towards raising standards. The Parental Survey showed high commitment toward the school. Relative areas for improvement were to increase the number of extra-curricular activities, and ideas and tools to support children at home. Communication is regular and appropriate, providing relevant information to parents about their child's or children's achievement at school. The use of digital technologies, WhatsApp groups, and using the parents' council as a conduit for listening and communication. There are strong relationships between school and parents, and they

planning, contribution and attending.

- Parent committee and BOT to represent the parent and student voice.

- Strategically supporting the school in setting improvement priorities.

- Involvement in their children's education and improvement

- Involvement in career counselling and orientation.

- Supporting the school in their field of expertise such as providing students with orientation on safety and wellbeing, how to be successful citizens of tomorrow, ..etc.

- Involvement in breakout rooms during the pandemic online teaching.

- Supporting the school in reading programs and story telling to enforce the national ID.

Kindly review the parental involvement folder for a full range of forms of involvement with evidences.

6.3.2 Communication

- Various means of communication with parents including portal, memos, SMS, meetings, individual meetings with student affairs, in both languages, specialized emails, whats app business, communication channels, support team , supervisors, technical team...etc, principal orientations.

- Parents are well informed of any new changes or new advancements through regular orientations held by the school principal, HODs, phase leaders, social workers, to explain detailed implementations in addition to posting a hard copy on the portal and parents whats app groups.

commented on how timely and helpful the communication is and how supportive teachers are for those with children having learning difficulties. This latter group of students and their parents are involved in a more regular pattern of communication and meetings with school staff and any additional meetings as and when required.

Students receive semester reports on their academic achievement along with a brief comment section for teacher remarks, in addition to their attendance record. The cards offer little space to comment upon attitudes to learning or any key areas of development they can work on. However, these are addressed during face-to-face appointments with parents and their children, following the distribution of the record cards. KG report card is very comprehensive and identifies the full range of age-related skills, abilities, and competencies and is a comparator to the child's level of development against each indicator.

The school community is enhanced greatly by the involvement of an active parent's council who provide support to special event days and weeks and shares the joys and concerns of parents. They offer training to parents on areas of interest or need. For example, health and safety, anti-bullying, mental health, and cultural heritage. They also forge useful contacts within the local community in areas that can enrich the curriculum and students' experience as well as staff wellbeing. The school is very outward-looking and supports several other initiatives aimed at sharing best practices. For example, the Growing Great Leaders program, other school governance, teacher training, and two-way relationships with both universities based in Al Ain. Students and staff are

- Meetings and summaries to parents of future plans and priorities.

- Parent complaints procedures and process.

- Informing parents of their children's learning and development: Parent evenings, individual meetings with teachers via the student affair, portal, call ins, follow up by the assessment committee, SEN dept follow up.

- Strong communication methods with SEN/SOD parents to keep them informed and to keep them involved in their children's education via strong communication channels such as teams.

- School devoted numbers are shared with parents to ease the communication links at all times even out of school hours.

- Office hours are provided by teachers at different times out of school hours to provide students and parents with help on their assignments and studying.

- Parental meetings and orientations to keep parents informed of all school aspects, discuss any plans or future perspectives, and to listen to parents points of view.

- Surveys and emails to allow parents to evaluate particular programs, implementations or services, and to get their points of views and suggestions.

- Clear proper procedures for dealing with parental complaints.

- A wide range of effective communication methods to communicate with parents :
  o School portal
  o Whats app business for school.
  o SMS messages
  o Emails
  o Memos and deliverables
  o Mobile application via the school portal.

actively involved with voluntary work linked to the Red Crescent, various environmental authorities, Ramadan Aman, and Eid Clothes. There is an impressive list of supportive roles for other schools which include leadership training, school improvement, in-service training, and the like. The school has established partnerships with other schools as well as with the Social Community department. However, there are no links with other GCC countries or international schools or agencies.

o MS Teams/ZOOM virtual meetings
o Supervisor group communication channels.
o School direct – directory inquiry system.

6.3.3 Reporting
- Parents receive feedback on the quality of assignments and assessments on a timely manner.
- All summative assessment results are reported to students and parents to monitor their progress and level.
- The student affair officer and phase leaders follow up with parents on students level regularly. In addition to following up with parents on the level of struggling students.
- The school sets plans, monitors progress and communicates continuously with parents on the educational level of their child throughout the year.
- Report cards with detailed performance are shared with parents twice a year on semester based with parents and termly based for KG students.
- Continuous monitoring, follow up and reporting takes place by departments and teachers for students in need of attention.
- SEN students progress and attainment is strongly communicated, discussed and followed up continuously with parents on a timely manner.
- Attendance, behavior and other school aspects are reported to parents continuously using all means of effective communication.

