

Irtiqa'a School Inspection

AY 2024/25









Belvedere British School

Rating: Very Good

Contents

- **School information**
- **Changes since the previous inspection**
- **The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS**
- **Performance in standardized and international assessments**
- **Reading**
- **Strengths of the school**
- **Key recommendations**
- **Summary of inspection findings 2024/25**
- **Inspection findings**

School Information

General Information		
	Name	Belvedere British School
	Esis Number	9222
	Location	44, Al Hasib St, Mohamed Bin Zayed City, Abu Dhabi, 20609
	Website	https://www.belvederebritishschool.com/
	Telephone	025595525
	Principal	Robert Charles Thorn
	Inspection Dates	18 to 21 Nov 2024
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	926
Number of Emirati students	83
Number of students of determination	10
Largest nationality group of students	India - Pakistan - Egypt

Information On Teachers

Number of teachers	61
Nationalities	South Africa - Ireland - Egypt
Number of teaching assistants	5

Changes since the previous inspection

Since the previous inspection, the school's overall performance has remained very good.

Since the previous inspection report in the AY2021/22 academic year, the school enrolment has increased by 25% from 734 students to the enrolment at the time of this inspection visit of 920 students with the corresponding number of teachers increasing by one-third from 41 to 61. The majority of the senior and middle leadership team have been in post for less than one academic year. Staff turnover has been very high in each of the years since the previous inspection. At the time of the inspection, the principal had been in post for less than three months.

Arabic medium subjects have made some improvements, which were evident in Arabic as a first language (AFL) and Arabic as a second language (ASL). For AFL, Phases 2,3, and 4 have progressed from good to very good, and Phase 1 remains at good. Progress for AFL has regressed from very good to good in Phase 1. Progress remained good for Phase 3 and remained very good for Phase 4. Phase 2 improved from good to very good. In ASL, attainment progresses from good to very good in Phases 2,3 and 4. No students studied ASL in Phase 1. ASL progress regressed from very good to good in Phase 2 and remained at very good for Phases 3 and 4. Students' attainment in social studies improved in Phases 2 and 3 from good to very good. Progress in social studies remained good for Phases 2 and 3. The improvements in student attainment in the Arabic-medium subjects are due to students' performance in internal assessments. The attainment of students in Islamic education has improved in all phases since the previous inspection, when it was good, to now very good. Progress in Islamic education has progressed from good to very good in Phase 2 and remained at good for Phases 1,3 and 4.

Achievement in English-medium subjects is varied. Any improvements in attainment are due to a combination of

student performance in the internal and external assessments. There is still a variation in the quality of teaching across all the subjects. English attainment has regressed from very good to good in phase 1. In phase 2, it progressed from good to very good. Phase 3 remained very good, and Phase 4 remained outstanding. English progress made improvement from acceptable to very good in phase 1 and improved from good to very good in phases 2 and 3. Phase 4 progress remained outstanding for English. The decline is largely due to the small numbers entered for external assessments in the last academic year. In mathematics, attainment regressed from very good to good in phase 1. It improved from good to very good in phase 2, remained at very good for phase 3 and regressed from outstanding to very good in phase 4. Mathematics progress regressed from very good to good in phases 1 and 3 and remained very good for phases 2 and 4. In science phase 1 attainment has regressed from good to acceptable and for phase 4 it went from very good to good. In phases 2 and 3, there was improvement from good to very good. Progress in science remained the same in phase 4 where it stayed at very good. In phase 1, progress regressed from very good to good and improved from good to very good in phases 2 and 3.

Learning skills remained at a similar rating compared to the last inspection, where phases 2,3 and 4 remained at very good. However, the judgment did regress from very good to good in phase 1 for learning skills.

Performance Standard 2, related to students' personal and social development and their innovation skills, was not evaluated in the previous inspection but is now rated as acceptable across all phases. Understanding of Islamic values and awareness of Emirati and world cultures is rated as acceptable across all phases, which is largely due to their acceptable attendance and the average performance in the most recent National Identity evaluations. Social responsibility and innovation skills are rated as good across all phases.

Teaching quality has remained very good in phases 2,3, and 4 but has dropped from very good to good in phase 1. Teachers in phase 1 lack understanding of how students learn through play, using their natural curiosity. The children spend most of the lesson sitting at tables or on the carpeted area listening to teacher instructions rather than extending their learning through their play. Assessment has regressed across all phases from very good to good. In most classes across all subjects, assessment outcomes are not used effectively to tailor the work to meet the student's learning needs, even where the teachers' planning has identified these needs in general terms. There are insufficient resources in classrooms to develop children's and students' development of reading skills.

In this inspection, Performance Standard 4 related to the curriculum, design, and implementation was evaluated. In phase 1 it is rated as acceptable and for phases 2,3 and 4 it is rated as good. Curriculum adaptation has the same ratings where phase 1 is rated as acceptable and phases 2,3 and 4 as good.

The health and safety of children and students, including their protection, continue to be strong features of the school and remain as outstanding across all phases. There are more students enrolled in the school now than in the previous inspection, which was conducted towards the end of the pandemic. Care and support have also remained the same as in previous inspections, where the rating is good across all phases. The processes for the identification of students with additional learning needs are developing but are not yet robust to capture all the information necessary for the teachers to make a consistent impact on the student's progress and attainment. There is no systematic process for the identification of gifted and talented students.

The school has consolidated the very good evaluation of leadership and management in the previous report in spite of the many challenges the school has faced, including the expanding enrolment and the changes in staffing levels and senior leadership team. The school has changed ownership since the previous inspection. It has yet to ensure stability in staffing and resourcing to support important aspects of the school's provision, such as those to support teaching and learning in phase 1 and the development and promotion of reading throughout the school. Leadership and management, self-evaluation and improvement planning, partnerships with parents and the community and management, staffing, facilities, and resources have remained very good. There was a regression in the rating for governance, where the rating moved from very good to good.

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

In 2019 the school entered students for the TIMSS (Trends in International Mathematics and Science Study)

assessment. It also participated in the 2023 TIMSS assessment but results are not yet available. The school entered students in both the 2021 PIRLS (Progress in international Reading Literacy Study) and the 2022 PISA (Program for International Student Assessment) assessments.

The school has benchmarked itself against international standards. Heads of departments have analysed past papers and identified the areas where students are less successful. They have adapted the curriculum to include additional content, and incorporated the areas for improvement into lesson plans. Students have daily opportunities, in their lessons, to become familiar with the style of questions they will encounter in these assessments. The school's own internal assessments reflect the format of these external examinations. Teachers and heads of department have received professional development to raise their awareness of the requirements. Each head of department organises their own preparations for these international assessments but there is no one person with a comprehensive overview. The school is aware of the importance of international benchmarking and is committed to improving their performance.

Performance in standardized and international assessments

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

Standardized Assessments

- Students from Year 4 to Year 10 take the Granada Learning Progress Test series (GL-PT) in English (PTE), mathematics (PTM) and science (PTS).
- In AY2023/24, the attainment for students taking the GL PTM for mathematics in years 4 to 10 was very good. Students also demonstrated very good progress in all year levels.
- For GL PTS in science during AY2023/24, student attainment in years 4 to 6 was very good. Students in years 7 to 10 achieved outstanding levels. Regarding progress, all students from years 4 to 10 demonstrated very good progress.
- In English, students taking the GL PTE in 2023/24 attained good levels across years 4 to 6, and very good levels across years 7 to 10. However, in terms of progress, students in years 4 to 6 made acceptable progress, while those in years 7 to 10 made very good progress.
- Students from years 3 to 11 take the ACER IBT Arabic assessments. In 2023/24, students in years 3 to 6 achieved very good levels, while students in years 7 to 10, years 3 to 6, and very good in years 7 to 11 achieved good levels. However, progress for all students in years 3 to 11 was very good.
- Students in year 1 were entered into the phonic screening check in AY2023/24, where 78% achieved the required standard, slightly below the United Kingdom score of 80%.

