

# Irtiqa'a School Inspection

AY 2024/25

EMIRATES FUTURE INTERNATIONAL  
ACADEMY

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**Rating: Good**

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# School Information

General Information	
 <b>Name</b>	EMIRATES FUTURE INTERNATIONAL ACADEMY
 <b>Esis Number</b>	9054
 <b>Location</b>	19, Radah St, Mohamed Bin Zayed City, Abu Dhabi, 20610
 <b>Website</b>	<a href="http://www.efiaschool.com">www.efiaschool.com</a>
 <b>Telephone</b>	025525188
 <b>Principal</b>	SAJI OOMMEN GRACE NILAYAM
 <b>Inspection Dates</b>	21 to 24 Oct 2024
 <b>Curriculum</b>	Indian

## Information On Students

<b>Cycles</b>	Cycle 1 - Cycle 2 - Cycle 3 - KG
<b>Number of students on roll</b>	2025
<b>Number of Emirati students</b>	0
<b>Number of students of determination</b>	9
<b>Largest nationality group of students</b>	India - Pakistan - Afghanistan

## Information On Teachers

<b>Number of teachers</b>	99
<b>Nationalities</b>	India - Pakistan - Egypt
<b>Number of teaching assistants</b>	25

## Changes since the previous inspection

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- Since the school's previous inspection in 2021, the overall performance rating has improved from acceptable to good.
- There have been significant improvements in students' achievements in Arabic and most English medium subjects. The school has made considerable efforts to enhance the quality of teaching, learning, and assessment.
- Students' attainment across all phases in Arabic as a second language, Islamic education, and social studies has improved significantly, moving from acceptable to good. In Arabic as a second language, most phases have shown progress, except for phase 2, which remained the same. For Islamic education, progress improved from acceptable to good in phases 1 and 2, while phases 3 and 4 remained at an acceptable level. In social studies, the progress varies from phase to phase; it improved from acceptable to good in phase 3, but remained the same in phase 2. Phases 1 and 4 were not assessed in the previous inspection.
- Achievement in English varies across subjects and phases. In English phases 1 and 4, achievement has remained the same as during the previous inspection, and the same is true for science in phases 3 and 4. However, in English, math, and science phase 2, achievement has improved from acceptable to good. There has been a significant improvement in math phase 1, where achievement has increased from acceptable to very good, and in science, from good to very good in the same phase. This progress is due to enhanced teaching practices implemented in this phase. English and math

attainment in phase 3 has remained at an acceptable level, while progress has improved from acceptable to good.

- Learning skills in Phase 1 and Phase 4 remain good, while in phases 2 and 3, they have improved from acceptable to good due to the progress made by students in their lessons and learning experiences.
- In the previous inspection, performance standard 2, which pertains to students' personal development and innovation skills, was not evaluated. However, the findings from the 2024 inspection revealed that these standards were considered acceptable in Phase 1, good in Phases 2 and 3, and very good in Phase 4. Students' understanding of Islamic values and awareness of Emirati and world cultures was evaluated as acceptable in Phases 1, 2, and 3, and as good in Phase 4. Students' social responsibility and innovation skills were judged as acceptable across all phases.
- The judgments for teaching and assessment across all phases have remained good in phases 1 and 4, while it has improved from acceptable to good in phases 2 and 3. The more thorough analysis of assessment outcomes data has provided valuable information for teachers and subject leaders.
- In the previous inspection, performance standard 4, which pertains to the curriculum, was not assessed. Both curriculum design and curriculum modification were evaluated as good across all phases. However, a more consistent and rigorous approach to modifying the taught curriculum is needed to ensure students are sufficiently challenged and supported.
- Protection, care, guidance, and support remain good. A new lead for inclusion has been appointed along with two specialist teachers. There is still a very small percentage identified as requiring help with their learning. It was clear from classroom observations that many students who remain unidentified as students with additional learning needs, including students of determination, are not getting the support they need. In addition, there are students who are gifted and talented, whose gifts and talents are not being addressed and supported sufficiently well by the school.
- The school's leadership and management are dedicated to making further improvements in key areas. As a result, leadership and management have improved from acceptable to good across all indicators, except for the partnership with parents and community, which remains at a good level.