- Reporting is done in school in many forms regarding students academic level and personal development. Some forms of reporting are:
o Report cards
o Parental meetings
o Individual meetings

- o Sending Midterm exams home
- o Sending quizzes home
- o Behavior report card follow up for students with behavior issues
- o Communicating level via the portal
- o Keeping parents informed via the student affair and assessment officer.
- o Personal meetings with parents.
- o Zoom meetings
- o Individual sessions
- o Weekly assessments
- o Daily formative assessments
- o Practice check points
- o Reporting students' levels and grades via eLearning tools:
  - ▪ On Teams, through assignments, nearpod, notes, etc.
  - ▪ Reading programs: Achieve 3000, Iqraa, Manasa...etc
  - ▪ Map results
  - ▪ Parental-teacher conferences and meetings.

-

6.3.4 Community, national and relevant international partnerships

- Social contributions of the school to local and national and international communities.

- Partnership with different partners: American University in Sharjah, AbuDhabi University, Alain University, red crescent, community services, <mark>keepeat right,</mark>

and other entities.

- Partnership with other schools: Al Adwaa, GIPA, FIS, Alain American School, JA, Alsanawbar school. Such partnership involves sharing best practices, being part of the board of trusties, setting plans, evaluating process, sharing ideas, training staff… etc

- Partnership with innovation and stem organizations: Coded minds.

- AdvancED: Being on inspection teams.

- Alain Club for sports

- Red crescent, sports clubs, universities… etc

- Strong community partnership with local pioneers and inventors, business men, and successful personals that support the school in enlightening the students with future perspectives and careers.

- Alumni students
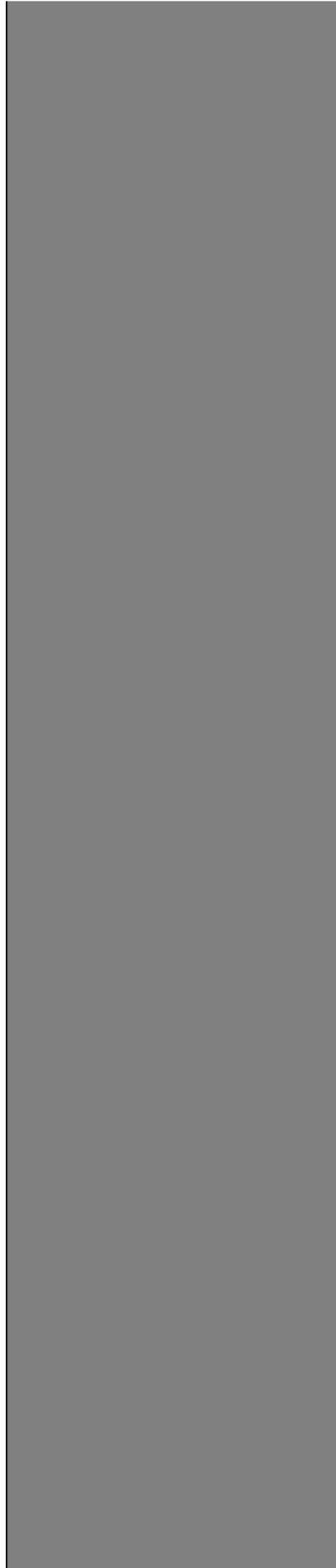
visiting the school to hold panel discussions to support the secondary students on their future journey and to answer their educational needs.

- Participating in UAE national initiatives: UAE crafts, Municipality initiatives, Environmental campaigns...

- Participating in other school boards to support mock inspections, improvement and teaching and learning.

- Supporting other schools start up and foundation

- Affiliations with universities to conduct student internships for future teachers.

- Participating in research studies on different aspects concerning education.

- Participating in ADEK Pilot school initiative to be an effective part of the educational reform in the UAE.

-

- Supporting ADEK and educational institutions in setting plans of improvement for other schools.

- Training other leaders in other schools as part of the GGL program conducted by ADEK.

- Partnership with ADIA and the presential affairs for student scholarships.

- Partnership with AUS as part of the Sharaka program to develop the school and students and support students in gaining scholarships.

Partnership with universities such as ADU and UAEU and AUS, and AU to support student learning and growth such as gifted and talented initiatives, and staff training.

