

Irtiqa'a School Inspection

AY 2023/24

Canadian International School

Rating: Outstanding

Contents

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

School Information

| General Information | |
|--|---|
|  Name | Canadian International School |
|  Esis Number | 9102 |
|  Location | Abu Dhabi, KHALIFA CITY, SE43, P3 |
|  Website | http://www.cisabudhabi.com/ |
|  Telephone | 025564206 |
|  Principal | Deirdre Angela Elder |
|  Inspection Dates | 04 to 07 Mar 2024 |
|  Curriculum | Canadian |

Information On Students

| | |
|--|----------------------------------|
| Cycles | Cycle 1 - Cycle 2 - Cycle 3 - KG |
| Number of students on roll | 1015 |
| Number of Emirati students | 167 |
| Number of students of determination | 33 |
| Largest nationality group of students | Canada - UAE - Egypt |

Information On Teachers

| | |
|--------------------------------------|--------------------------|
| Number of teachers | 78 |
| Nationalities | Canada - Egypt - Ireland |
| Number of teaching assistants | 23 |

Changes since the previous inspection

Since the last inspection, the overall effectiveness of the school has improved to outstanding.

Since the last inspection, students' achievements in English, mathematics, and science have improved to outstanding in the upper elementary, junior high, and senior high schools. In lower elementary, students' achievements in English have improved to outstanding overall. In mathematics in lower elementary, students' achievement has improved and is at a very good level. Students' attainment in science in lower elementary has improved to very good, and their progress is now outstanding. Improved teaching across the school in English medium subjects and clear guidance and support to the teachers through professional development are contributing factors for this improvement.

Attainment levels have been sustained at good levels in Islamic education, Arabic as a second language. Students' progress remains good in Arabic as a second language and very good in Islamic education. In Arabic as a first language, students' achievements remain the same as in the previous inspection in all grades. Progress is good in lower elementary and senior high school grades. Students' progress remains very good in upper elementary and junior high. Attainment remains good in all phases. There are no changes in students' achievements in social studies.

Students' learning skills have improved to outstanding in upper elementary and both junior and senior high.

Teaching and assessment across the school have improved to an outstanding level as a result of continued attention to sustained programs of professional training for teachers.

Curriculum provision was not inspected at the time of the last inspection. Curriculum adaptation and implementation are evaluated as outstanding, and the adaptation of the curriculum is evaluated at a very good level overall in this inspection.

At the last inspection, the provision for the protection, care, guidance, and support of students was evaluated to be of very good quality. However, the care and support for students have regressed and are now of good quality.

Leadership effectiveness school self-evaluation and improvement planning have improved to an outstanding level. Partnerships with parents, governance, and management of staffing, resources, and facilities have remained at a very good level. The school's leadership has a very good capacity to maintain improvement in the future.

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

The school participates in TIMSS, PIRLS, and PISA international assessment.

Across the school, there is a developing culture that prepares students for standardized and international assessments in English, mathematics, and science. Leaders demonstrate an awareness of the importance of international benchmarking. A designated mathematics teacher is assigned to take the lead in the preparations for international assessments.

The school uses online practice materials to prepare the students for participation in international assessments. Previous questions are reviewed so the school can assess the scope of the examinations and address any areas through curriculum adaptation where the students need more practice. This enables the teachers to ensure students are familiar with the types of questioning and the vocabulary used in the international assessments.

Parents are notified about international assessments and informed of the preparation and expectations. When examination results are received, the school analyses the data to inform preparation for future international assessments.

Performance in standardized and international assessments

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

Standardized Assessments

The school started its first full year of NWEA MAP testing in 2023. The results indicate:

- English reading– Results in MAP indicate an acceptable level for students in grades 3 to 6 and students in Grade 9. Results suggest that attainment is good attainment in grades 7 and 8. Results suggest attainment is very good for students in Grade 10.
- Mathematics - MAP results indicate an acceptable level of attainment for students in grades 3 to 6.

Results indicate good attainment for students in grades 7 to 10.

- Science – Results suggest that attainment is at an acceptable level for students in grades 3 to 9. Results suggest that attainment is at a good level for students in Grade 10.
- The school participates in standardized assessments in Arabic as a first language in grades 5, 8, and 10. Students' IBT results indicate outstanding attainment in grades 5 and 8 and good attainment in grade 10.

International Assessments: TIMSS, PISA, PIRLS

- Students in grades 9, 10, and 11 participated in the PISA 2022 international assessments.
- In scientific literacy, the school exceeded the target of 508, and actual results of 528 are well above international averages. In mathematical literacy, the target of 495 was exceeded with the actual results of 503, which is also above international averages. Reading literacy has the highest result at 562, well above the international average and above the target set for the school at 505. The school met all the targets set for PISA. The school achieved results above international standards in scientific, mathematical, and reading literacy. Results were exceptionally high in reading literacy. The high results indicate that attainment in senior high school in English, mathematics, and science exceeds international expectations, and this is reflected in their outstanding inspection judgments.
- PIRLS reading assessments were taken by Grade 4 students in 2021, and the results were above the international benchmark.
- Students in grades 4 and 8 participated in the TIMSS 2019 international assessments. In mathematics, Grade 4's results were 488, and in Grade 8's, 524. Science results were slightly higher: 490 in Grade 4 and 540 in Grade 8. The results benchmark students' attainment at the intermediate level in grades 4 and 8.

Reading

The school has two libraries, one in the elementary and one in the high school. Both are very well-resourced, with more than 30,000 books. Books are available in both Arabic and English, covering a range of fiction and non-fiction titles as well as reference books, magazines, encyclopedias, newspapers, and specialist-specific subject reference texts. The books are very well organized in collections in both libraries to give easy access for the students in a very comfortable and attractive reading environment. The school promotes reading in both Arabic and English.

In the elementary library, students have access to early readers and fiction books. In the elementary library, students have timetabled lessons each week, where they can choose books to take home. In the high school library, students have access to a full range of classic novels as well as books that appeal to both male and female teenage audiences. Both libraries provide suitable spaces for younger students to read at their leisure as well as desk space for older students to study and research. Both libraries are overseen by qualified and experienced librarians who promote many ways to encourage all students to read and enjoy reading.

Across the school, there is a collective effort made by teachers and librarians working together to help students develop their reading comprehension skills. This is more apparent in English than in Arabic.

Additional activities and competitions engage students in reading, including the Walk the Plank Read-a-Thon and book-tasting sessions where students encounter new genres. Regular reading campaigns promote reading in both Arabic and English. This includes reading recommendations from staff and students for books that have inspired them to read.

The Raz-Kids reading system is also used extensively to promote reading in English, with a wide range of interactive online reading materials available for children and students in KG to Grade 6. All students also have access to online platforms that provide texts that students can read either in class or at home. In Arabic, the Asafeer online reading scheme provides interactive exercises aligned to the Arabic language for KG children to Grade 12 students. There is also a monthly Arabic reading competition.