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

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The school has benchmarked students' attainment against international standards. 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 and is awaiting the results. The school participated both in the 2021 PIRLS (Progress in international Reading Literacy Study) and the 2022 PISA (Program for International Student Assessment) assessments.

The school has targets for all three international benchmark assessments and has achieved their scientific literacy target in the most recent PISA assessment.

There is a comprehensive awareness of international benchmarking, and the school promotes the importance of doing well and making a more global comparison.

The school has established dedicated teams to develop teachers' skills in adjusting their teaching to meet the specific demands of the questions in the international assessments. Students are assigned weekly tasks which are designed to replicate the type of questions expected on the assessments. Their performance in these tasks is monitored and where gaps in their knowledge or skills are identified, appropriate adjustments are made to the lesson planning. Teacher questioning skills have been specifically developed through professional development courses to ensure that students are more familiar with the reasoning domain, particularly in mathematics and in science.

## Performance in standardized and international assessments

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

### Standardized Assessments

Ei ASSET is used as an external assessment for grades 3-9. Student outcomes in the ASSET assessments for the school year 2023-24 indicate good attainment in phase 2 Mathematics and English and very good attainment in phase 2 science; they indicate weak attainment across the three subjects in phase 3 and phase 4 grade 9.

In Grade 12, students' outcomes in Arabic-medium subjects are benchmarked against Arabic as a second language and Islamic education Ministry of Education standards. Student outcomes in the Grade 12 Arabic as a second language assessments are acceptable. but the outcomes in Islamic education are outstanding.

Grade 10 and Grade 12 students are entered for the external Central Board of Secondary Education (CBSE) assessments in English, mathematics, and the sciences. The CBSE outcomes for Phase 4 students are outstanding overall in English and weak in mathematics in grades 10 and 12. Grade 10 CBSE science indicates acceptable attainment. CBSE results for grade 12 chemistry and physics are acceptable, and grade 12 biology is very good.

### International Assessments: TIMSS, PISA, PIRLS

The school has benchmarked students' attainment against international standards. In TIMSS 2019, grades 4 and 8 students attained levels within the intermediate international benchmark range in mathematics, achieving scores of 474.98 in grade 4 and 480.02 in grade 8. Grade 4 students attained levels within the low international benchmark range in science, scoring 469.61, while grade 8 students attained within the intermediate international benchmark range with a score of 506.03.

In PIRLS 2021, grade 4 attained within the intermediate international benchmark range with a score of 534.

15-year-old students participated in the PISA 2022 international assessments. In reading literacy, the school did not meet the set target of 474.6, with a result of 453.6, which is also below the international average. In mathematical literacy, the school did not meet the target of 483.9 but exceeded the international average, with a score of 475.8. Science literacy has the highest result, at 486.6, which is above the international average, and the target set for the school at 483.7.

## Reading

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The school has a library room stocked with books in both English and Arabic. The library has an appropriate balance of fiction and non-fiction reading material, which are in both languages. Fiction reading material is organized so that students can access it without difficulty. Every class in the school has library access through weekly time-tabled lessons.

The librarian is in full-time attendance at the library to supervise the facility and assist those using it. She is very attentive to the needs of classes, particularly those students who come individually to read and borrow books. The librarian has provided support for parents on accessing relevant books for their children to read online. The school continues with the 'Read with Me' initiative to encourage parents to read with their children at home. Generally, teachers encourage students to read for pleasure, and older students use it for research.

Teachers of Arabic and English have received training and know how to teach reading. Teachers in all subjects role model reading and encourage students to read. There has been a particular emphasis on developing Phonics in the lower phases. Currently, the phonics program extends to Grade 4. In phase 1, reading skills are addressed through systematic daily phonics teaching and weekly guided reading sessions.

Throughout the school, there is a growing emphasis on reading across the curriculum, although this is not yet consistently well embedded. In many of the senior classes, useful word banks related to subject-specific vocabulary support the students' learning in subjects other than English. Reading levels are not recorded or shared with the other teachers. Many of the teachers are unaware of the reading ages of the students in their class, which limits their ability to effectively promote reading across the curriculum. There are not many library users from the older classes, particularly boys.