International Assessments: TIMSS, PISA, PIRLS

15-year-old students participated in the PISA 2022 international assessments. The results in reading literacy at 459.8, mathematical literacy at 466.4, and scientific literacy at 484.8 which are all below the school set targets. The school entered the 2022 PISA assessments for the first time, hence there is no comparative data. The school achieved a proficiency level of two in mathematics and science, which is low, and a proficiency level three in reading, which is average.

In TIMSS 2019, grade 4 students attained 439.72 in science and 460.72 in mathematics, while grade 8 students attained 472.58 in science and 466.24 in mathematics. The results of grades 4 and 8 are within the intermediate international benchmark in both mathematics and science. The school did not have targets for the 2019 TIMSS assessments, where they achieved low levels in both mathematics and science. However, the school participated in TIMSS 2023 results and is awaiting the results. They did prepare to meet the targets set for 2023 and anticipate greater success when results are published.

In the 2021 PIRLS (Progress in international Reading Literacy Study), the school performed at a high level.

Reading

There is one library in the school. The library is managed by a suitably qualified librarian. There are approximately 17,000 books housed in the library, mainly in English but also in Arabic and French. The library contains fiction and non-fiction works, magazines and reference books.

There are computers available which enable students to connect with an online library to extend their reading further in Arabic and English. There is a small study room attached to the library for the use of students in years 12 and 13. Students in the Foundation Stage have book corners in their classrooms, although these are neither inspiring nor inviting. The library is appropriately furnished, with well-organized bookshelves, tables and chairs. There are no comfortable armchairs or cushions. There are planned weekly library lessons for students in Years 1 – 10. Students can visit the library at break times to borrow and change their books, or to read for information or pleasure.

Both English and Arabic teachers have received professional development regarding language development and phonemic structure. Students of both English and Arabic benefit from regular phonics lessons from the Foundation stage to Year 2. Students are assessed regularly to check their phonic knowledge. After Year 2, gaps in knowledge are addressed in class or in intervention groups. Students in Year 1 are entered for the phonic screening check. The same rigor is not evident in the teaching of reading, which is more variable in terms of the materials used. There is no consistent approach to the teaching or assessing of reading from the Foundation stage to Year 6.

Reading across subjects is effectively promoted. Students read word problems in mathematics and understand the terminology associated with science. Students apply the skills of comprehension, inference and context clues learned in English and Arabic to other subjects, including Islamic education and social studies. The school development plan includes some to the development of reading, but there is no separate reading plan. Within the digital reading platform available to students from Year 3 to Year 6, there are competitions students can enter. The school participates in events such as World and poetry days.

Strengths of the school

- There has been improved student attainment in several subjects, including Islamic Education, Arabic (first and second languages) in Primary, Secondary, and Post-16, UAE Social Studies in Primary and Secondary, and English, mathematics, and science in Primary.

- Students demonstrate positive attitudes towards their learning and engage in high-quality interactions and collaboration, particularly in the upper phases. Their behavior and relationships with peers and teachers are consistently positive and based on mutual respect.
- The school has robust arrangements in place to ensure the safety and security of students, including effective child protection measures.
- The developing senior leadership team, strong partnerships with parents, and the efficient day-to-day management of the school are key strengths.

Key Recommendations

1. Consolidate the improvements in student achievement and raise the achievement further so that the progress is at least consistently very good and address the decline in student achievement in English and science in Post-16 by:

- Ensuring lesson plans are consistently implemented across all classes
- Using a wider range of resources to stimulate and motivate students and reinforce key learning using ongoing assessment within lessons to adapt the lesson to the emerging needs of the students
- Providing further opportunities to practice extended reading and writing in English and Arabic.
- Provide more challenging activities for the more able and support for the less able in lessons.
- Exposing students to a wider range of reading texts in English provides more opportunities and practice in speaking in realistic contexts and develops students' extended writing across the school.
- Improving the students' scientific skills of prediction, observation, and recording in all phases and enhancing students' skills of experimentation in Secondary and Post-16.

2. Embed the strategies for effective teaching and learning consistently across all subjects to further accelerate the student's progress in lessons by:




































- Ensuring students in FS and the lower years of Primary have appropriate opportunities to investigate, explore, and develop an understanding of their immediate and wider environment through play-based learning approaches.
- Identify students with special educational needs and the gifted and talented more robustly and provide a broader range of intervention strategies to meet these students' needs.
- Analyzing internal and external assessment data robustly against national and international benchmarks and ensuring that teachers understand and use the outcomes to plan and deliver learning activities for students of all abilities.
- Ensuring that consistent opportunities are provided for students to think and reflect on their responses to teachers' questions so that they give more extended answers, consolidate their learning, and develop appropriate language and critical thinking skills.
- Ensure that teachers' marking and assessment are consistent and matched to curriculum outcomes and provide students with helpful information on how to improve.
- Provide targeted professional development for all teachers in the use of strategies that develop students' enterprise, independent learning, and research skills and include them, where appropriate, within the teachers' lesson planning.

3 Ensure all development plans identify the challenges presented by the increase in enrolment and staff changes, and set out clearly how the school plans to address these challenges by:

- Increasing the retention levels of existing teaching staff.
- Develop a coherent and collaborative strategic plan for the school that sets achievable goals to inform the school development plan.
- Providing more regular professional development in key teaching and learning strategies, which are revisited regularly, reinforced, and adapted to meet the school's changing circumstances.

- Developing the senior leadership team so that they have clear responsibilities for key areas of the school's provision, including assessment, and can be held accountable for these areas of responsibility.
- Continuing to build the capacity of the middle leadership team to contribute to the school improvement processes.

Overall School Performance: Very Good

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Very Good 	Very Good 	Very Good 	Very Good 
	Progress	Good	Very Good 	Good	Good
Arabic as a first language	Attainment	Good	Very Good 	Very Good 	Very Good 
	Progress	Good 	Very Good 	Good	Very Good
Arabic as a second language	Attainment	Not Applicable	Very Good 	Very Good 	Very Good 
	Progress	Not Applicable	Good 	Very Good	Very Good
UAE Social Studies	Attainment	Not Applicable	Very Good 	Very Good 	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable
English	Attainment	Good 	Very Good 	Very Good	Very Good 
	Progress	Good 	Good 	Very Good	Very Good 
Mathematics	Attainment	Good 	Very Good 	Very Good	Very Good
	Progress	Good 	Very Good	Good 	Very Good
Science	Attainment	Acceptable 	Very Good 	Very Good 	Good 
	Progress	Good 	Very Good 	Very Good 	Very Good
Learning Skills		Good 	Very Good	Good 	Very Good

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management


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

Inspection findings


PS1: Students’ achievements

Islamic Education


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




Holy Qur’an and Hadeeth




Islamic values and principles




Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school’s analysis of internal assessment data at the end of AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in FS1, primary, secondary and post 16 phases are attaining above curriculum standards. This high level of attainment does not align with the levels of students’ knowledge and skills observed in lessons.
- The school has no external national or international assessments for FS. The results of the MoE national examination for year 13 at the end of the academic year 2023/24 indicate outstanding attainment. ABT results for native speakers indicate outstanding attainment in years 3-11 and very good attainment in years 7-11. Results for non-native speakers indicate very good attainment in years 3-6 and outstanding attainment in years 7, 8, and 10.
- In lessons and their recent work, the large majority of students demonstrate knowledge of Islamic principles, etiquette, the Quran, and Hadith above curriculum standards. In FS, children memorize and recite short Surahs correctly. In primary school, students are inconsistent in developing a deep understanding of the Prophet’s teachings. In secondary school, students occasionally demonstrate the ability to independently explain the concepts and meanings of Surahs.
- Over the past three years, the school’s internal attainment data suggests that most students in FS1, primary, secondary, and post-16 phases have consistently attained above the MoE curriculum standards.
- The school’s analysis of internal assessment data indicates that most students in FS1 and post-16 phases make the expected progress, while the large majority of students in primary and the majority of students in secondary make better than expected progress in relation to their starting points and curriculum standards.