The librarian provides additional support for students who need help with reading through access to the learning center service, where a dedicated staff member is assigned to assist with reading.

Improving student reading skills is a key focus across the school. There are specialist-trained staff in phonics in KG to Grade 3. There are also literacy specialists in Grades 4 to 8 and a reading improvement coordinator for Grades 7 to 12. Staff are assigned to model reading and support reading in class.

Across all grades, reading is assessed by staff, and students undertake regular diagnostic reading tests in both Arabic and English. Teachers track reading progress. This information is used to provide targeted support to specific students. The school uses its own ongoing internal assessment systems to track children's and students' reading progress. Full use is made of NWEA MAP reading data across grades 3 to 10. Leaders use results in the PIRLS international assessments for Grade 4 to inform their decisions for improving reading.

Leaders ensure that there are a variety of weekly activities and initiatives to encourage students to read, improve their reading levels, and promote enjoyment in reading. However, leaders have not yet produced an overall annual school-wide reading improvement plan.

Strengths of the school

- Students' achievements in English, mathematics, and science in upper elementary and junior and senior high school are outstanding.
- Students' learning skills are outstanding in upper elementary junior and senior high school, and this has a positive effect on their achievements. Attendance levels are very good overall.
- Teaching and assessments are outstanding in all phases. Teaching is consistently effective across the school and is underpinned by positive classroom atmospheres for learning in which all children and students feel motivated to work hard and try their best.
- The leadership of the principal and all other leaders are effective and ensure that teaching, learning, and assessment are of the highest quality. They ensure that positive relationships exist among staff and that good morale is good. These are the powerful drivers that ensure the school's ongoing improvement.
- Parents are very much partners in their children's education and work closely with teachers and

senior leaders to help promote effective support for all students. There is a sense of shared responsibility.

Key Recommendations

1. Improve students' achievement in Arabic medium subjects so they are outstanding and align with other subjects by:

- ensuring that the current very good progress in Islamic education and social studies results in higher levels of attainment.
- raising the current good level of attainment in Arabic as a first language and Arabic as a second language across the school
- accelerating progress in Arabic medium subjects for different groups of students, ensuring there is differentiated work to meet the needs of the higher-attaining and gifted and talented students.
- engaging students in collaborative group work in lessons in Arabic medium subjects so they develop critical thinking and problem-solving skills.

2. Improve aspects of the leadership so that there is more impact on achievements in Arabic medium subjects by:

- ensuring there is greater integration between the English and Arabic departments.
- sharing best practices and aligning the improvements in English to Arabic, Islamic education, and social studies.

3. Align with all the expectations of ADEK's inclusion policy.

Overall School Performance: Outstanding

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

| PS2: Students' personal and social development, and their innovation skills | | | | |
|---|------------|------------|------------|------------|
| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
| Personal Development | Very Good | Very Good | Very Good | Very Good |
| Understanding of Islamic values and awareness of Emirati and world cultures | Acceptable | Acceptable | Acceptable | Acceptable |
| Social responsibility and innovation skills | Very Good | Very Good | Very Good | Very Good |

| PS3: Teaching and Assessment | | | | |
|---------------------------------|---|---|---|---|
| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
| Teaching for effective learning | Outstanding  | Outstanding  | Outstanding  | Outstanding  |
| Assessment | Outstanding  | Outstanding  | Outstanding  | Outstanding  |

| PS4: Curriculum | | | | |
|--------------------------------------|-------------|-------------|-------------|-------------|
| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
| Curriculum design and implementation | Outstanding | Outstanding | Outstanding | Outstanding |
| Curriculum adaptation | Very Good | Very Good | Very Good | Very Good |

| PS5: The protection, care, guidance and support of students | | | | |
|---|-----------|-----------|-----------|-----------|
| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
| Health and safety, including arrangements for child protection / safeguarding | Very Good | Very Good | Very Good | Very Good |
| Care and support | Good ↓ | Good ↓ | Good ↓ | Good ↓ |

| PS6: Leadership and Management | |
|---|---------------|
| The effectiveness of leadership | Outstanding ↑ |
| School self-evaluation and improvement planning | Outstanding ↑ |
| Parents and the community | Very Good |
| Governance | Very Good |
| Management, staffing, facilities and resources | Very Good |

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students attain above curriculum standards in all grades across the school. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The MoE national exam results for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment.
- In lessons and their recent work, the majority of students attain above curriculum standards in all phases. In the lower and upper elementary phases, students show a clear understanding of Islamic principles, etiquette, and the value of tolerance. In junior and senior high phases, students' ability to deduce the meanings of the prescribed Surah and Hadeeth is usually well developed. In the Senior High Phase, students show a well-developed understanding of the Islamic concept of Shura (consultation) and its application to real-world situations. In lower and upper elementary phases and senior high, students do not always sufficiently apply Tajweed rules when reciting the Holy Qur'an. Across all phases, students' understanding and awareness of the key aspects of the noble Prophet's biography (PBUH) is underdeveloped.
- Over the past three years, the school's internal attainment data suggests that most students have consistently attained above the MoE curriculum standards in all grades.
- The school's analysis of assessment data indicates that the large majority of students make better than expected progress in the lower and upper elementary phases, and most students make better than the expected progress in the junior high and senior high phases from their starting points.

- In lessons, in all phases, the large majority of students make better than expected progress in new learning of Islamic principles, etiquette, and the value of tolerance. In junior and senior high phases, students make progress in understanding the meanings of the prescribed Surah and Hadeeth. In senior high, students make progress in understanding the Islamic concept of Shura (consultation) and its application to real-world situations. In the upper elementary and junior and senior high, students make progress in linking their understanding of the Hadeeth and Islamic concepts to everyday life situations. In the lower and upper elementary phases and senior high, students do not always make enough progress applying Tajweed rules when reciting the Holy Qur'an.
- The school's analysis of progress data indicates that girls and boys make similar progress in elementary and high phases. In lessons, students with additional learning needs, including students of determination, make better than expected progress toward their targets. Lower-attaining students usually receive support and make at least good progress. Higher-attaining and gifted and talented students do not always make the progress of which they are capable.

Next Steps:

1. Enhance students' accurate recitation of the Holy Qur'an with the application of Tajweed.
2. Expand students' knowledge, understanding and detailed awareness of the key aspects of the noble Prophet's biography (PBUH) across all phases.