Reading in Arabic and English is actively promoted with posters in classrooms and corridors around the school. The school has introduced a number of initiatives to promote reading, comprising visits to external libraries, reading competitions, virtual libraries, and book fairs. However, the school does not sufficiently assess and track student reading progress to ensure that its initiatives yield the required impact.

## Strengths of the school

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- Students' achievement has notably improved, particularly in Arabic medium subjects across most phases.
- The school has effective safeguarding measures in place, ensuring comprehensive child protection protocols are actively implemented.
- Students demonstrate strong loyalty and respect for their school and the school community.
- Relationships between students and teachers are very positive, promoting a supportive and conducive learning environment.
- Students' behavior, in all phases across the school, is of a high standard contributing to a positive learning environment.
- The school's partnership with parents is a key strength, with ongoing communication to actively involve parents in their children's learning journey.
- The senior leadership team, led by the principal and vice-principal, demonstrates a clear commitment to continuous school improvement.

## Key Recommendations

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1. Improve students' achievement to a very good level by:

- developing students' Quran memorization and recitation skills across all phases, with a focus on Tajwid application in Phases 3 and 4.
- increasing opportunities for students to engage in extended writing opportunities in Arabic and in English.
- improving students' speaking fluency, use of tenses, and linguistic structures in Arabic.
- enhancing students' understanding of government roles and functions in Social Studies.

- engaging students in collaborative projects regarding societal challenges to help connect their learning with the real world.
- improving research-based projects in Social Studies on UAE economic sectors.
- ensuring reading beyond textbooks is embedded in the curriculum to promote creativity and imagination in English.
- encouraging the use of hands-on materials and activities to develop foundational mathematical concepts, particularly in Phase 1.
- enhancing mental mathematics speed and accuracy in Phase 2 through regular practice.
- encouraging the consistent use of mathematical and scientific terminology by all students.
- providing more opportunities for hands-on experimentation in Phases 2 and 3 in science.
- encouraging students to engage in self- and peer-assessment using success criteria and rubrics.

2. Enhance the consistency of high-quality teaching, throughout the school, by:

- improving middle leaders' understanding of what constitutes best practices in teaching, learning and assessment.
- placing much more focus on student outcomes, rather than staff inputs.
- creating a positive learning and development culture among teachers in the school where team teaching and teacher peer observation become commonplace.
- tailoring learning activities to match the needs, interests and abilities of different individuals and groups of students.
- supporting cross-curricular connections, particularly between Islamic Education and Science, through real-world examples and interdisciplinary projects.
- providing more opportunities for inquiry-based learning, critical thinking, and innovation during lessons.
- ensuring access to and use of educational technologies across all phases.

3. Improve aspects of the care and support provided for students by:

- engaging students in developing a student-led initiative to improve attendance.
- strengthening the partnership with parents to emphasize the importance of regular student attendance and punctuality.
- including 'Attendance' as a standing item on the agenda of Governors' meetings to achieve and maintain a rate of attendance of at least 96%.
- improving the identification procedures for students with additional learning needs, including students of determination.
- placing a stronger focus on the identification and support of gifted and talented students.

4. Improve leadership and management to a very good level by:

- strengthening inclusivity by implementing rigorous procedures for identifying students with additional learning needs, including students of determination and gifted and talented students.
- ensuring greater consistency in holding middle leaders accountable for their roles and responsibilities.
- maximizing the use of resources inside and outside the classroom, including more hands-on materials, to enhance teaching and learning effectiveness.
- providing targeted professional development programs aligned with school goals and establishing systems to measure their impact on student achievement.
- ensuring the Inclusion department is supported with appropriate staffing and resources.