- In lessons and students' work, the majority of both native and non-native students in FS, primary and post-16 phases, and the large majority of students in secondary make better than expected progress in developing their knowledge of Islamic principles, etiquette, Qur'an, and Hadith.
- The school's analysis of internal assessment data indicates that most boys, girls, and Emirati students in phase 1 make the expected progress. In phase 2, boys, girls, Emiratis, low and high attainers, and students with special educational needs all make better than expected progress. In phase 3, most boys, girls, high attainers, and students with special educational needs make the expected progress, while Emiratis and low-attaining students make better than expected progress. In phase 4, most boys, girls, Emirati, and high attaining students make the expected progress. The school has not identified gifted and talented students. In lessons, all groups of students make similar progress. However, students with lower and higher attainment levels do not always make the progress they are capable of.

Next Steps:

1. Develop students' capability to independently explain the concepts and meanings of Surahs.
2. Improve students' accuracy in recitation skills with correct Tajweed rules.

Arabic as a first language

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

Speaking

Listening

Reading

Writing

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

Findings:





- The school’s analysis of internal assessment data at the end of AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the majority of students in FS and most students in primary, secondary, and post-16 phases attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for FS. The school administered the Arabic Benchmark Test (ABT) during the academic year 2023/2024 to benchmark students’ attainment in Years 3-11. Students’ ABT results indicate very good attainment in Years 3-6 and good attainment in years 7-11. The results of the MoE national exam for year 13 at the end of the academic year 2023/24 indicate outstanding attainment.
- In lessons and their recent work, the majority of students in FS and the large majority of students in the primary, secondary, and post-16 phases demonstrate listening, understanding, reading, speaking, and comprehension skills above curriculum standards.
- The school’s analysis of internal assessment data indicates that most students in FS and secondary make the expected progress while the large majority of students in primary and the majority of students in post-16 make better than expected progress in relation to their starting points and the curriculum standards.
- In lessons, the majority of students in FS and secondary, and a large majority of students in primary and post-16 phases, make better than expected progress against learning objectives aligned to curriculum standards.
- The school’s analysis of progress data indicates that most boys and girls and less than three-quarters of Emirati students in FS make expected progress. In primary school, boys, girls, Emirati, low-attaining students, and students with special needs make better than expected progress, while high-attaining students make the expected progress. In secondary, most boys, Emiratis, high attainers, and students with special needs make the expected progress, while girls and low-attaining students make better than expected progress. In the 16 phase, boys, Emiratis, and low-attaining students make better than expected progress,s while most

girls make the expected progress. The school has not identified gifted and talented students. In lessons, all groups of students make similar progress. However, students with lower and higher attainment levels do not always make the progress they are capable of.

Next Steps:

1. Enhance students' progress in accurately reading extended texts in primary and secondary phases.
2. Accelerate students' progress in developing their speaking and presentation skills in standard Arabic across the school.
3. Improve students' writing skills across all phases, including writing at length with proper grammar and punctuation, particularly in secondary and post-16 phases.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Not Applicable	Very Good 	Very Good 	Very Good 
	Progress	Not Applicable	Good 	Very Good	Very Good

Findings:

- The school’s analysis of internal assessment data at the end of AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in Primary, secondary, and post-16 phases learning Arabic as a second language (ASL) attain levels above curriculum standards. There is no data for children in FS as they are integrated in lessons with Arabic-first-language students. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school administered the Arabic Benchmark test (ABT) during the academic year 2023/2024 to benchmark students’ attainment in Years 3-8 and 10. Students’ ABT results indicate good attainment in Years 3-6 and very good attainment in Years 7, 8, and 10.
- In lessons and students’ work, the large majority of students in the primary, secondary, and post-16 phases demonstrate listening, understanding, reading, and writing skills above curriculum standards.
- Over the last three years, the school's internal assessment data consistently shows outstanding attainment in primary, secondary, and post-16 phases.
- The school’s analysis of internal assessment data indicates that the majority of primary students, the large majority of secondary students, and most of the post-16 students make better-than-expected progress in relation to their starting points and the curriculum standards.
- In lessons, the majority of primary and the large majority of students in secondary and post-16 phases make better than the expected progress in gaining secure listening, understanding, writing, and reading skills. Students in primary develop the capacity to read sentences but still struggle to read short paragraphs. In all phases’ students do not make rapid progress in developing their speaking and conversation skills confidently.
- The school’s analysis of progress data indicates that in primary school, boys, girls, and low-attaining students make better than expected progress, while most high-attaining students make the expected progress. In secondary, boys, girls, low attainers, and students with special needs make better than expected progress, while most high-attaining students make expected progress. In the post-16 phases, boys, girls, and low-attaining students make better-than-expected progress. The school has not identified gifted and talented students. In lessons, all groups of students make similar progress. However, students with lower and higher attainment levels do not always make the progress they are capable of.

Next Steps:

1. Enhance students' speaking skills, with a particular focus on their ability to communicate using standard Arabic across all phases.
2. Accelerate students' progress in reading skills with a focus on reading paragraphs, particularly in primary.
3. Improve students' writing skills across all phases, particularly in applying correct grammar rules in phases 3 and 4.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Not Applicable	Very Good ↑	Very Good ↑	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable

Findings:


- The school's analysis of internal assessment data at the end of AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in primary and secondary attain above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has administered the (ABT) during the academic year 2023/2024 to benchmark students' attainment in Years 3-11. ABT results for native students indicate outstanding attainment in years 3-11. Results for non-native students indicate outstanding attainment in years 3-8 and 10.
- The large majority of primary and secondary students attain above curriculum standards in lessons and their recent work.
- Over the past three years, the school's internal attainment data shows that most students have consistently attained above the MoE curriculum standards in primary and secondary.
- The school's analysis of progress data indicates that most students in primary make the expected progress, and the majority of students in secondary make better than expected progress in relation to their starting points and curriculum standards.
- In lessons and students' work, the majority of both native and non-native students in primary and secondary school make better-than-expected progress in gaining knowledge of the UAE National identity. However, they do not consistently progress in developing a deep understanding of UAE culture and heritage or the significant role of UAE and global heritage preservation in fostering national identity and global awareness.
- The school's analysis of progress data indicates that in primary, most boys and students with special needs make expected progress while girls, Emiratis, and low and high-attaining students make better than expected progress. In secondary, boys, girls, Emiratis, low attainers, and students with special needs, all make better than expected progress, while most high-attaining students make expected progress. The school has not identified gifted and talented students. In lessons, all groups of students make similar progress. However, high-attaining students do not always make the progress they are capable of.

Next Steps:


1. Enhance students' understanding of the significant role of UAE and global heritage preservation in fostering national identity and global awareness.
2. Improve all students' progress in phase 2, especially boys.
3. Accelerate the progress of high attainers in phase 3.