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 | Good | Good | Good |
| | Progress | Good | Very Good | Very Good | Good |

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students are attaining above curriculum standards across the school. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has administered the Arabic International Benchmark test (IBT) during the first term of this academic year to benchmark students' attainment in grades 5, 8 and 10. Students' IBT results indicate outstanding attainment in grades 5 and 8 and good attainment in grade 10. The MoE national exam results for Grade 12 at the end of the academic year 2022/23 indicate outstanding attainment.
- In lessons and their recent work, the majority of children and students in lower elementary demonstrate knowledge and understanding that are above with the MoE curriculum standards. Children and students demonstrate an understanding of sounds, audio clips, and the relationship between letters and their various sounds. However, their reading and writing skills are slightly underdeveloped. The majority of students in the upper elementary and the junior and senior high phases demonstrate knowledge and understanding that are above the MoE curriculum standards. They can analyze stories, identify main characters and ideas, form opinions, and communicate them before the class. Their skills in producing extended pieces of writing are less well-developed. In the senior high phase, students can read and understand basic texts. However, their analytical abilities in examining literary texts and uncovering deeper meanings by analyzing underlying structures still needs to be developed.
- Over three years, the school's internal attainment data suggests that most have consistently attained above the MoE curriculum standards in all grades.
- The school's analysis of assessment data indicates that most students in the lower elementary, upper elementary, and senior high phases make better-than-expected progress, while the large majority of students in junior high make better-than-expected progress from their starting point at the beginning of the academic year.

- In lessons, the majority of children and students in lower elementary and senior high make better than expected progress in developing their listening, reading, speaking, and comprehension skills. The large majority of students in the upper elementary phase and in the junior high phase make more than expected progress in developing their communication skills. Students in the senior high make more than expected progress in reading comprehension and speaking skills in standard Arabic.
- The school's analysis of progress data indicates that girls and boys make broadly similar progress in all phases. In lessons, students with additional learning needs, including students of determination, generally make good progress toward their targets. Lower-attaining students make good progress. Higher-attaining and gifted and talented students do not always make the progress of which they are capable.

Next Steps:

1. Improve students' proficiency in producing extended pieces of writing in the upper elementary and the junior and senior high phases.
2. Enhance the students' analytical abilities in examining literary texts, focusing on analyzing the underlying structure of literary works to uncover deeper meanings in the senior high phase.

Arabic as a second language

| Subject | | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|-----------------------------|------------|------|---------|---------|---------|
| Arabic as a second language | Attainment | Good | Good | Good | Good |
| | Progress | Good | Good | Good | Good |

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students are attaining above curriculum standards in lower, upper elementary and junior and senior high. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external assessments in Arabic as a second language. Results in IBT standardized assessments in grade 6 and grade 10 suggest attainment is very good and in grade 8 is outstanding.
- In lessons and their recent work, the majority of students in the lower and upper elementary and junior and senior high phases demonstrate knowledge and understanding above the MoE curriculum standards in Arabic as a second language. They demonstrate secure oral communication skills and sometimes rely on memorized language. They understand the meaning of short texts when reading in Arabic. However, students' abilities in the lower and upper elementary phases to express themselves orally using a more extensive range of vocabulary are sometimes undeveloped. Students' abilities to write descriptive pieces of writing in the junior and senior high phases are less well developed. Most junior high and senior students demonstrate secure reading comprehension skills.
- Over three years, the school's internal attainment data suggests that most students have consistently attained above the MoE curriculum standards in all grades.
- The school's analysis of assessment data indicates that most students in the lower elementary and upper elementary phases make better than expected progress, while the large majority of students in the junior and senior high phases make better than the expected progress from their starting point at the beginning of the academic year.
- In lessons, the majority of students in the lower elementary, upper elementary, and junior high phases make better-than-expected progress in developing their listening, reading, speaking, and comprehension skills. They make less progress in writing overall.
- The school's analysis of progress data indicates that girls and boys make broadly similar progress in all phases. In lessons, students with additional learning needs, including students of determination, make good progress toward their targets. Lower-attaining students make good progress. Higher-attaining and gifted, and talented students do not always make the progress of which they are capable.

Next Steps:

1. Enhance students' writing skills in all phases so they can consistently structure sentences accurately and correctly.
2. Improve reading fluency in the junior high phase.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students in lower elementary, upper elementary and junior high 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 does not take any external examinations in social studies.
- In lessons and their recent work, the large majority of students in the lower elementary and upper elementary phases attain above curriculum standards in social studies. In junior high, the majority of students attain above curriculum standards. In the lower elementary and upper elementary phases, students have clear knowledge about the individual rights and responsibilities of citizens. However, their ability to read maps is less secure. In the junior high phase, students demonstrate a well-developed understanding of the UAE government structure. Students demonstrate a clear awareness and understanding of historical timelines change globally. However, linking their knowledge to the UAE's historical background and its role globally is less well-developed. In the junior high phase, students' skills to conduct research to inform their presentations and debates are underdeveloped.
- Over the past three years, the school's internal attainment data suggests that most students have consistently attained above the MoE curriculum standards.
- The school's analysis of assessment data indicates that most students make better than expected progress in the lower elementary, upper elementary, and junior high phases over time and from their starting point at the beginning of the academic year.
- In lessons in the lower elementary, upper elementary, and junior high phases, the large majority of students make better-than-expected progress. In the lower elementary phase, they make more than expected progress in understanding their identity, duties, and responsibilities as citizens in the UAE. In the upper elementary phase, students make more than expected progress in understanding government services. In both the lower and upper elementary phases, students have not yet made enough progress in learning to read maps.

- The school's analysis of progress data indicates that girls and boys make broadly similar progress in all phases. In lessons, students with additional learning needs, including students of determination, make good progress toward their targets. Lower-attaining students usually progress well. Higher-attaining, gifted, and talented students do not always make the progress they are capable of making.

Next Steps:

1. Improve students' abilities to read maps in both lower elementary and upper elementary phases.
2. Strengthen students' understanding of the UAE's historical background and the development of its role regionally and globally.

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 | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |
| | Progress | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Alberta provincial curriculum standards indicates that most students are attaining above curriculum standards in the senior high school. The large majority of students attain above curriculum standards in lower and upper elementary, and junior high school. This high level of attainment broadly aligns with the levels of students' knowledge and skills observed in lessons.
- Students participate in the external Alberta Provincial Tests (PAT) in grades 6 and 9 and the Alberta Provincial Diploma in Grade 12. The Alberta Examination Authority has two benchmarking levels, one of which is the proportion of students reaching an acceptable level and the other of students reaching an excellent standard. The school results for students in grades 6, 9, and 12 are categorized by the Alberta Assessment Authority as being in the very high category. Students participate in standardized MAP assessments in grades 3 to 10. Results suggest acceptable attainment in grades 3 to 6 and 9, good attainment in grades 7 and 8, and very good attainment in Grade 10. Students in grades 9, 10, and 11 participated in the PISA 2022 international assessments. Results in reading literacy at 562 were well above the international benchmark, indicating high levels of attainment. The school exceeded the targets set. In the PIRLS reading test taken by Grade 4 students in 2021, results were above the international benchmark.
- In lessons and their recent work, in listening, reading, speaking, comprehension skills, and writing, most students attain above curriculum standards. In lower and upper elementary, students occasionally spell words incorrectly in their writing. In junior and senior high, many students demonstrate impressive skills in speaking. Occasionally, there is insufficient expression when speaking and presenting their ideas in groups or to a wider class audience.
- Over three years, the school's internal attainment data suggests that most students have consistently attained above the curriculum standards in all grades.
- The school's analysis of internal assessment data indicates that most students make better than expected progress in the lower and upper elementary phases. In junior high, most students make progress, and in senior high, the majority of students make better-than-expected progress over time.

and from their starting points at the beginning of the academic year.