-Partnership with Cognia to improve educational standards

Next steps with parents and partners:
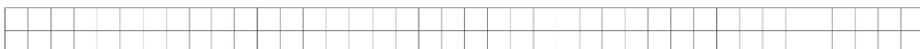
1. Further develop partnerships with GCC and international groups, to broaden students' horizons and positively influence their achievement.
2. Create more opportunities for extracurricular activities.
3. Develop and distribute tools and activities to parents in order to support their child's learning at home.
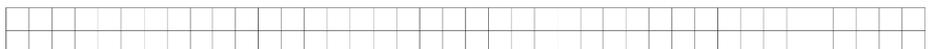
PS6: Leadership and management

6.4 Governance

Internal Evaluations	Elements	External Evaluations
6.4.1 Involvement of parents and other stakeholders and impact on decision-making - Governing board consists of representatives of different stakeholders of the community (school presentative, parents, BOT members, community representatives, decision makers, educators, ..etc) - Meetings are conducted regularly to discuss all aspects of the school (strategic to operational). - Closing meetings to evaluate progress and achievement. - Raising parents' concerns, point of views and opinions. - Regularly conducting surveys to seek parents' views to inform decision making in school. - Discussing all parents concerns, findings, opinions with the BOD for school improvement - Transparently sharing school results with BOT and seeking improvement suggestions. - The effective contribution of BOT in evaluating the school and holding the principal accountable for improvement	6.4.1 Involvement of stakeholders 6.4.2 Ensuring accountability 6.4.3 Influence on the school	There is a good representation of parents on the board of trustees, along with community members, local university staff, and representatives of the board of directors, which ensures a strong representation of the parent body. They actively seek parental opinion and have a range of communication channels, meetings, and surveys to engage as many as possible. They are fully aware of the SDP and seek to support and challenge school leaders so they can contribute in an informed way to the school improvement plan. They receive advice from the principal and other senior leaders but have not had any formal training about how they can act as effective school trustees. The board of directors holds a strategic role in maintaining and promoting the viability of the school and the role it plays within the community it serves. Their 'futures thinking' approach keeps the school abreast of new approaches to education and how they can plan to meet the demands and expectations of change. The board of directors meets regularly with both trustees and school leaders to ensure the responsibilities and links between all three are effective and purposeful. Roles and responsibilities for both groups are clear and have support for the school at its heart to facilitate the accountability of the school's leadership team. This involves half-termly meetings to ensure progress against objectives set within the school improvement plan are being met by holding different school leaders to account for progress or lack of

- Effective subcommittees that consider the overall parental views and voice in contributing to school life and decision making.

- All board meetings are recorded.

Feedback from all stakeholders helps to shape the school direction and decisions and to direct change and manage school resources efficiently.

6.4.2 Ensuring accountability for the school's actions and outcomes
- Revising school outcomes and performance regularly.
- Holding the school principal and leadership team accountable for achievement and outcomes.
- Rigorous follow up on school work and operation.
- Revising school development plans and actions, evaluations, audits, performance, student results on internal and external exams and holding the school principal and leaders accountable for results
- Recommendations from the governors decide the next stage.
- Governors have had a strong role in changing school management if not effective.
- Governors raise their concerns regarding the level

it being made. This has not always been as straightforward as normal as the focus has been on establishing remote learning that is reliable and increasingly effective. The fact that standards have generally been maintained with some improvements is a credit to the way school governance in all its formats has been effective. The resolve of the school boards during the pandemic to continue to support pupils, staff and parents has been admirable. The meeting with parents strongly supported initiatives to maintain home-school communications through a major investment in new technologies. Staffing issues were dealt with ethically by maintaining contracts of employment and reducing fees wherever possible. The school is adequately staffed, and well-resourced, and buildings are retained in a very good state of repair and decoration. In addition, the continued health, safety, and well-being of the staff and students have been maintained despite an increased burden placed upon them by the COVID-19 pandemic.

of teaching and learning.
- Governors monitor the level of students especially the graduates.
- Governors monitor the quality of all aspects of the school and have a say in decision making.