English


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




Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Good ↓	Very Good ↑	Very Good	Very Good ↓
	Progress	Good ↓	Good ↓	Very Good	Very Good ↓

Findings:

- The school’s analysis of internal assessment data at the end of the AY2023/24 against the National Curriculum for England standards indicates that the large majority of students in the Early Years Foundation Stage (FS) and in secondary and most students in primary and the post 16 phases attain levels that are above the curriculum standards. These very high levels of attainment do not fully align with the levels of students' knowledge and understanding observed in lessons.
- The school has administered the Granada Learning (GL) Progress Test in English to benchmark students’ attainment. Results for the academic year 2023/24 indicate the majority of primary and secondary students attained levels above international standards. At the end of Secondary all students are entered for the International General Certificate in Secondary Education (IGCSE). In the most recent academic year, 2023/24, most students attained levels above national standards. A very small number of Year 12 students were entered for the Advanced Subsidiary (AS) level examination, with less than three-quarters attaining levels in line with national standards.
- In lessons and their recent work, the majority of students in FS and the large majority of students in all other phases demonstrate levels of knowledge of the English language, listening skills, and reading comprehension that are above curriculum standards.
- Over the last three years, the school’s trends in internal assessment data indicate that the attainment of FS students is consistently very good, and the attainment of primary students is consistently outstanding. Secondary attainment improved from very good to outstanding in AY 2022/23 but then dipped back to very good in AY 2023/24. In the post-16 phase, attainment regressed from outstanding to very good in AY 2022/23 and then improved again to outstanding in AY 2023/24. The three-year trends in the external GL assessments illustrate an improvement from good in AY 2021/22 and 2022/23 for both primary and secondary to very good for both phases in AY 2023/24. The trends in the IGCSE also demonstrated an improvement from weak in AY 2021/22 to acceptable in AY 2022/23 to outstanding in AY 2023/24 for both the secondary and post-16 phases.

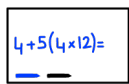
- The school's internal assessment data indicates that the large majority of students in FS and primary and the majority of students in secondary make better than expected progress in relation to their starting points and the curriculum standards. Less than three quarters of post-16 students make the expected progress. Most primary students make expected progress and the large majority of secondary students make better than expected progress in the external GL assessments.
- In lessons and their recent work, the majority of students in FS and primary and the large majority of secondary and post-16 students make better than expected progress in relation to learning objectives aligned with curriculum standards.
- The school's analysis of internal data indicates that in FS, the large majority of boys and girls make better than expected progress, while most Emirati students make the expected progress. In primary, the majority of boys and Emiratis, the large majority of girls, and most low attaining students make better than expected progress, while most high attainers and students with special needs make expected progress. In secondary, the majority of boys, girls, and Emiratis and the large majority of low-attaining students make better than expected progress, while most high attainers and less than three-quarters of students with special needs make expected progress. In the post-16 phase, less than three-quarters of girls make the expected progress. The school has identified no gifted and talented students.

Next Steps:

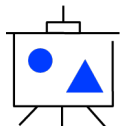
1. Improve students' reading and writing skills in FS and the early years of primary.
2. Provide more opportunities for all students to develop their independent, extended, and creative writing skills in the upper primary and lower secondary years.

Mathematics

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



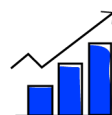
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's analysis of internal assessment data at the end of AY2023/24 against the National Curriculum for England standards indicates that the large majority of students in FS, primary, and the post-16 phase and most students in primary attain levels above the curriculum standards. These levels of attainment align closely with the levels of students' knowledge and skills observed in lessons in primary, secondary and post-16 but are a little elevated from what was observed in FS.
- The school has no national or international assessments for FS. In external assessments, the majority of year 11 students who took IGCSE mathematics attain levels above international standards. The results in post-16 AL mathematics are very good. In the most recent GL assessments for the AY 2023/2024, the large majority of students in years 4 to 10 who participated in the mathematics assessments attained levels above international standards.
- In lessons and in their recent work, the large majority of students in primary, secondary, and post-16 and the majority of students in FS demonstrate mathematical knowledge, skills, and understanding that is above the curriculum standards.
- Over the last three years, the school's trends in internal assessment data indicate that the attainment of students in FS is consistently very good and in primary consistently outstanding. In secondary, the attainment regressed from outstanding in AY 2021/22 to very good in AY 2022/23, where it has remained stable. Similarly, in post-16, there was an improvement from good to very good in AY 2022/23, this level was maintained in AY 2023/24.
- The school's internal assessment data indicates that the large majority of students in FS and primary and the majority of students in secondary and post-16 make better than expected progress in relation to their starting points and curriculum standards.
- In lessons and in their recent work, the large majority of students in primary and post-16 and the majority of students in FS and secondary make better than expected progress in developing secure mathematical skills. FS students have limited opportunities to work independently or engage in child-initiated play. Students in primary and secondary use learning technologies to evaluate their progress. However, these students need more time to solve problems, interpret graphs, and provide reasoning while demonstrating their work to

teachers and peers. Additionally, they should be given more opportunities to relate to real-life scenarios and solve real-life problems to enhance their critical thinking and innovation skills.

- The school's analysis of internal data indicates that in FS, the large majority of boys and girls and the majority of Emirates make better than expected progress. In primary school, the large majority of boys and girls, the majority of Emirates, and most low-attaining students make better than expected progress, while most high attainers and students with special needs make expected progress. In secondary, the majority of boys and girls and the large majority of low-attaining students make better than expected progress, while most Emirates and less than three-quarters of high attainers and students with special needs make expected progress. In the post-16 phase, the majority of boys and the large majority of girls make better than expected progress, while less than three-quarters of Emirate students make the expected progress. The school has identified no gifted and talented students.

Next Steps:

1. Enhance the development of students' critical thinking and problem-solving skills in mathematics.
2. Provide more opportunities for students, especially in primary and secondary, to engage with real-life scenarios and solve real-life problems.

Science

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Acceptable ↓	Very Good ↑	Very Good ↑	Good ↓
	Progress	Good ↓	Very Good ↑	Very Good ↑	Very Good

Findings:

- The school’s analysis of internal assessment data at the end of AY2023/24 against the National Curriculum for England standards indicates that the majority of students in FS and secondary and most students in primary attain levels above curriculum standards. The majority of students in year 11 who choose to take double or triple-award sciences attain levels above curriculum standards in physics and chemistry, and a large majority attain levels above curriculum standards in biology. In phase 4, the majority of students attain levels above curriculum standards in physics, the majority attain levels above curriculum standards in chemistry, and most students attain levels above curriculum standards in biology. This level of attainment aligns with the levels of students’ knowledge and skills observed in lessons in FS, but there is variation in what was observed in the other phases.
- The school has no national or international assessments for FS. In external assessments, the majority of year 11 students who took IGCSE science attain levels above international standards. In IGCSE biology and IGCSE physics, most year 11 students attain levels above international standards. In IGCSE chemistry, a large majority of students attain levels of international standards. In post-16, results of AL biology show acceptable attainment. While results in AL chemistry are very good, they are very weak in AL physics. In the most recent GL assessments for the AY 2023/2024, a large majority of students in years 4 to 6 and most students in years 8 to 10 attain levels that are above international standards.
- In lessons and in their recent work, most students in FS demonstrate scientific knowledge and skills in line with curriculum standards. Hands-on experiments are not a strong feature of FS lessons. Most FS students can sequence the life cycle of a plant, know the foods that keep them healthy and can recognize that the things they see during the day are different at night. In primary and secondary, the large majority of students demonstrate knowledge and understanding of scientific concepts above curriculum standards. While in post-16, a majority of students demonstrate knowledge and understanding of concepts that are above curriculum standards. However, practical and analytical skills are inconsistent across all phases, particularly primary and secondary, although reasoning and critical thinking skills are developing in these phases. Recording skills, including tabular, graphical, and illustration skills, are limited across primary, secondary, and post-16.