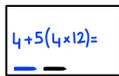
- In lessons, most children and students across the school make better-than-expected progress in most areas of their work. In lower and upper elementary phases, students occasionally make insufficient progress with improving their spelling.
- The school's analysis of progress data indicates that girls and boys make broadly similar progress in all phases. In lessons, students with additional learning needs, including students of determination, make better than expected progress toward their targets. Lower-attaining students usually receive strong support and make better-than-expected progress. Higher-attaining students do not always make the progress they are capable of to reach their full potential in lessons.

Next Steps:

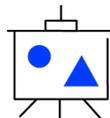
1. Ensure students gain more confidence when speaking and during presentations and use a full range of expression.

Mathematics

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



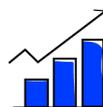
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

| Subject | | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|-------------|------------|-------------|---------------|---------------|---------------|
| Mathematics | Attainment | Very Good ↑ | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |
| | Progress | Very Good | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Alberta provincial curriculum standards indicates that most students in all phases are attaining above curriculum standards. This high level of attainment aligns with the levels of students' knowledge and skills observed in lessons.
- Students sit the external Alberta Provincial Tests (PAT) for grades 6 and 9 and the Alberta Provincial Diploma in Grade 12. The Alberta Examination Authority has two benchmarking levels, one of which is the proportion of students reaching an acceptable level and the other of students reaching an excellent standard. 26% of students achieve excellence in Grade 9. Overall, the results for students in grades 6, 9, and 12 are categorized by the Alberta Assessment Authority at a very high level.
- MAP standardized assessments are taken by students in grades 3 to 10, and results indicate acceptable attainment for students in grades 3 to 6 and good attainment in grades 7 to 10. Students in grades 9, 10 and 11 participated in the PISA 2022 international assessments. Results in mathematical literacy at 503 indicate high levels of attainment. The school exceeded the target set. In the TIMSS 2019 international assessment, results for students in grades 4 and 8 were benchmarked at the intermediate level.
- In lessons and their recent work, a large majority of students in the lower elementary and most students in upper elementary and junior and senior high phases attain above curriculum standards. Across the school, children and students understand key mathematical concepts, including problem-solving and mathematical thinking. Occasionally, students' mental mathematical skills in lower elementary are underdeveloped. In the upper elementary and junior high phases, students use their mathematical knowledge and understanding well in problem-solving tasks. In the senior high phase, students apply their knowledge to solve problems using clear mathematical reasoning.
- Over three years, the school's internal attainment data suggests that most students have consistently attained above the curriculum standards in all grades.
- The school's analysis of internal assessment data indicates that a large majority of the students make better than expected progress across all phases, over time, and from their starting points at the

beginning of the academic year.

- In lessons and their recent work, most students in lower elementary and upper elementary and junior and senior high phases make better than expected progress. Across the school, children and students make progress in building their knowledge and applying their mathematics skills to solve problems.
- The school's analysis of progress data indicates that girls and boys make broadly similar progress in all phases. In lessons, students with additional learning needs, including students of determination, make better than expected progress toward their targets. Lower-attaining students usually receive strong support and make better-than-expected progress. Higher-attaining and gifted and talented students do not always make the progress of which they are capable.

Next Steps:

1. Further strengthen all students' mathematical reasoning skills so they can justify their answers.
2. Improve students' mental mathematical skills for the lower and upper elementary phases.

Science

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

| Subject | | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|---------|------------|---------------|---------------|---------------|---------------|
| Science | Attainment | Very Good ↑ | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |
| | Progress | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Alberta provincial curriculum standards indicates that most students in all phases are attaining above curriculum standards. This high level of attainment aligns with the levels of students' knowledge and skills observed in lessons.
- Students sit the external Alberta Provincial Tests (PAT) for grades 6 and 9 and the Alberta Provincial Diploma in Grade 12. The Alberta Examination Authority has two benchmarking levels, one of which is the proportion of students reaching an acceptable level and the other of students reaching an excellent standard. Overall, the results for students in grades 6, 9, and 12 are categorized by the Alberta Assessment Authority at a very high level. MAP standardized assessments are taken by students in grades 3 to 10 and results indicate acceptable attainment for students in grades 3 to 9 and good attainment in Grade 10. Students in grades 9, 10 and 11 participated in the PISA 2022 international assessments. results in scientific literacy at 528 indicate high levels of attainment. The school exceeded the targets set. In the TIMSS 2019 international assessment, students in grades 4 and 8 results were benchmarked at the intermediate level.
- In lessons and their recent work, a large majority of children in lower elementary and most students in upper elementary and junior and senior high phases demonstrate scientific knowledge, understanding, and skills that are above curriculum standards. Across the school students demonstrate a secure understanding of the stages of the scientific method and how hypotheses are formed and tested. In lower elementary, children learn about life around them and explore the properties of simple physical objects. Occasionally, children in the lower elementary phase do not always develop a sufficient understanding of specific science vocabulary to enable them to explain the findings from their experiments. In upper elementary, students explore forces and motion and build on their inquiry and investigative skills to make predictions.
- Over three years, the school's internal attainment data suggests that most students have consistently attained above the curriculum standards in all grades.

- The school's analysis of internal assessment data indicates that the large majority of students make the expected progress in the lower elementary phase. In contrast, most students in the upper elementary phase and junior and senior high schools make better than expected progress.
- In lessons, most children and students make better-than-expected progress in advancing their knowledge and understanding of physical and life science. Overall, students across the school make rapid gains with advancing their scientific thinking, inquiry and investigative skills.
- The school's analysis of progress data indicates that girls and boys make broadly similar progress in all phases. In lessons, lower-attaining students and students with additional learning needs, including students of determination, make better-than-expected progress in relation to their targets. Higher-attaining and gifted and talented students are not always sufficiently challenged in lessons and do not always make the progress of which they are capable.

Next Steps:

1. Further develop students' practical and laboratory skills in the lower and upper elementary phases so they can independently conduct experiments and interpret and communicate the results.
2. Strengthen all students' abilities to summarize their experiment findings and communicate whether conclusions support the hypothesis they made.