6.4.3 Influence on and responsibility for the school's performance

- Board of trustees policies, procedures are regularly revised and conveyed to all members that have been selected by parents to be involved in school improvement.
- Support to school principal in providing adequate resources to support school operations (see budget).
- Proper support on staffing and recruitment to ensure proper school functioning.
- Providing the school with strategic guidance and expertise.
- Supporting the school with resources and experience to ensure fulfilling statutory requirements.
- The Governors support the school in setting budgets
- The Governors are strongly involved in considering corrective action when needed, for
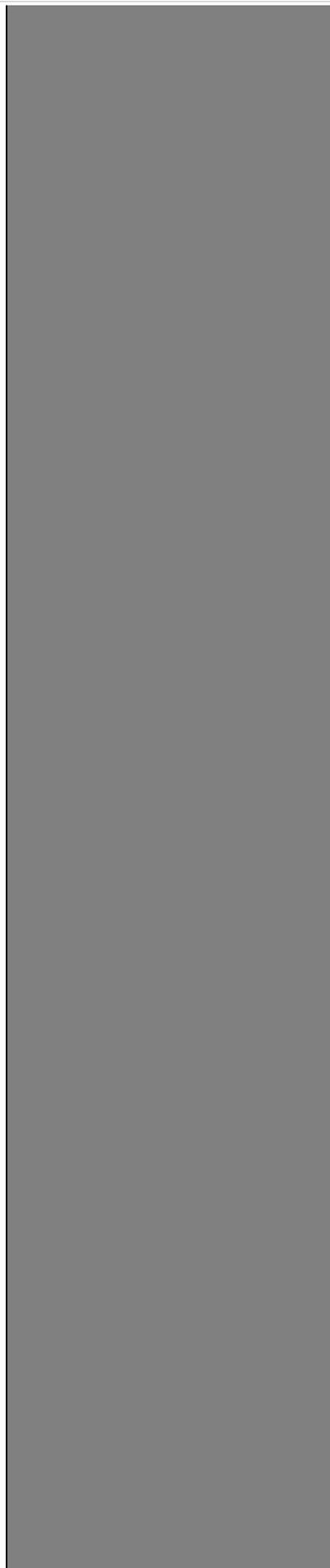
instance, arranging student orientations and even presenting them if a problem exists .
- The Governors strongly support the school in allocating and effectively using resources.
- The Governing body supports the school in running many initiatives, in strongly building bounds with external national and international communities and foundations, monitoring and running school events, etc.
- Staffing, hiring, and abiding to regulations is strongly monitored and evaluated by the Governors.

Next steps for governors:

1. Seek training specific to building the effectiveness and accountability of their interactions with school leaders.
2. Monitor more rigorously the effectiveness of the school's work in approving the students' achievement, particularly in the achievements of different groups.
3. Support school leaders in their plans to appoint the number and quality of teachers for the next academic year.
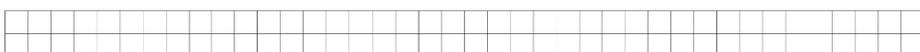
PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
6.5.1 Management of the day-to-day life of the school All tasks in schools are assigned to staff according to the organization chart which ensures clear roles and tasks and avoids any conflicts or overlapping. Daily operations are monitored by the school senior admin. Changes have taken place to re-enforce policies that ensure appropriate school functioning and operation. - Adequate staff in place to carryout day to day tasks. - Clear roles and delegations – organizational chart. - Proper reporting communication lines. - Systems in place. - Proper policies and procedures. - Timetabling is effective and ensures best use of school facilities and finds resolutions to any limitations or obstacles. - Effective use of time to ensure no student time is wasted. - Information boards are updated regularly. And staff are well informed at all times via emails, meetings, daily flow newsletter, and whats app groups. - Parents are well informed of any changes or updates	6.5.1 Management 6.5.2 Staffing 6.5.3 Facilities 6.5.4 Resources	The day-to-day running of the school is very efficiently organized. Students adhere very well to the routines and codes of practice that ensure disruption is minimized and students use most of the time available to gain and grow from all the school has to offer. With over 2000 children and students, it runs very smoothly. The organization of teachers and resources ensures there is little teaching time lost. Students and staff are prompt starters to every lesson. The school has sufficient staff to cover all phases. The leadership team managed urgent recruitment issues, following the distance learning period, to ensure continuity of educational provision and has already started the journey to build back to full leadership and staffing capacity. This includes additional Special Educational Needs teaching specialists and career guidance counselors. There is a thorough professional development program that takes its lead from the SDP and emerges from teachers' own professional needs, lesson observations, career enhancements, assessment data, and school or national initiatives. Staff support one another very well and this has been evident with the large influx of new teachers since returning to face-to-face learning, particularly in the KG and elementary classes. Teachers apply what they learn through professional development and professional dialogue, plan together, and strive for improvement. This has been

via the many sorts of communication links available.
- Staff and all stakeholders are fully aware of school events and latest news using the portal, display boards, memos, …etc
- Concerns and complaints are handled effectively.
- School admin including the school principal lead all aspects of the school (Strategic, educational, instructional and operational).