## Overall School Performance: Good

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

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



PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good ↑	Good ↑	Good
Assessment	Good	Good ↑	Good ↑	Good

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

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

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

**PS6: Leadership and Management**

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

# Inspection findings

## PS1: Students' achievements

### Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

### Findings:

- The analysis of school internal assessment data against the Ministry of Education (MoE) curriculum standards indicates that most students attain levels above curriculum standards in phases 1, 2, and 4. In phase 3, a large majority of students attain levels above curriculum standards. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the phases.
- The MoE examination results for grade 12 students indicate that most students attain levels above national standards.
- In lessons and their recent work, the majority of students in all phases demonstrate knowledge of the Holy Qur'an and Hadeeth, Seerah (life of the Prophet PBUH), and the Islamic values and principles that are above curriculum standards. Students' interpretation and memorization of selected verses from the Holy Qur'an are developed in phases 2, 3, and 4. In phase 1, additional recitation practice and memorization are required. In phases 2, 3, and 4, students link Islamic concepts and rules with relevant verses from the Holy Qur'an and Hadeeth. In phases 3 and 4, students' accurate reading of the Holy Qur'an and applying Tajwid rules is developed.
- School data shows that over the past three years, the attainment of most students in phases 1, 2, and 4 has been consistently above national standards. In phase 3, student attainment improved from very good to outstanding in AY 2022/23 and regressed to very good in 2023/24. Over the past three years, the MoE exam attainment of grade 12 students has been consistently above national standards.

- In phases 1 and 2, a large majority of students make better than expected progress. In phase 3, the assessment data indicates that less than three-quarters of students make the expected progress. In phase 4, most students make the expected progress.
- In lessons, the majority of students in phases 1 and 2 make better than expected progress in developing their knowledge of Islamic teachings, Seerah (the life of the Prophet PBUH), and understanding of the Holy Qur'an. In phases 3 and 4, most students make expected progress.
- The school's assessment data indicates that most boys make the expected progress in phases 1 and 4. In phase 2, the majority of boys make better than expected progress, and in phase 3, less than three-quarters make the expected progress. Meanwhile, a large majority of girls in phases 1 and 2 make better than expected progress. In phase 3, most girls make the expected progress, and in phase 4, less than three-quarters make the expected progress. For low attaining students, most students make expected progress in phases 2 and 3, while the majority make better than expected progress in phases 1 and 4. Less than three-quarters of high-attaining students and most gifted and talented students in phase 3 make the expected progress.

### **Next Steps:**

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1. Strengthen Quran memorization and recitation skills across all phases, focusing on Tajwid application in phases 3 and 4.
2. Accelerate the rates of progress of all students in phases 3 and 4.

# 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	Acceptable	Good ↑	Good ↑

## Findings:

- The school's analysis of internal assessment data at the end of the 2023/24 academic year against expectations per year group indicates that most students in phases 1 and 4 and the large majority of phases 2 and 3 attain levels above curriculum expectations. 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 grades 1-11. However, the results of the MoE national exam for Grade 12 ASL students at the end of the academic year 2023/24 indicate acceptable attainment.
- In lessons and their recent work, most students across all phases attain levels above curriculum expectations. Students demonstrate listening and reading skills in line with expectations in all phases. Students learning ASL for more than four years in phases 3 and 4 occasionally can understand simple short text with key information, and few can read common expressions if these are in context. However, incorporating guided conversation practice, implementing scaffolded discussions on familiar topics and writing simple paragraphs or summaries with coherence and detail are still developing features of learning.
- Over the last three years, the school's internal assessment data consistently shows that most students in phases 1 and 4 and the large majority in phases 2 and 3 attain above curriculum standards. Data shows that Phase 2 has slightly regressed from outstanding to very good last year.
- Internal assessment data shows that a large majority of students in phase 1 and the majority of students in phases 3 and 4 make better than expected progress from their starting point. In phase 2, less than three-quarters of students make the expected progress.
- In lessons, the majority of students make better than expected progress in developing their listening, understanding, speaking and reading skills across all phases. However, students make limited progress in developing their writing and reading comprehension skills across the grades.
- The school's analysis of progress data indicates that boys make better progress than girls in Phase 1. However, girls make better progress than boys in phases 2 and 3 and both boys and girls make similar progress in Phase 4. Most boys in phase 1 and gifted and talented students in phase 3, large majority of students of determination in phase 2 and majority in phase 1, majority of boys in phase 4 and girls in phases 1, 3 and 4 make better than expected progress. All high attaining students make better than expected progress across all phases. Less than three-quarters of boys and gifted talented students in Phase 2, most students of determination in Phase 3, a few of low attainers in Phase 1, and most in Phases 2 and 3 make the expected progress. In lessons, students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Lower and higher-attaining students do not always make the progress they are capable of.