Learning Skills

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

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

| Subject | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|-----------------|-----------|---------------|---------------|---------------|
| Learning Skills | Very Good | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |

Findings:

- Students across all phases are enthusiastic and engaged learners. From working closely with their teachers, they know their own strengths and weaknesses and how they can improve their work. Children and students on lower elementary mostly take responsibility for their learning and show initiative.
- Students interact in a very positive way with each other and their teachers. In many classes, collaboration is very effective. Occasionally, collaboration skills are less evident in mathematics and science work in the lower elementary phase. Across the school, children and students communicate their learning well.
- Children and students across the school usually make clear and meaningful connections between their work and real-life events in the world around them.
- Through much of the work and the activities they engage in, children and students across the school learn to think critically, solve problems, and work creatively. During lessons, they do not always have sufficient opportunities to develop their, innovation and enterprise skills. Children and students make highly effective use of learning technology to support their work in English and Islamic education and social studies. This is not as strong overall in Arabic as a first language, Arabic as a second language, mathematics, and science.

Next Steps:

1. Ensure that students further develop their collaboration skills in the lower elementary phase, especially in mathematics and science lessons.
2. Improve children's and students' skills in using learning technologies further to enhance their work in Arabic as a first language, Arabic as a second language, mathematics, and science.

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

Personal Development

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

Findings:

- Children and students eagerly anticipate coming to school each day and exhibit highly positive and constructive attitudes toward learning. They readily adhere to the guidance and instructions provided by the teachers. As they move up the school, students become increasingly self-confident, demonstrating a high level of independence. Students of all ages highly value holding roles of leadership and responsibility. Additionally, older students spoken to mentioned that they had previously enjoyed opportunities to work with younger children and students and would very much like this to be reinstated.
- Children and students have a comprehensive understanding of the school's behavior policy, and they adhere to it fully in lessons and during the school day. They are fully aware of the class routines that ensure there is a positive, dynamic learning environment and atmosphere across the whole school. Throughout the school, students exhibit politeness towards both staff and their peers. In the junior and senior high phases, students demonstrate heightened self-discipline, exhibiting greater independence and a strong commitment to upholding the school's values. Incidences of bullying are rare.
- Children and students across the school demonstrate respect and consideration for their classroom environment. They value the friendships they have formed at school and exhibit genuine concern for one another. Students are attentive to the needs of their classmates, providing assistance when required. They have friendly and respectful relationships with their teachers and all staff.
- Children and students have positive attitudes toward healthy eating. They are keenly aware of the need to follow a healthy and active lifestyle and make appropriate choices regarding what they eat. Discussions with students indicate that they understand that they can potentially play a role as advocates and champions for supporting others in eating healthily and keeping fit.
- Attendance levels, at 96%, are very good. Almost all students are punctual in arriving at school and for lessons throughout the day.

Next Steps:

1. Develop further the roles of students as leaders across the school so that they can demonstrate impactful, proactive, and responsible leadership qualities.

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 all phases demonstrate a secure understanding of Islamic values and their influence on contemporary UAE society and everyday life. They actively participate in celebrating Islamic events and engage in related competitions and activities.
- Children and students are knowledgeable and appreciative of the heritage of the UAE and Emirati culture. This is reflected in their artwork displayed throughout the hallways and classroom walls, depicting prominent and iconic features of the UAE. On Flag Day and Martyrs Day students demonstrate their understanding and respect for the UAE.
- Students actively participate in celebrating National Day, demonstrating their connection to and appreciation for the UAE's rich cultural heritage. Occasionally, students participate in a broader range of cultural activities in innovative new projects that are connected with and celebrate UAE heritage and Emirati culture.
- Children and students exhibit a profound understanding of their own culture and that of their peers. The school celebrates the eighty different nationalities of students during celebrations such as International Day. The school has successfully leveraged its multicultural student body to offer a diverse array of cross-cultural experiences and activities. Consequently, students are aware of the similarities shared between their cultures and those around the globe. Occasionally, there are opportunities to deepen students' understanding of their roles as global citizens.

Next Steps:

1. Further develop all students' knowledge of UAE history and heritage.

Social responsibility and innovation skills

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

Findings:

- Children and students willingly engage in activities that contribute positively to the school and the broader community. They recognize their responsibilities towards both the school environment and other communities. The Student Council, comprising representatives from the upper elementary phase, junior high, and senior high phases, offers opportunities for students to assume various leadership roles. They understand that their views and contributions are valued and respected by staff and teachers alike.
- Students are motivated in work and generally show much enthusiasm and enjoyment in carrying out activities in lessons and activities around the school. They generally show much resilience in completing tasks and show enthusiasm for creating and presenting projects if given the opportunity, such as participating in the science fair offered to certain grades in the school. Students enjoy being creative and often suggest ideas. However, opportunities for them to fully develop their innovation skills are infrequent. Similarly, students spoke of their desire to develop skills in entrepreneurship beyond lessons.
- Students are very knowledgeable about environmental and sustainability issues, and many students are involved in recycling initiatives. Students extend their involvement to projects beyond the school, such as the STEM FOR LIFE initiatives with ADNOC, promoting ecological awareness and conservation efforts. However, there remains scope for more students across the school to become involved in environmental sustainability projects.

Next Steps:

1. Provide opportunities for all students to develop their entrepreneurship skills.
2. Broaden children and students' participation in a wider range of local environmental and sustainability activities.

PS3: Teaching and Assessment

Teaching for effective learning

| Performance Indicator | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|---------------------------------|---------------|---------------|---------------|---------------|
| Teaching for effective learning | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |

Findings:

- Most teachers effectively apply their knowledge of their subjects and how students learn, and this is especially effective in the higher grades, particularly the senior high. In KG, children participate in grouped activities and the teachers ensure that there is learning through play and exploration.
- Teachers plan engaging and structured lessons that motivate children and students to learn. Lesson plans follow a standardized format, and professional development training has been provided for teachers to enhance the lesson toward the development of skills. Teachers plan lessons together and across the curriculum to provide links in subjects, for example, in transferring skills in mathematics and English. Lessons refer to prior knowledge in previous grades to reinforce learning. Learning environments are motivational, with high-quality work displays on walls and in corridors. Classrooms in the lower grades have reading areas inside and outside the classrooms, and a range of resources that are used for learning activities. However, across the school, lessons sometimes run over time, leaving insufficient time to review learning thoroughly.
- Teachers interact very well with students, and students are keen to learn. The teachers have been trained in questioning techniques using Bloom's Taxonomy to prompt discussions and higher-order thinking.
- Overall, teachers use a range of effective strategies in lessons to meet the needs of individuals and groups of students. Occasionally, not all students who are higher attaining and gifted and talented are challenged enough in lessons. Effective support is provided outside the lessons for students who need additional help with their work. Teachers have been trained in differentiation and provide much detail in their lesson planning.
- Teachers have been trained to develop students' critical thinking skills systematically, and this is embedded into the Alberta provincial curriculum, along with problem-solving skills. However, innovation is less visible in classroom learning and seen largely in extracurricular activities. Independent learning is more predominant in the higher grades and less evident in the younger students.