- Over the past three years, the school's internal data analysis indicates that attainment in FS and secondary has fluctuated from good in AY 2021/22 to very good in AY 2022/23 and back to good in AY 2023/24. In primary, attainment has been consistently outstanding across the three years. In post-16, attainment in physics has dipped slightly from very good in AY's 2021/22 and 2022/23 to good in AY 2023/24. In chemistry, attainment has improved from good in AY 2021/22 to very good in the following two years. Likewise, in biology, attainment has improved from very good in AY 2021/22 to outstanding in the following two years.
- The school's internal assessment data for the academic year 2023/24 indicates that the large majority of students in FS and primary and the majority of students in secondary make better than expected progress in relation to their starting points and curriculum standards. In the post-16 phase, most students who take physics and the large majority of students who take chemistry and biology make better than expected progress in relation to their starting points and curriculum standards.
- In lessons and in their recent work, the majority of students in FS and the large majority of students in primary, secondary, and post-16 phases make better than expected progress in relation to their starting points and curriculum standards. There is emerging evidence of independent work and child-initiated play in FS classes. However, students in all phases need greater opportunities to plan practical experiments and investigations and to demonstrate real-life problem-solving skills.
- The school's analysis of internal data indicates that in FS the large majority of boys and girls and most Emirates make better than expected progress. In primary, the large majority of boys and girls, the majority of Emirates, and most low-attaining students make better than expected progress, while most high attainers and students with special needs make expected progress. In secondary, the majority of boys, girls, Emirates, and low-attaining students make better than expected progress, while most high-attaining students and less than three-quarters of students with special needs make expected progress. In the post-16 phase, the majority of boys make better than expected progress in physics, while most girls make the expected progress. In chemistry, most girls and the large majority of boys make better than expected progress, while only a few Emirati students make the expected progress. In biology, most boys and the majority of girls make progress that is better than expected. No gifted and talented students have been identified by the school.

Next Steps:

1. Enhance students' planning and experimentation skills in all phases.
2. Include more activities that require students to use tabular, graphical, and illustration skills, particularly in primary and secondary.
3. Continue to develop reasoning and critical thinking skills across all phases.

Learning Skills

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

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

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

Findings:

- Most students across all phases are keen to learn and take increasing responsibility for their own learning. As students progress through the phases and move up to the upper phases, they are well-prepared for the next stage of their education. In phase 1, students can work independently without teacher intervention, though they are sometimes passive learners. Across all phases, students actively engage in activities within core curriculum subjects. While interactive platforms such as Kahoot and Quizizz are not commonly used in Phase 1, they are effective tools for setting and achieving learning targets in subjects like math and science in other phases. In phase 4, students demonstrate growing reflectiveness in evaluating their strengths and weaknesses and identifying areas for improvement. Platforms such as Dr. Frost and White Rose are used effectively in mathematics, while Seneca supports science learning. In phase 2, students utilize Oxford Owls Reading to identify and address areas where they need improvement.
- Students interact and collaborate purposefully and productively in a range of learning situations to achieve common goals, especially in phases 2,3 and 4. Interactions and collaboration among children and students effectively contribute to a positive and productive learning environment across core curriculum subjects. Students demonstrate the ability to communicate their learning effectively to teachers and peers.
- In lessons, students across phases 2, 3, and 4 regularly make clear connections between areas of learning and relate these well to their understanding of the real world. In Phase 1, it is not as regular. Links are increasingly made to UAE heritage and culture. Although the application of learning to the world is adequate, making connections between areas of learning is inconsistent.
- Students are innovative and enterprising. Most students across all phases exhibit independence as learners, utilizing a range of resources, including learning technologies such as Chromebooks, to research and discover on their own. However, there is noticeable Chromebook overuse in lessons, which may hinder the development of writing and illustration skills and presenting findings in diverse formats, particularly in Phases 2 and 3. Critical thinking and problem-solving skills are common features in phases 2 and 3. They are key features in phase 4, particularly in English, where students effectively critique and analyze texts with depth and clarity. In phases 1 and 2, while students begin to develop foundational critical thinking and reasoning skills, their scientific, independent research, and other higher-order thinking skills are not prominent features of the lessons.

Next Steps:

1. Enhance meaningful connections between areas of learning in lessons across all subjects and to the world.
2. Promote innovation and enterprise during lessons across all subjects and phases to enhance critical thinking and problem-solving skills.
3. Provide opportunities for students to engage in more hands-on activities that promote writing and illustration skills while still incorporating technology in a balanced way.

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

Personal Development

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

Findings:

- Students across all phases demonstrate responsible attitudes and exhibit a sense of personal responsibility and independence. Throughout phases 2, 3, and 4, students are more self-reliant and receptive to teacher and peer feedback.
- Students show respect and follow the school rules in and out of lessons across all phases. They are courteous to others, demonstrate responsible attitudes, and develop self-reliance. Students’ behavior generally contributes to a safe and orderly learning environment, although there may be bullying incidents, particularly in phase 2 and early phase 3.
- Students are aware of the needs and differences of others. As a result, respectful relationships are cultivated by students with staff members and their peers and are courteous. Students demonstrate awareness of the needs and differences of others.
- Students demonstrate a general understanding of a safe and healthy lifestyle. Students make inconsistent choices about their health and safety. They occasionally participate in activities that promote safe and healthy lifestyles. In phase 2, students have lunchbox checkups to raise their awareness of healthy food options. Across all phases, students engage in a 10-minute morning exercise during assembly to highlight the importance of staying fit. Students’ bag weights are regularly checked. However, beyond these activities, students rarely take the initiative or participate in efforts that promote safe and healthy lifestyles.
- At 88.63%, attendance levels of the last academic year, 23/24, are very weak, with a large minority of students, particularly in phase 2, arriving late at school and to lessons.

Next Steps:

1. Empower students to frequently initiate and participate in activities that promote safe and healthy lifestyles.
2. Enhance anti-bullying awareness in Phase 2.
3. Improve overall attendance rates to school and tardiness to classes.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Children and students across the school demonstrate an understanding and appreciation of Islamic values and their influence on contemporary UAE society, including qualities such as compassion. During morning assemblies, they listen respectfully to the recitation of the Holy Quran. They actively participate in Islamic events and occasions, such as the Prophet's birthday and the mid-Sha'ban night. Displays throughout the school, prayers in designated prayer rooms, and involvement in charitable activities reflect their understanding of these values. Students show interest in having more opportunities to deepen their understanding of how Islamic values influence daily life in the UAE.
- Emirati heritage and culture are appreciated by students across the school, who demonstrate their basic understanding through participation in cultural activities and celebrations such as Flag Day, National Day, and Martyr's Day. This appreciation is further evident in the respect they show for the national anthem, their work, displays throughout the school, and contributions to the school's heritage room, which exhibits Emirati artifacts. In lesson plans and classroom discussions, they link their learning to the life, culture, and society of the UAE. Opportunities for additional initiatives and activities to expand students' knowledge of UAE heritage and culture within the school and beyond are inconsistent.
- Students across the school demonstrate an appreciation and understanding of their own culture while promoting a basic understanding of other cultures by celebrating International Day. Each class is assigned a specific country, where they wear traditional dresses from the chosen country, bring popular dishes, and share information that highlights the country's culture and heritage. There are few opportunities for students to further enrich their global awareness.

Next Steps:

1. Deepen all students' understanding of how Islamic values influence daily life in the UAE.
2. Expand students' opportunities for cultural activities and initiatives within the school and beyond.
3. Enrich students' knowledge and understanding of other cultures.

Social responsibility and innovation skills

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

Findings:

- Students understand their responsibilities within the school community and show consideration and empathy toward other students, including those with special educational needs. They celebrate Teacher's Day by distributing flowers to their teachers. Students participate in activities that positively impact both the school and the wider community, including charity initiatives in cooperation with the Emirati Red Crescent. Students have the potential to expand their involvement in volunteering and social contributions further.
- Students across the school enjoy their work and are eager to participate in activities. They take the initiative to organize and engage in events and projects. For example, Year 11 students in the software club have designed a printing application to monitor the school's carbon footprint and track paper usage, while students in KS3 have created and designed their sock puppets. They contribute to projects within the curriculum, and some have participated in the Formula One competition. However, the level of innovation, enterprise, and entrepreneurial skills among students across the school is inconsistent.
- Across the school, students demonstrate a clear awareness of environmental sustainability and promote this awareness through assemblies, competitions, and celebrations of events such as Earth Day. They actively engage in initiatives, such as designing recycling boxes and placing them around the school to collect plastic and paper. Students have expressed interest in expanding their involvement in activities that support conservation within the school and beyond.