- parents are involved in all aspects and are kept will informed.

6.5.2 Sufficiency, deployment and development of suitably qualified staff to optimise student achievements
The school makes every effort to hire the best based on subject expertise and experience at the required level. All staff undergo training throughout the year, both through school-based consultants and with other schools about improving teaching and learning.
- All staff especially teachers meet the qualification requirements of ADEK and the MOE.
- Staff are teaching their specialized subjects.
- Teachers are provided with support staff and teaching assistants in each grade in KGs and grade 1. Each section has at least two supervisors and one

evident during the inspection while observing lessons. For example, Arabic subject teachers share good practice across all their teams which have resulted in a coherent delivery of the subject and impressive outcomes in students' achievement. Joint lesson observations indicate senior and middle leaders are aware of areas for improvement and strongly aligned most of their judgments with the inspection team.

The school is very well maintained and the best use is made of all available space providing a range of good facilities and interesting learning spaces For example; activity rooms, drama, and creative arts studios and stages, and interactive mathematics and practical resource rooms in elementary. It is exceptionally clean and tidy. Art displays are of a very high standard and enhance the learning environment. The learning environment in classes is more decorative rather than being used as a learning opportunity, where scaffolding, thematic vocabulary, and models of best practice are integrated into daily teaching. Scaffolding needs to lead to independent learning and creating a learning environment that supports this ethos should be closely monitored by middle leaders. Some classrooms are too small to accommodate a fuller program of student interactivity or to organize different learning spaces and store equipment that would aid teaching and learning. Many items such as books and manipulatives are centrally stored and brought to classes when required. Students in the higher phase do not have their own common room or interactive space to conduct

social worker to support the teachers in addition to section assistants.
- TA's are qualified and well trained to support the teachers in classrooms effectively.
- Teaching loads are reasonable and cater for teachers needs to plan and correct students work, and collaborate with colleagues.
- Collaboration and partnerships with external consultants regarding SEN students or gifted and talented ones.
- Staff are provided various on going CPDs and personal development opportunities to upskill.
- Workloads are distributed to allow for planning time.
- Staff are developed and given opportunities to grow within the school.
- Sharing best practices and expertise is a key in school.
- Creating a culture of learning to support students achievements.

6.5.3 Appropriateness of the premises and learning environment to promote student achievements
The school's premises and learning environment is health & safety compliant as per ADEK standards. Facilities and equipment are continuously updated. Classrooms accommodate

independent research or develop other learning possibilities. Teachers make good use of the interactive SMART boards in their classrooms and students in the high school are very adept at using them for their own presentations of work. However, there is not enough use of other technologies for student use. The school is adequately resourced to deliver the curriculum but lacks the space to fully utilize these resources beyond the required level. For example, in KG and elementary classes, resources are centralized, which restricts children and students from independently accessing concrete operational equipment to practice fine and gross motor skills or the manipulatives to support practical understanding of simple number bonds or build words and sentences. The school library is well resourced with a pleasant learning environment, but student access to reading materials and online reading resources within their own class bases is minimal and an area requiring development.

teaching and learning requirements adequately. Safety devices are placed in strategic locations accessible in times of emergencies. The surveillance camera and security guard monitor the whole school area. Emergency staff and committees are trained. The school is checked every day for possible maintenance needs. School buses are maintained and operated under the approval of the Transport Authority and specialized outsourced companies. Parking areas are manned by a security officer with several personnel to ensure safety and efficient movements of

vehicles. Experienced outsourced companies are appointed to ensure a safe clean environment for students at all times. The school environment is conducive to stimulate students learning at all times and at all areas.