Next Steps:

1. Enhance opportunities for younger students to develop their independent learning and inquiry skills further.

Assessment

| Performance Indicator | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|-----------------------|---------------|---------------|---------------|---------------|
| Assessment | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |

Findings:

- Internal assessment processes are coherent and consistent. They are linked to the Alberta provincial curriculum standards for English, mathematics, and science and the Ministry of Education (MoE) standards for Arabic, Islamic education, and social studies. Internal assessments provide valid and clear measures of students' attainment and progress. Formative assessments are conducted regularly in the classrooms and recorded on PowerSchool. Summative assessments are separate and conducted at the end of units and three times a year for student progress reports.
- There is a comprehensive awareness in the school of external, standardized, national, and international assessments. Teachers use support materials and align assessments to ensure that students are fully prepared. The school effectively benchmarks student outcomes against appropriate expectations, including attainment in Arabic IBT for the Arabic medium subjects in grades 3 to 9 and measures of Academic Progress (MAP) in standardized assessments in grades 3 to 10. There are Provincial Achievement Tests (PAT) in grades 6 and 9. Grade 12 students participate in the Alberta Provincial Diploma external assessments. The school also participates in the international TIMSS, PIRLS, and PISA international assessments.
- Assessment data are analyzed well and in depth by the leadership team. In the senior high phase, the diploma examination data is analyzed against the classroom results to see whether questions are answered incorrectly and gauge how well the topics are taught or if they need reteaching on a gap analysis basis. 'Deep dives' are conducted into the PAT data to check whether students are on track and to predict levels of achievement. Regular conversations are held with teachers to triangulate data, including pre-assessments, to ensure lessons are responsive to starting points. Data analysis, particularly NWEA MAP data informs on students who need additional support through additional teacher and 'hub' time. This is the first year that the students have taken the MAP tests, so it is not possible to see the growth in the attainment scores. Data across the school is interrogated extensively to review the progress of different groups of students as well as track the progress of individuals.
- Assessment data is generally used effectively to influence teaching and highlight gaps in learning to meet the needs of all students and enhance their progress. Lesson plans identify higher- and lower-ability students. However, assessment data is not always effectively used to challenge, support, and accelerate their learning, especially for higher-attaining and gifted and talented students.
- Through their questioning and careful monitoring of activities, teachers clearly understand the strengths and weaknesses of children's and students' work. They provide all individuals with valuable feedback, both in the form of written feedback in workbooks and oral feedback in lessons. In many lessons, peer and self-assessment take place, with students reviewing their own work and that of their classmates. However, this is inconsistent in some subjects.

Next Steps:

1. Provide consistent opportunities in all subjects for students to assess their own learning and that of their peers and ensure students know their next steps in their learning.

PS4: Curriculum

Curriculum design and implementation

| Performance Indicator | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|--------------------------------------|-------------|-------------|-------------|-------------|
| Curriculum design and implementation | Outstanding | Outstanding | Outstanding | Outstanding |

Findings:

- The school follows the Alberta provincial curriculum Framework. The curriculum is enhanced to meet the expectations of the Ministry of Education (MoE) curriculum for Arabic medium subjects. The enhanced curricula have a very clear rationale. The school's curriculum promotes a holistic approach to education, conveys knowledge, and emphasizes developing essential skills and positive attitudes.
- Aligned with the principles of the Alberta provincial curriculum, the taught curriculum ensures continuity and progression of learning across various phases in almost all subjects, accommodating students' diverse needs and prior knowledge. This approach equips students for future learning and prepares them exceptionally well for higher education, both locally and internationally.
- Offering diverse curricular choices within the Alberta provincial curriculum framework, the school allows students to select subjects aligned to their interests and aspirations. The extracurricular activities are thoughtfully chosen to cater to the large majority of students. There is a wide range of electives available for older students, although fewer are available for the younger age group students in the lower elementary phases.
- Integrating cross-curricular links that enable the transfer of skills and knowledge across subjects is central to the school's curriculum. This is more effective in lower grades.
- The school regularly reviews the taught curriculum in all subjects using data insights from standardized assessments and the PAT results. This approach helps the school maintain the effectiveness and relevance of teaching practices. The taught curriculum does not always meet the needs of higher-attaining and gifted and talented students.

Next Steps:

1. Expand the range of choices available to students in the lower and upper elementary phases, including extracurricular activities.

Curriculum adaptation

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

Findings:

- Meeting the diverse needs of all groups of students is a core principle of the Alberta provincial curriculum. As a result, the school identifies students' needs and capabilities through diagnostics and offers targeted support in lessons and through additional support teaching. Individual educational plans (IEPs) are prepared to focus clearly on improving student outcomes for those who need support in learning. However, the modifying of the taught curriculum to plan challenging and enrichment activities for gifted and higher-attaining students is inconsistent. The inclusion department oversees the modifications to the curriculum for students with additional learning needs, including students of determination and low-attaining students, to support them in lessons.
- The school's curriculum is interesting and designed to promote students' engagement and motivation in learning. There is a particularly interesting curriculum in place in English, which is modified exceptionally well to promote high-quality speaking, writing, and creativity skills across the school. However, across the school the curriculum is not yet sufficiently well modified to promote students' skills of innovation and entrepreneurship.
- The curriculum includes activities that establish links with Emirati and UAE culture in most lessons, especially with the Arabic medium subjects. Students have opportunities to appreciate the UAE's heritage culture and Islamic values through celebrations of national events and field trips to local heritage sites such as the mangrove site. However, the school recognizes that this is an area to strengthen further.

Next Steps:

1. Strengthen the modifications of the curriculum to consistently plan and provide activities to match the needs of higher-attaining students and gifted and talented students.
2. Strengthen the curriculum further to fully support students' understanding and appreciation of the UAE's cultural identity.

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 | Very Good | Very Good | Very Good | Very Good |

Findings:

- The school implements rigorous procedures to ensure the safety and well-being of students, particularly regarding safeguarding and child protection. All staff receive training in safeguarding protocols and are equipped to address any concerns that may arise. A dedicated safeguarding team actively promotes and upholds these measures within the school community. Record for training and staff attendance is centrally held. The school provides safeguarding and child protection training to students and teachers in the English language, and support staff are provided with training in second languages where needed. Students say they feel secure and supported and are confident enough to report any issues, knowing they will be addressed promptly and appropriately. The school maintains effective measures in protecting children and students from various forms of abuse and bullying, including verbal, physical, emotional, and psychological abuse, with additional support provided by the school social workers. Online security systems are in place to safeguard students, and this includes the monitoring of online browsing. The school's information technology team ensures that students cannot access social media and non-educational websites on the school network. Clear policies, including a staff code of conduct and anti-bullying policy, are shared with parents and students to help maintain a safe environment. The school educates children and students about cyberbullying and responsible online behavior through workshops. Anti-bullying and cyber-safety are not yet fully embedded within the curriculum.
- The school ensures and provides a very safe, hygienic, and secure environment for both students and staff through regular and thorough safety measures. Students and staff feel highly secure, well-cared-for, and confident in addressing any concerns they may have. Staff are fully trained and aware of their responsibilities in prioritizing health and safety within the school. Comprehensive training is provided to staff covering various aspects, including laboratory safety, first aid training for teachers, and distribution of first aid kits in the corridors for easy access if any emergencies arise. The school has rigorous health and safety and fire safety protocols in place for the safety of children, students, and staff. The school has a contract with an external company to dispose of chemical and medical waste. The premises are under 24-hour surveillance by security guards and CCTV cameras. Student supervision is effective at all times, including during pick-up and drop-off times. The school adheres to all legal and regulatory standards, with stringent fire risk assessment procedures and quarterly fire evacuation drills, to ensure they are prepared in emergencies. Staff and students are well-versed in calm and safe fire evacuation procedures and know how to evacuate the building safely.
- The school buildings and equipment are very well maintained and kept in excellent condition.