Next Steps:

1. Expand students' involvement in volunteering and social contributions.
2. Enhance innovation, enterprise, and entrepreneurial skills among students across the school.
3. Expand students' involvement in activities that support conservation within the school and beyond.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- The majority of teachers have strong subject knowledge and pedagogy, although this is less well developed in Phase 1 and in the lower grades of Phase 2.
- Students in Phase 1 have few opportunities for purposeful, play-based, practical learning. Resources across the school are limited, including practical resources to teach reading systematically and manipulatives to support the understanding of mathematical concepts. Time is not always used effectively. Teachers, particularly those in phases 1 and 2, spend too much time talking, leaving too little time for students to complete tasks to a high standard, or for a plenary to take place. Time is used more efficiently in phases 3 and 4, where students have time to produce work of a high standard.
- Planning follows a generic format. Teachers plan activities to three different ability levels, however, these tasks are not always well matched to the abilities of the students. In Phase 1 and the lower grades of Phase 2, activities are not practical and consist of completing closed procedure worksheets. There is little evidence of any independent writing or problem solving in these lower grades, thus limiting the progress students make. In the upper phases of the school, students have more opportunities to work independently, hence outcomes are more positive.
- The questioning skills of teachers are variable, better in the upper phases than in the lower. Questioning in secondary and in post-16 is of a high standard, encouraging students to think critically, reason and justify their views. There are some examples of this in the lower phases, but less consistently. At times, teachers do not give the younger students time to formulate a response, before intervening with an answer. As a result, dialogue and allowing students reflection time to consider how they might respond is less well developed in the lower phases than in the upper.
- The majority of teachers, particularly in the upper grades of Phase 2 and in phases 3 and 4, provide effective support and challenge. They provide appropriate tasks, and additional adults are usually used effectively. This practice is less strong in Phase 1 and the lower grades of Phase 2. Students with additional needs, including students of determination, are well supported, ensuring they make good progress. Students of high ability and those who may be gifted or talented, are insufficiently challenged, particularly in the lower phases.
- Higher order thinking skills are well developed in the upper phases, where students have myriad opportunities to think critically, independently research and problem solve. This is less evident in Phase 1 and in the lower grades of Phase 2. In these grades, students are too dependent on the teacher and have few resources, including those of technology, that would allow them to develop higher order thinking skills. Younger students have too few opportunities to find things out for themselves, to explore and be curious.

Next Steps:

1. Provide consistent opportunities for students in Phase 1 and in the younger year groups of Phase 2, to have access to purposeful play-based learning, with resources that allow them to explore and learn independently.
2. Ensure that teachers use time effectively and that they plan activities that meet the precise learning needs of the students, particularly those of high ability or who may be gifted and talented.
3. Provide multiple opportunities for students to develop higher order thinking skills and use questioning effectively to further develop critical thinking and reasoning skills.

Assessment

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

Findings:

- The school has mainly coherent and consistent internal assessment processes, particularly in phases 2 ,3, and 4. It is less developed in Phase 1 because the school has no secure baseline to track progress. Assessment procedures are linked to the English national curriculum standards and those of the EYFS. In Phase 1, teachers use formative assessment, such as observations, to ensure students work towards the Early learning goals. In other phases, there are five assessments each term for the core subjects. Leaders recognize that improvements can be made in the keeping and tracking data regarding personal development.
- The school benchmarks students' academic outcomes against appropriate expectations. Students in Grade 1 undertake a phonics screening check. Grades 3-10 students take GL assessments in English, mathematics, and science. Those in Grade 11 are entered into IGCSE and for Advanced levels in Year 13. In Arabic, students are entered into the ABT assessments in Arabic, Islamic, and social studies, and those in Year 12 take the Ministry of Education examinations for the Arabic medium subjects. Students in years 5 and 9 take the TIMSS assessment, while those in Year 10 take PISA. The school has benchmarked students' attainment against international standards in all these assessments.
- Assessment data is analyzed, enabling leaders to identify gaps in learning for individuals and groups in some depth. Information about students' progress is tracked, and interventions are implemented to address gaps. However, the impact of assessment is insufficiently effective as there is no senior leadership member to oversee and lead the quality of assessment, the preparation of students for international benchmark assessments, and the use of assessment by teachers.
- Teachers have access to all assessment information and are involved in analyzing their data. They use this information adequately to plan their lesson and create three activity levels. However, high-attaining students and those who may be gifted and/or talented are insufficiently challenged. Similarly, in lessons, teachers rarely use the assessment information they gain from mini plenaries to adapt their lessons to meet the emerging needs of the students.
- The majority of teachers have good knowledge of the strengths and weaknesses of individual students. Verbal feedback is provided throughout lessons, helping students to understand how to improve their work. Written feedback is less consistent. In Phase 1 and in the early years of Phase 2, written feedback is inappropriate for the age and stage of development of the students. In the upper phases, there is variability in the quality of the feedback. It is often generic rather than focusing on what students need to do to improve. Written feedback is better in phase 4, where comments are constructive and developmentally appropriate. There is evidence of self and peer assessment across the school, but its consistency is variable.

Next Steps:

1. Ensure that there is a secure personal and social baseline in place starting at phase 1, enabling each student's progress to be tracked.
2. Analyze assessment information effectively to plan lessons that challenge all students, particularly those of high ability or those who may be gifted and talented.
3. Ensure that assessment is used within lessons to adapt to meet students' emerging needs.
4. Ensure that feedback and marking are appropriate for the student's age and stage of development, that the policy is consistently followed by all teachers, and that there are regular opportunities for self-and peer assessment.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum is broad, balanced, and has a sound rationale based on the National English Curriculum for core subjects and the Ministry of Education curriculum for Arabic-medium subjects. All statutory requirements are met. In the Early Years Foundation Stage (EYFS), the school has designed the curriculum largely based on guidance available to British curriculum schools. Implementation of the curriculum is generally good throughout the phases but does not always develop students' skills sufficiently in the FS and lower years of Primary. The students in FS, in particular, have fewer opportunities to explore their immediate environment through play-based approaches.
- Curriculum planning is systematic and focused on structuring learning for effective content delivery in lessons. The progression maps prepared for all subjects adequately ensure vertical content alignment within a phase. The planning also ensures that the curriculum builds on prior learning and meets most students' needs, particularly in the higher phases. The school has good arrangements for students moving between phases. The appropriate transition of students from FS to primary is an area of focus for school management. Secondary and Post-16 phase students have a choice of pathways in selecting their subject options for IGCSE and AS and A level. Students in the IGCSE year follow eight examination subjects, the compulsory Arabic-medium subjects, and physical education. The curricular choices are adequate for older students, given the size of the post-16 phase. The school surveys all students before the end of their Year 11 to ascertain their preferred options for further study at the post-16 level and make every effort to accommodate these choices, even though class sizes in many subjects are very small.
- All lessons are planned to include relevant cross-curricular links. However, the application of these links is inconsistent across subjects and phases.
- Senior leaders meet regularly to conduct curriculum reviews and identify development priorities. These priorities are linked to continuous professional development (CPD). The modifications to the curriculum structures occur based on the feedback from parents and teachers over time.

Next Steps:

1. Provide relevant opportunities for students in FS to investigate, explore and develop an understanding of their immediate and wider environment through play-based learning approaches.
2. Continue to keep the Post-16 curriculum under review and, where possible, extend the options available to these students.
3. Ensure that cross curricular links are consistently applied in all subjects and phases for students' effective transfer of learning between subjects and areas of learning within a subject.