## **Next Steps:**

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1. Conduct a detailed review and moderation of internal assessment practices to ensure alignment with observed student capabilities in lessons and work.
2. Develop and implement targeted intervention strategies to improve students' writing and reading comprehension across all grades, with a particular focus on scaffolded guided practice, collaborative discussions, and writing tasks.
3. Provide professional development for teachers to enhance instructional strategies for supporting lower- and higher-attaining students, ensuring progress across all ability levels, including students with additional learning needs.

# UAE Social Studies

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



National identity



Citizenship



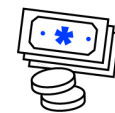
Government



Values and ethics



The individual and society



The national economy

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

## Findings:

- The school's analysis of internal assessment data at the end of AY the 2023/24 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 1 and 2, a large majority in phase 3, and a majority in phase 4 attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external, national, or international social studies assessments.
- In lessons and their recent work, the majority of students across all phases demonstrate knowledge and skills above MoE curriculum standards.
- Over the past three years, the school's internal data suggests that most students in Phases 1 and 2 and the large majority of Phase 3 and the majority of Phase 4 have consistently attained levels above the MoE curriculum standards. Phase 4 data shows regression from very good to consistently good over the last two years.
- The school's analysis of internal assessment data indicates that most students in Phase 1 and a large majority of students in Phase 3 make better than expected progress, while most students in Phases 2 and 4 make the expected progress from their starting point at the beginning of the academic year.
- In lessons, most students make the expected progress in phases 2 and 4, while the majority make better than expected progress in phases 1 and 3. However, the progress in the students' work is inconsistent.
- The school's assessment data indicates that the large majority of boys in phases 1 and 3 and girls in phase 3 make better than expected progress.
- Most girls and students of determination in phase 1, and gifted and talented students in phase 3 make better than expected students.

- Most boys in phases 2 and 4, low attainers, girls, and students of determination in phase 2 make the expected progress.
- In Phase 1, less than three-quarters of girls and gifted and talented students in Phase 2 make the expected progress. In lessons, students with additional learning needs, including students of determination and lower attaining students, make the expected progress. However, the higher-attaining students do not make the progress they are capable of because of the lack of challenge provided.

### **Next Steps:**

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1. Engage students in collaborative projects on societal challenges to connect learning with real-world impact.
2. Improve the progress of all students in phases 2 and 4 in internal assessments.

# 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	Good ↑	Acceptable	Good
	Progress	Good	Good ↑	Good ↑	Good

## Findings:

- The school's analysis of internal assessment data against the Central Board of Secondary Education (CBSE) curriculum standards at the end of the AY2023/24 indicates that the large majority of students in phases 1 and 2 and the majority of students in phase 4 attain levels higher than the curriculum standards, while most students in phase 3 attain in line with the curriculum standards. These very high levels of attainment do not fully align with the levels of students' knowledge and skills observed in lessons.
- In the Ei ASSET external assessments, the majority of students in phase 2 attained above the international standards. In phases 3 and 4, less than three-quarters of the students attained levels that are in line with the national and international standards. In the Progress in International Reading Literacy Study (PIRLS) 2021, grade 4 students scored 534, which is at the average international benchmark. In the more recent 2022 Program for International Assessment (PISA), 15-year-old students scored an average score of 453.6 in reading, which is below the international average and the school target. Grade 10 and 12 students are entered for the external CBSE assessments in English. The large majority of grade 10 students and most grade 12 students who sat for the CBSE assessment in English attained levels above the national and international standards.
- In lessons and their recent work, the majority of students in phases 1, 2 and 4 demonstrate levels above the curriculum standards, while most phase 3 students attained levels in line with the curriculum standards. In phase 1, students demonstrate strong listening skills and speak with increasing confidence. They enjoy their phonics program and demonstrate secure blending skills in their early reading. Across all phases, students demonstrate secure age-appropriate listening, reading, and speaking skills; however, their writing skills are developing.
- The school's internal assessment data over the last three years indicates that students' attainment has regressed from outstanding to very good in the last academic year in phase 1 and improved in phase 2 from good to consistent very good in the last two academic years. Data indicates that students' attainment also regressed in phase 3 from good in AY2021/22 to acceptable in the last two academic years. In phase 4, students' attainment has been fluctuating, regressing from good in AY2021/22 to acceptable in AY2022/23 and improving again to good in the last academic year.