Comprehensive paper and online records are meticulously maintained to document all matters and clearly highlight the actions taken. The school employs two female nurses who provide care for students' well-being. The school nurses conduct yearly checks on students' height, weight, and eyesight for every student at the start of the academic year. The school also conducts preventive screening tests for KG, grades 1, 5, and 9 students, which are conducted by SEHA nurses in the school. The school keeps detailed paper records of students' personal development and well-being, including vaccination history. The nurses have not fully completed analyzing the BMI rates for the current academic year. Students' medical information is systematically shared with school staff to ensure continuous medical care for students. Medications are securely stored in locked cabinets and can only be administered by trained staff.

- The school's infrastructure and amenities offer a physical environment adapted to accommodate all learners. The school has classrooms arranged over three floors and is not easily able to accommodate students with mobility issues as there is no lift in the building.
- The school promotes safe and healthy living across all phases of school activities. School-provided meals and snacks align with the school policy in promoting healthy choices, including the implementation of fresh and healthy food and juices to encourage balanced and nutritious eating habits. The school offers comprehensive guidance to students and parents regarding food selections and maintains a diverse and consistent physical education and sports program to support healthy lifestyles. The school also takes measures to protect students from the sun, such as providing shading in the main courtyard. However, some areas of the school require further shading. The school also provides easy access to fresh drinking water for children and students.

Next Steps:

1. Ensure that there are appropriate arrangements to accommodate the needs of those with temporary or long-term mobility restrictions.
2. Improve the analysis and record keeping regarding students' health check ensuring there is appropriate follow-up, especially relating to the recent information captured for BMI.

Care and support

| Performance Indicator | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|-----------------------|--------|---------|---------|---------|
| Care and support | Good ↓ | Good ↓ | Good ↓ | Good ↓ |

Findings:

- The school has positive and purposeful staff-student relationships, characterized by mutual respect between students and teachers across all phases. Teachers know all their students very well and are aware of their social, emotional and intellectual needs. The school has effective behavior management systems and procedures, including the Student and Parent Handbook and the Student Behavior Policy and Expectations. Students are well aware of the school's expectations of their behavior in class and around the school. The school leadership and all staff work very effectively together in ensuring, maintaining, and promoting positive behavior.
- The school maintains precise records of attendance and punctuality. The school has very effective and successful strategies for promoting attendance and punctuality, which include addressing unauthorized absences and lateness. In the event of an individual student's absence, parents receive prompt notification.
- The school has a rigorous system to identify students with additional learning needs, including students of determination and children and students who are gifted and talented. Led by the special educational needs coordinator (SENCO) the school has a fully staffed inclusive education department. All of these staff members work within the Student Services department, which provides support to children and students across the school. The school has identified 250 students as children with additional learning needs, including students of determination and gifted and talented individuals. The Student Services department has an effective system for identifying students who may require support. The SENCO collaborates with the teacher to assess the student's academic performance using internal and external assessments, classroom observations, reading and comprehension evaluations, dyslexia screenings, and speech and language assessments. Following this comprehensive process, all collected evidence is reviewed by the school management team before a child or student is referred for external diagnostic assessment. Throughout this entire procedure, parents are kept closely informed, and the child or student's progress is regularly shared with the parents. The school does not use ADEK in-school services systems.
- The school provides effective support to most students who are identified as students with additional learning needs, including students of determination and including gifted and talented individuals. All the students identified as students with additional learning needs and students of determination have Individual Educational Plans (IEPs), and gifted and talented students have an Advanced Support Plan (ASP). However, teachers do not always plan work in lessons to match the needs of gifted and talented students and align with the ASPs that have been written. Higher-attaining students do not currently have ASPs written for them and are also not always sufficiently well-supported in lessons.
- School guidance counselors are available to children and students. This guidance system ensures that each student receives personalized advice and support, especially in Grade 12. The counselor conducts workshops to assist students in identifying their future education or career pathways and facilitates workshops on various career options. They use a range of assessments that allow the students to explore career options that align with their interests. The school has held university open days to provide further support and guidance to students and to prepare them for the transition from school to university. Careers advice and guidance does not yet extend to students in the junior high

phase.

Next Steps:

1. Strengthen the support for gifted and talented students in lessons and ensure the ASPs written for them are integrated into planned learning activities in lessons.
2. Align with all expectations of ADEK's inclusion policy, including the use of the in-school services system.
3. Extend the highly successful career advice and guidance program into the junior high phase of the school.

PS6: Leadership and Management

The effectiveness of leadership

| Performance Indicator | Quality judgement |
|---------------------------------|---|
| The effectiveness of leadership | Outstanding  |

Findings:

- The school principal, along with all other members of the school senior leadership team fully promote the school's vision statement to develop students as future leaders, and this vision is shared by the whole school community. The senior leadership team, working closely with the Governors are ambitious about students learning. Along with all school staff, they are successful in establishing a positive and supportive culture across the school. The school's vision and mission are shared extensively with parents, students, and staff through various communication platforms. There is a clear commitment to the UAE's priorities and the UAE's national education priorities. The senior leaders demonstrate a strong commitment to ensuring that staff and students feel included and valued, are treated fairly and respectfully, and have a sense of belonging. The school is proud to be inclusive.
- Senior leaders demonstrate a clear understanding of the curriculum and best practices in teaching, learning, and assessment. Through the regular weekly training sessions after school, leaders are innovative in supporting all teachers to constantly improve their skills. Leaders prioritize supporting all teachers to ensure more accurate internal assessments.
- Relationships across the school are highly positive. Leaders delegate effectively, ensuring middle leaders are aware of their roles and responsibilities and will be held accountable for raising students' achievement. Middle leaders observe lessons and support teachers within their departments to help them improve. Communication within the school is professional, at both a formal and informal level. Communication around the school is effective, and all staff feel fully informed and supported. Morale within the school is high.
- Leaders at all levels have a very clear understanding of what they need to do to improve the school and have placed a very strong focus on addressing the main issues in teaching to ensure students' standards of achievement improve, especially in Arabic medium subjects, and ensuring that higher-attainers and gifted and talented students reach their potential. They have focused on ensuring that all teachers new to the school have the skills they need to teach effectively.
- Leaders hold staff accountable through regular analyses of students' performance, lesson observations, and reviews of the effectiveness of planning and teaching strategies. The school has successfully raised students' standards of achievement in English, mathematics, and science while recognizing that there remains work to do in raising standards further in Arabic-medium subjects. Senior leaders ensure that the school is fully compliant with statutory requirements.