Curriculum adaptation

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

Findings:

- The school modifies the curriculum to meet the needs of most groups of students. The needs of the very few students of determination are generally met well. The curriculum is less well adapted to meet the learning needs of the more able and lower-attaining students. The school has not identified any G&T students.
- The curriculum provides some opportunities for enterprise, such as fundraising to help others, and in subjects such as business and economics for the older students. It is enhanced by extracurricular activities organized during the school week on a Friday afternoon. A feature of the afternoon activities is the extent to which the older students volunteer to lead the younger students in their activities. Learning experiences for students to be creative through subjects such as art and music.
- are developing, although community links are less well developed. Opportunities for experimenting, problem-solving, and engaging in innovative tasks are less well developed in lessons.
- The curriculum embeds appropriate opportunities for students to appreciate the heritage and culture of the UAE and Islamic values, such as presentations, displays, and school functions. There are some appropriate opportunities to establish links with Emirati and UAE culture in lessons, though this would benefit from further development.

Next Steps:

1. Modify the taught curriculum more effectively to better meet the specific needs of different groups of students in lessons.
2. Plan regular opportunities for students to develop innovation and enterprise skills in lessons.
3. Monitor the design and delivery of the curriculum to implement regular, meaningful, opportunities to establish connections with the culture and heritage of the UAE, particularly in the English medium subjects.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has rigorous procedures for the safeguarding of students including child protection policy. Child protection and safeguarding arrangements are clearly defined in a written policy that is shared with all stakeholders through the school portal and website. These policies are regularly reviewed. The school ensures that all staff receive annual training, with records documented and maintained on file. The school takes steps to ensure that all students are protected from all forms of bullying, including online by promoting anti-bullying through Moral Education classes. The school ensures that students are aware of who to approach when they require support or assistance, however, photos of the safeguarding team are not prominently displayed on the walls for easy reference. The school consistently provides a safe, hygienic and secure environment for students and staff through frequent safety and hygiene checks. Students feel safe at school and during their bus journeys, and they know who to contact if they have any concerns. Supervision of students is highly effective throughout the school, including during dismissals, at break times and during lesson transitions.
- Buildings and equipment are maintained in excellent condition for students and staff. Regular risk assessments and scheduled maintenance activities take place, and equipment undergoes routine checks and timely repairs. The school keeps record of incidents and subsequent actions. Regular fire evacuation drills are conducted, and the medical staff are vigilant in their care of students, keeping detailed records and communicating regularly with the social workers.
- The school's premises and facilities provide a safe physical and secure environment that caters to the diverse learning needs of all students, including individuals with mobility challenges, by providing ramps and a lift for easy accessibility. Specialized areas, such as science labs, libraries, a dining area and recreational spaces contribute to the overall learning experience. However, a couple of classes with a high number of students are oversized for the space capacity of the lab when it is in use.
- The school systematically promotes safe and healthy living for all students across most aspects of school life. The school canteen provides nutritious meals, and students are monitored and advised on their food choices. Students participate in a regular 10-minute fitness session during assemblies. There are display boards throughout the school to promote healthy eating, and the school newsletter includes health and safety information to further support these initiatives.

Next Steps:

1. Continue developing the healthy lifestyle and anti-bullying initiatives.
2. Display safeguarding team information clearly throughout the school building in a more student-friendly style.
3. Ensure the science lab accommodates the appropriate number of students.

Care and support

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

Findings:

- There are highly positive, trusting and mutually respectful relationships between teachers, adults and students. Expectations of behavior and conduct are high, and the majority of students respond to this. However, there are some issues with students in the primary phase, which leaders are aware of and are putting measures in place to address.
- The school has secure systems in place to record and track student attendance and punctuality. There are appropriate protocols to follow-up unauthorized absences and lateness, however, the impact over time is not evident in improved levels of attendance.
- The very recently appointed Special educational needs coordinator, (SENCO), has introduced rigorous processes to identify students with additional learning needs, including students of determination (SoD). Detailed individual education plans, (IEP's) are now written with the involvement of parents and other relevant personnel. The school is now focusing on identifying students who may be gifted and/or talented.
- Teachers have copies of the IEP's and have had some professional training in creating an inclusive classroom. However, teachers do not consistently use IEP targets in their planning of activities. The SENCO recognizes that further professional development is required in terms of understanding and dealing with students with specific disorders. Teachers support students with additional needs and students of determination effectively through adaptations of tasks to make them accessible. A greater range of practical resources to support students in lessons would promote improved progress. All students of determination receive three pull-out and three push-in sessions each week, led by specialist staff, supporting their progress.
- There is a newly formed pastoral team who provide effective support for the well-being and personal development of the students, which often includes parents. They recognize that they need to keep more data to help them track the progress of the students. From Year 7, students are encouraged to consider their strengths and weaknesses. Older students and their families, from Year 10, benefit from guidance about subject choices, which may influence the next stage of their education and potential career options.

Next Steps:

1. Strengthen the systems for monitoring attendance, particularly in Phase 1 and Year 1, so that attendance rises to at least 94%.
2. Ensure that teachers consistently use IEP targets to plan appropriate tasks and that there are appropriate practical resources to support the progress of students of determination.
3. Ensure that students who may be gifted and/or talented are identified and receive prompt support and challenge.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- The principal had only been in post for less than a term at the time of the inspection. In that short time, he has worked alongside the two vice-principals and the head of primary to review the current provision in the school with the aim of forming a coherent strategic plan in collaboration with the rest of the staff which will align with his own personal vision for the school and build on the current mission statement. A number of the middle leaders are also recent appointments; for example, the head of the English department, the SENCO, and the Phase 1 coordinator were all appointed at the beginning of this academic year, as were the head of primary English and the head of primary mathematics. The senior leader with responsibility as overall head of primary has also been in the school for less than an academic year. The senior and middle leadership teams, including the Principal, are forming as a cohesive team and share a vision of the school to be fully inclusive, and set extremely high standards for the students and staff, and which align fully with the UAE national priorities.
- All leaders, including the middle leadership team, display a comprehensive and thorough understanding of the curriculum and best practices in teaching and learning. The principal and the senior leaders work very well as a team and take responsibility for key aspects of teaching and learning. Collectively, they are very effective in building an inclusive school with a purposeful learning culture. Currently there is no member of the senior leadership team who has direct responsibility and oversight of assessment. Working together they have effectively consolidated many of the improvements identified in the previous inspection reports and, more recently, have identified where further improvements are required. They have managed the impact of the increased numbers of students since the previous inspection as well as the large turnover of staff effectively.
- The relationships and communication with all stakeholders, including the parents, are professional, based on mutual respect, and effective. The school distributes leadership very effectively amongst competent, skilled individuals and teams, and there is shared accountability. A positive learning culture is evident throughout the school which promotes students' self-esteem and well-being. The newly formed senior and middle leadership teams have clear roles and responsibilities and carry out these duties consistently. Morale throughout the school is high despite the relatively very high turnover in teacher staffing levels.
- Leaders at all levels demonstrate clear and accurate understanding of what needs to be done to innovate and improve the school. They are aware of the areas where improvement is necessary, effective in anticipating and addressing potential barriers followed by implementing effective strategies for sustained improvement.
- Leadership ensures that the school is compliant with all statutory and regulatory requirements and has promoted the introduction of online learning platforms which support and promote student learning and assessment. All teachers and leaders understand their role in ensuring the highest standards of student achievement, and in developing the students' learning skills. This collective accountability has ensured that the school has consolidated many of the improvements identified in the previous inspection.