- The school tracks students' progress over time and against their starting points at the beginning of the academic year. The school's internal assessment data indicates that the large majority of students in Phase 1 and the majority in Phase 2 make better than expected progress, while most students in phases 3 and 4 make the expected progress.
- Based on lesson observations and scrutiny of students' work, the majority of students in all phases make better than expected progress in relation to learning objectives aligned with curriculum standards.
- The school tracks the progress of groups of students. The school's analysis of internal data indicates that boys and girls make similar progress across the phases, with the large majority in phase 1 and the majority in phase 2 making better than expected progress and most in phases 3 and 4 making the expected progress. Data indicates that most low attainers in phases 1 and 4 and less than three quarters make the expected progress while the large majority in phase 3 make better than expected progress. While less than three-quarters of high attainers in Phase make the expected progress, most high attainers in Phase 4 and the large majority in Phase 3 make better than expected progress. Data indicates that the majority of students with additional learning needs, including students of determination, in phase 1 make better than expected progress, and most in phases 2 and 3 make the expected progress. No data is provided of the progress of students with additional learning needs, including students of determination, in phase 4. The school has not identified gifted and talented students in phases 1 and 4. In phases 2 and 3, most of the gifted and talented students make better than expected progress. In lessons, most groups make similar progress, but girls make better progress than boys.

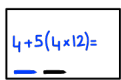
### **Next Steps:**

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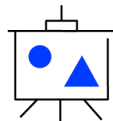
1. Improve students' attainment in the external Ei ASSET assessments, especially in phases 3 and 4.
2. Provide more opportunities for students to develop their independent, extended, and creative writing skills.
3. Embed reading in the curriculum beyond textbooks.

# Mathematics

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



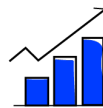
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

## Findings:

- The school's analysis of internal assessment data against the Central Board of Secondary Education (CBSE) curriculum standards at the end of the AY2023/24 indicates that most students in phase 1, the large majority in phase 2, and the majority in phase 4 attain levels above curriculum standards, whereas most of phase 3 students attain levels in line with curriculum standards. These levels do not fully align with the levels of students' knowledge and skills observed in lessons.
- In the Ei ASSET external assessments, the majority of students in phase 2 attained above the international standards. In phases 3 and 4, less than three-quarters of the students attained levels that are in line with international standards. In the 2019 Trends in International Mathematics and Science Study (TIMSS) assessment, grade 4 and grade 8 students performed at the intermediate international benchmark in the mathematics elements. In the more recent 2022 PISA assessment, 15-year-old students scored 475.8 in mathematics, which is above the international average but does not meet the set target of 483.9. Grade 10 and 12 students are entered for the external CBSE assessments in mathematics, where less than three-quarters of the students across both grade levels attained in line with the curriculum standards.
- In lessons and in their recent work, the large majority of students in Phase 1 and the majority in Phases 2 and 4 attain levels above curriculum standards, while most students in Phase 3 attain levels in line with the curriculum standards. In phase 1, students confidently count and recite number combinations. They count to perform basic computations, but they do not refer to number lines, blocks, or everyday objects to reinforce and consolidate their learning. In phase 2, students can describe the properties of shapes, and draw and read simple pictograms; however, their mental arithmetic skills are still developing. In phase 3, students strengthen their understanding of number work with integers and can calculate ratios and proportions. Phase 4 students' data-handling skills and their geometry and algebraic skills are yet to develop to enable students to apply their mathematical skills to solve real-life problems. In all phases, students' use of appropriate terminology is not well developed.