6.5.4 The relevance and range of resources for effective teaching and learning
The school is well resourced. Teachers and students utilize the internet in most of their projects and research. Textbooks and other books used by the students are in accordance with the CCSS and are updated regularly. The library has a
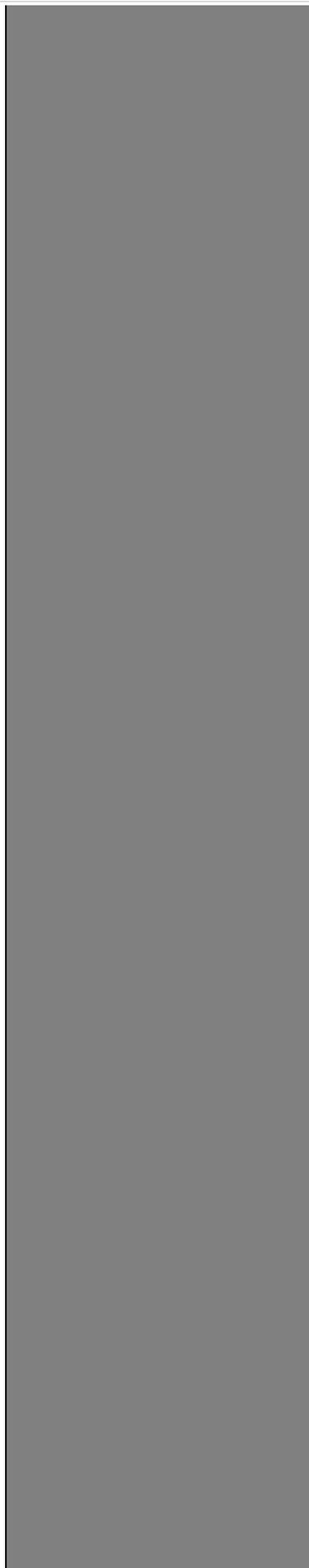
good range of stock from reference, fictions, magazines and newspapers. The Computer labs and the Science labs serve their purpose adequately. The football area and Play areas are covered. The school has adequate ICT resources such as portable laptops and ipads to be used in classes when needed, In addition all classes have smartboards. The school has a school management system.
Students and teachers are provided with various resources to support teaching and learning and students progress. These resources not only include physical ones, but also software and application resources to improve language literacy and numeracy.
Ample resources have been provided to ensure SEN students have what they need to ensure effective teaching and learning.
There is a focus on IT resources in school to improve overall school operation and to support the teaching and learning process. This includes a wide range of educational technology applications that enrich the learning experience and support students to achieve, in addition to devices and other educational equipment that create a stimulating
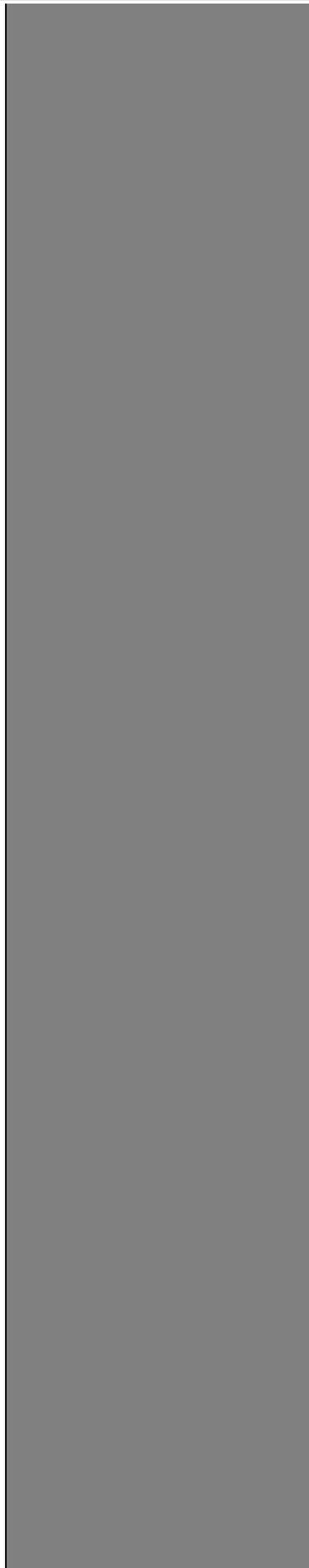
motivating teaching and learning experience in class such as the use of smart panels, portable devices, wireless sets, ...etc. Students are provided with resources for extra curricular activities and resources that match the need of students.

(Kindly see school budget allocation for resources for full details)

Next steps for managers:

1. Extend the range of specific and targeted professional development for teachers and middle leaders with a focus on its impact on learning.
2. Improve quality and use of learning environments to facilitate student independence and interactive learning.
3. Deliver a wider range of resources relevant to the delivered curriculum.

Next steps with ADEK:

The school has been asked to prepare and submit an action plan to ADEK within two months of receiving this inspection report. The action plan should address:

recommendations from the ADEK inspection team;

areas identified by school leaders as requiring improvement;

other external reports that evaluate the outcomes of the school;

priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

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