Next Steps:

1. Provide further training for teachers to improve the accuracy of internal assessments.

-
2. Promote a greater integration between the English medium subjects and Arabic medium subjects to share best practices in teaching, learning and assessments.

School self-evaluation and improvement planning

| Performance Indicator | Quality judgement |
|---|--|
| School self-evaluation and improvement planning | Outstanding  |

Findings:

- All staff actively participate in the school self-evaluation (SEF) process. In constructing the SEF, senior leaders and staff systematically consider a blend of valid sources of evidence, including lesson observations and both internal, standardized and external assessment information. Judgments are realistic and broadly align with the inspection framework and the current inspection findings. Senior and middle leaders display a secure understanding of the school's strengths and areas requiring improvement. The school is aware that self-evaluation needs to be further enhanced by the increased accuracy of summative internal assessments.
- The school's monitoring of teaching and learning is systematic and conducted by senior and middle leaders. They make very regular classroom visits each term and provide teachers with clear and constructive feedback. The observation forms include a wide range of relevant criteria and would be further enhanced by placing a greater emphasis on evaluating the impact of teaching on students' attainment and progress. Effective monitoring and feedback have been central to the school in sustaining the overall quality of teaching and students' standards of achievement.
- The school development plan is clear and effectively highlights the crucial areas for improvement. It contains suitable targets, strategies, success criteria, responsible parties, and dates by which actions should be achieved. Actions and success criteria are fully focused on improving students' outcomes. The improvement priorities are closely aligned with the recommendations from the previous inspection.
- The school has successfully addressed all of the recommendations of the previous inspections and has sustained improvement over time.

Next Steps:

1. Improve the lesson monitoring processes, ensuring an increased focus on evaluating the impact of teaching on students' progress during the observations.

Parents and the community

| Performance Indicator | Quality judgement |
|---------------------------|-------------------|
| Parents and the community | Very Good |

Findings:

- Discussions with the parents show clearly that they feel they are full partners in the education of their children. Through online communication apps, parents are very aware of what their children are learning, what is planned for their learning, and how well they are progressing. Parents frequently contribute to surveys issued by governors. The Parents' Council is an active organization for the school and meets regularly with the principal to discuss potential school improvement initiatives. The parent's involvement in a wide range of school activities makes a highly positive contribution to the school.
- The school's communication with parents is effective. Regular updates are communicated in both English and Arabic via numerous platforms. Parent-teacher meetings are scheduled every term where teachers share feedback to encourage parents with suggestions as to how they can help their child improve. Advice is also relayed to parents via the online app in terms of how they can support their children with homework assignments or reading. Parents who have children or students of determination continue to be involved in the monitoring and target setting of their child's individual education plan (IEP). Discussion with parents shows they are satisfied with the extent of communication from the school. Parents say that the school would benefit from working to build links between students in the senior school and working with children and students in the younger age groups. Also, parents feel the school should invite ex-students to return to school to brief Grade 12 students on their university experiences.
- Parents can effectively review their child's academic progress at any time through their access to the online app. The reporting system is rigorous, informing parents of their child's academic progress, effort made, and personal and social development. Written reports to parents clearly communicate all aspects of their children's achievements and how they can improve in the future.
- The school has a strong partnership with the local community. It partners with the Red Crescent and participates in various initiatives, such as the recent initiative to raise funds for people in need. Students regularly take part in activities as volunteers.
- The school has established connections with other schools and numerous local and international universities to enhance students' academic and personal development and to support their further education. The school has suitable international links, including with schools in Canada, Cambodia and Kenya.

Next Steps:

1. Continue to strengthen the partnership with parents in the work to further build successful local partnerships.

Governance

| Performance Indicator | Quality judgement |
|-----------------------|-------------------|
| Governance | Very Good |

Findings:

- The Governing Board includes representation from a wide range of stakeholders but has yet to include a student governor in its membership. The Governing Board regularly and systematically monitors the school's actions and holds senior leaders fully accountable for both the performance and quality of education provided, including the academic and personal development of all students. The Governing Board meets every term to discuss all initiatives and new developments and to discuss any required areas for improvement.
- Governors place a high priority on ensuring the accountability of school leaders in moving forward with planned actions. There is constant scrutiny and investigation of key decision-making and performance actions. Governors and the school owner keep in very close contact with the principal and have a very clear overview of the daily running of the school. Governors are vigilant about ensuring that the school runs efficiently on a day-to-day basis and ensuring all statutory requirements are met. The Governing Board acts as a constructive, critical friend of the school. The Governing Board seeks parents' views regularly through surveys. Parents can also directly contact the board if they have any concerns.
- The Governing Board is proactive and has a positive influence on the school's overall performance. Governors ensure that the school is adequately equipped to offer a diverse range of learning experiences for students. They have identified the need to move forward with plans to enhance school facilities by building a lift to improve accessibility around the school building. Also, there is a need to encourage the process of teacher intervisitations between schools to share good practices.

Next Steps:

1. Widen the representation of stakeholders on the Governing Board by including a student representative

Management, staffing, facilities and resources

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

Findings:

- The school is well organized and runs very efficiently on a day-to-day basis. There is no time wasted in the school day. Very clear procedures and routines across the school ensure a calm, welcoming, and supportive learning environment where staff and students work respectfully and harmoniously together.
- The school is staffed appropriately. All currently employed teachers possess the qualifications to teach their respective subjects effectively. The school deploys specialist staff with the correct level of expertise to provide support for students with additional learning needs. However, there remains a need to recruit a laboratory technician to support the work in the science laboratories.
- All staff, including support staff, benefit from regular professional development closely matched to the school's priorities. Teachers currently participate in regular training days each week after school. This training has been successful in helping the school establish consistency in the quality of teaching across the school. However, more training is needed for teachers to improve the accuracy of internal assessments.
- The school premises are effectively maintained and designed to meet the learning needs of students across all grades and cycles. Classrooms are of adequate size for students. There is a range of specialist facilities. There are suitable outdoor areas. However, the school currently lacks a large multipurpose space.
- The school is well-resourced in all subjects, with ample practical equipment and smartboards in each classroom. Appropriate learning technologies are also used across the school to enhance teaching and learning.

Next Steps:

1. Appoint a qualified and experienced laboratory technician.

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