- Over the last three years, the school's trends in internal assessment data indicate that the attainment of students is variable across the phases. In phase 1, students' attainment has been consistently outstanding over the last three years. In phase 2, attainment fluctuated, regressing from very good in the AY2021/22 to good in AY2022/23 and improving to very good in the last academic year. In phases 3 and 4, trends indicate an improvement in attainment from weak to acceptable in phase 3 and to good in phase 4.
- The school tracks students' progress over time and from their starting points at the beginning of the academic year. The school's internal assessment data indicates that the large majority of students in phases 1 and 2 make better than expected progress, whilst most in phases 3 and 4 make the expected progress in relation to their starting points and curriculum standards.
- In lesson observations and scrutiny of students' work, the majority of students across all phases make better than expected progress in relation to learning objectives aligned with curriculum standards.
- The school tracks the progress of the different groups of students, and their analysis indicates that boys and girls make similar progress across the phases, with the large majority in phase 2 making better than expected progress and most making the expected progress in phases 3 and 4. In phase 1, the large majority of boys and most girls make better than expected progress. The large majority of low-attaining students in Phase 1 make better than expected progress, whereas less than three-quarters of low attainers in Phases 2 and 4 and most in Phase 3 make the expected progress. Most high attainers make better than expected progress across all phases. Data also indicates that most students with additional learning needs, including students of determination in Phase 1 and only less than three quarters in Phase 2, make the expected progress, while most in Phase 3 make better than expected progress. The school has not identified gifted and talented students in phases 1 and 4. The majority of gifted and talented students in phase 2 make better than expected progress, while in phase 3, most gifted and talented students make the expected progress.

### **Next Steps:**

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1. Improve student performance in Phase 3 for internal and external Ei ASSET assessments, as well as in Phase 4 for external CBSE and Ei ASSET.
2. Prioritize the use of practical materials and hands-on activities to develop a foundational understanding of mathematical concepts before introducing more abstract representations, particularly in Phase 1.
3. Improve students' speed and accuracy in performing mental mathematics functions through regular practice and using a broad range of strategies, especially in Phase 2.
4. Improve and encourage all students' use of mathematical terminology.

# Science

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

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

## Findings:

- The school's analysis of internal assessment data against the Central Board of Secondary Education (CBSE) curriculum standards at the end of the AY2023/24 indicates that the large majority of phase 1 students and the majority of phase 2 students attain levels above curriculum standards, whereas most phase 3 and 4 students attain levels in line with the curriculum standards.
- In the Ei-ASSET standardized assessment, the large majority of students in Phase 2 and the majority in Phases 3 and 4 attain levels above curriculum standards. Most students attain levels that are in line with standards in grade 10 CBSE science. In the Grade 12 CBSE examination, a large majority of students attain levels that are above standards in biology, and most students attain levels that are in line with standards in physics and chemistry. In PISA 2022, 15-year-old students achieved a score of 486.6, which is slightly higher than the international average and exceeds the set target of 483.7.
- In lessons and in their recent work, the majority of students in phases 1, 2, and 4 attain levels above the curriculum standards, while in phase 3, most students attain in line with the curriculum standards. In phases 1 and 4, students have better opportunities for experiential learning. Therefore, students' skills in conducting experiments are better developed in phase 4 than in phases 2 and 3.
- In phases 2 and 3, students demonstrate discussion and collaboration skills to engage with science concepts. In phase 4, students apply scientific inquiry by conducting experiments, recording observations, and drawing evidence-based conclusions. Students' skills in applying formulae and incorporating mathematical calculations in science are better developed in phase 4.
- The school's internal data indicates that over the last three years, attainment in phase 1 has slightly regressed from outstanding to very good in the last academic year. In phases 2 and 3, attainment has also regressed in the last two academic years, from very good to good and from good to acceptable, respectively. In phase 4, attainment has been fluctuating, regressing from acceptable in the AY2021/22 to weak in AY2022/23, and improving to acceptable in the last academic year. Over the last three years, students' attainment in phase 4 physics and chemistry has consistently been weak, whereas attainment in biology has consistently been acceptable.