Next Steps:

1. Strengthen the senior leadership team to have clear responsibilities and accountability for key areas of the school's provision, including assessment.
2. Develop a coherent and collaborative strategic plan for the school that sets achievable goals to inform the school development plan.
3. Build capacity in middle leaders so they can lead learning in their areas of responsibility, including the professional development of the teachers they manage.

School self-evaluation and improvement planning

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

Findings:

- Systematic analysis of a wide range of data, including outcomes from internal and external assessments, occurs at most levels across the school. This data is used to inform the school's internal evaluation report and the school development plan. The school knows its strengths and identifies appropriate areas that need further development. However, the additional challenges encountered because of the changes in senior and middle leadership levels are not reflected adequately in the school's internal evaluation processes. Nevertheless, the senior leadership team is aware of these challenges and is in the developmental process of analyzing the key strengths and areas for improvement. In the relatively short time since the new principal and other leaders took up the post, the management team has identified most of the key priorities for improvement.
- Systematic and effective processes for monitoring and evaluating teaching and learning throughout the school are well established and based on accurate self-evaluation. Every member of staff has a clear understanding of their role in the process. The middle leaders have undertaken appropriate professional development in the monitoring and evaluation process. The data capture forms for these evaluations are of high quality and clearly focus on student attainment and progress in the observed lesson. There is an overemphasis in the observation on teaching in the form used; consequently, the evaluations do not yet clearly balance teaching and students' learning and attainment in lessons. Whilst the school benchmarks accurately its performance in the external GL and IGCSE and A Level examinations it does not fully embrace the challenges faced in meeting its targets in other international assessments such as the PISA, PIRLS and TIMSS assessments. The action plans for meeting the targets in all of these external assessments generally require more detail to promote and monitor improvement.
- The school development plan is coherent and based on accurate self-evaluation. There are strategic and operational actions that promote creative solutions to address the school's and UAE's national priorities. The school's results show sustained positive effects on students' achievements.
- All the recommendations from the previous have been addressed. Action plans have been generated for the key priorities. Changes in leadership at most levels at the school have made it an opportune time to revisit these plans and revise them while considering the report and the school's own evaluations. The demographic of the school population has changed since the previous inspection with the enrolment increasing by approximately 25%. The school reports that many of these new students present with many challenges, not least their low levels of English language skills. In addition, the number of teachers has increased by nearly 30%.

Next Steps:

1. Continue to build the capacity of the middle leadership team to contribute to school improvement, especially in the processes for monitoring and evaluating lessons, with a clearer focus on student attainment and progress.
2. Engage all stakeholders in self-evaluation and improvement planning processes to generate a school development plan that more accurately reflects the school's changing context and development needs.
3. Develop action plans that underpin the school development plan further to include sharper measurable

targets, including the plans relating to raising student outcomes in external and international assessments.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school successfully engages parents as partners in their children's school life. The school has a recently formed Parent Partnership group with advanced plans to organize a range of events to celebrate the forthcoming National Day and International Day celebrations. A governing board member is part of the Parent Partnership group, but there is no formal means by which parents can communicate with governors on confidential matters.
- As a result of effective communication, parents are well-informed about their children's learning and development. Parents are very pleased with their communication level with the school. Parents communicate via various methods, such as social media, face-to-face, and virtual meetings, and this helps to ensure parents are well informed. Some mechanisms allow parents to communicate with class teachers regularly and freely, such as Class Dojo. The recently appointed special educational needs coordinator maintains close communications with the parents of students of determination and ensures they are well informed about their child's progress.
- Reporting on students' academic progress and personal and social development is ongoing and comprehensive. Parents receive progress reports six times per year. These reports follow a set format across the school and provide information about the student's subject grade, engagement, effort, and attitude. Teachers write comments about the student's strengths and weaknesses, giving parents insight into what their child needs to do to improve. Following receipt of the report, parents have an opportunity to discuss it with teachers, which helps to identify ways in which parents can support their child at home. In phases 1 and 2, teachers and parents use.
- Class Dojo to share daily achievements or areas of concern. The newly formed Parent Partnership group has established partnerships with local organizations. There are emerging links with other local schools regarding joint activities, such as academic competitions and sports tournaments. These partnerships have a positive effect on students' learning, development, and achievements. Links with international organizations are developing.

Next Steps:

1. Create a formal process for parents to communicate with governors about issues that concern them.
2. Consult with parents on a regular basis about their views of the school and their suggestions for improvement.
3. Ensure that strong links with the local, national, and international community are further forged to support students' academic and personal development.

Performance Indicator	Quality judgement
Governance	Good ↓

Findings:

- Governance at the school includes representation from most stakeholders. The school's governing board includes representatives of the school's owners and seeks and considers the stakeholders' views, consequently gaining detailed knowledge about the school. Parents are well represented on the board and chair sub-committees, taking responsibility for key areas of the school's provision, such as curriculum and resources. A representative of the owner is based in the school and is frequently seen by parents and students at the beginning and end of the school day. Consequently, the governing board is generally well-informed about the school's work.
- The board does not hold formal meetings with teaching staff or students and does not seek their views. • The governing board's representative regularly monitors the school's actions and holds senior leaders accountable for the quality of the school's performance. They are involved in the development of the school improvement plan and ensure that the school meets all the statutory requirements.
- Over the past three years, the turnover in staff has been very high, with an average of over 34% of staff leaving per year; in addition, the senior and middle leadership teams have undergone much change. The governing body is aware of the impact these changes are having on the overall provision within the school and is moving to address it by, for example, exploring how professional development courses might be used as an incentive for staff retention. The governing body generally ensures that the school is adequately resourced to support effective teaching and learning; however, additional resources are required to support the development of a wider range of teaching strategies, particularly in phases 1 and 2. Additional resources to support the teaching of reading skills are also required.
- The Governing Board positively influences the school's leadership and direction. It ensures that the school's provisions align with all the statutory requirements and the UAE's national agenda and are based on ethical principles. For example, they have ensured that additional staff have been recruited to develop the school's provision for inclusion. The full impact of the recent additional staff has yet to become apparent. The governing body has a direct impact on the overall performance of the school.

Next Steps:

1. Analyze school internal evaluation processes, robustly monitor the development of the school development plan and action plans, and subsequently monitor their implementation.
2. Provide additional support and professional learning to further the school's goal of being a fully inclusive school.
3. Work on reducing the turnover rate of the teaching staff.
4. Provide additional learning resources to support a wider range of teaching strategies throughout the school, particularly in phases 1 and 2.

Management, staffing, facilities and resources

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

Findings:

- Almost all aspects of the school's day-to-day management of the school are very well organized, impacting positively on students' achievements. The school's procedures and routines are very effective. Timetabling is efficient and allows all classes to start without delays. Students and staff respect the school routines. Positive communication between the leadership, staff, students, and parents ensures everyone is kept updated with the school's developments.
- The school is appropriately staffed to fulfill its vision and mission. Almost all staff members are suitably qualified. The school conducts regular professional development for its staff. Staff are deployed to support students' achievement despite the high turnover of teachers.
- The school's premises are of a high standard, with specialist facilities, such as the multi-purpose hall, which is integral during assemblies for student acknowledgment. Classrooms are modern, and most learning areas, like science labs, ICT, and art facilities, promote and support teaching and learning. Learning spaces are suitably accessible for students and staff, but overcrowded classrooms and science labs cannot accommodate oversized classes.
- A range of resources relevant to the curriculum requirements teachers and students need to promote effective teaching and learning. There is a focus on using Chromebooks for research and evaluation. Resources to support reading development throughout the school and hands-on resources for students in the later phase 2 to phase 4 are insufficient.

Next Steps:

1. Include more resources to support reading to enhance the effectiveness of teaching and learning.
2. Enhance the personalization of professional development opportunities to meet the individual needs of staff better.
3. Develop and implement a retention strategy to address high teacher turnover.

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