- The school tracks students' progress over time and from their starting points at the beginning of the academic year. The internal assessment information indicates that most students in phase 1 make better than expected progress, whereas most students in phases 3 and 4 and only less than three quarters in phase 3 make the expected progress.
- In lessons and in their work, the large majority of students in Phase 1 and the majority in Phases 2 and 4 make better than expected progress, while in Phase 3, most students make the expected progress.
- The school tracks the progress of different groups of students based on their individual starting points and curriculum standards, compared to other groups. The internal assessment data indicates that most boys, high attainers, and students with additional learning needs, including students of determination, the large majority of girls, and the majority of low attainers, make better than expected progress in phase 1. In phase 2, most boys and girls make the expected progress in relation to individual starting points, most high attainers, and gifted and talented students, and the majority of low attainers make better than expected progress, and only less than three-quarters of students with additional learning needs, including students of determination, make the expected progress. In phase 3, most high attainers and gifted and talented students and a majority of low attainers make better than expected progress, whereas less than three-quarters of boys and girls and a few students with additional learning needs, including students of determination, make the expected progress. In phase 4, most boys and girls and only less than three-quarters of the low and high attainers make the expected progress. The school has not identified any gifted and talented students in phases 1 and 4.

### **Next Steps:**

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1. Encourage more hands-on experimentation in phases 2 and 3 to build scientific inquiry skills.
2. Increase collaboration and discussion activities in all phases to deepen understanding of science concepts and the use of scientific vocabulary.
3. Improve students' performance in Ei ASSET external assessment in science in phases 3 and 4.

## Learning Skills

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

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

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Good	Good ↑	Good ↑	Good

### Findings:

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- Students enjoy learning and take responsibility for their growth. KWL charts (Know, Want to Know, Learned) help teachers assess prior knowledge and encourage active engagement. Students across all phases assess their strengths and areas of development at the start of the year and in most lessons, with systematic target setting introduced to boost motivation. In Arabic, color-coded grouping aligns teaching with individual needs; however, self and peer assessment practices and success criteria listings are still developing across phases.
- The school encourages purposeful collaboration among students through a variety of activities that promote teamwork, leadership, and real-world learning experiences. Wellness ambassadors in each class offer peer support to help students stay on track and prepare for exams. English teachers foster confidence with interactive experiences like interviews, role plays, and TED Talks, and higher-grade students excel in collaborative, flipped lessons. In contrast, Arabic communication skills are less developed across phases. Students actively participate in house activities and competitions and lead events such as Science Day.
- Students make clear connections across subjects and real life, particularly in English and KG, where interdisciplinary learning is evident. However, while cross-curricular links are effective in most areas, the connections in Islamic Education and science are superficial and inconsistent in phase 2, where students make a few connections between areas of learning and use some real-life examples.
- Students across the school, especially in phases 2, 3, and 4, actively engage in critical thinking tasks integrated into the curriculum, preparing them for benchmark tests and international assessments. They adopt an enterprising approach by generating content and contributing ideas to solve complex questions independently.
- Students in higher grades use technology confidently to prepare presentations and flipped lessons, particularly in English. Additionally, students at all levels demonstrate proficiency in using tools like Kahoot, Nearpod, and Google Classroom. While lesson plans and extra-curricular club activities promote innovation, critical thinking, and independent learning, these practices are inconsistently implemented across different grades. Higher-grade students participate in entrepreneurial projects and fairs that help them develop practical skills, whereas Phase 1 students have limited exposure to learning technologies and critical thinking tasks. Inquiry-based learning is not well developed across most grade levels.

## **Next Steps:**

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1. Encourage students to engage in structured self and peer-assessment activities using clear success criteria and rubrics, helping them reflect on their progress.
2. Support students in making deeper cross-curricular connections, particularly in Islamic Education and science, integrating real-world examples and interdisciplinary projects that enhance their understanding.
3. Provide students with more opportunities for inquiry-based learning, critical thinking, and innovation activities during lessons to foster curiosity and improve their problem-solving abilities.
4. Expand students' access to and use of educational technologies across all phases.

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

## Personal Development

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

### Findings:

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- Students across all phases generally exhibit a sense of personal responsibility and independence, maintaining positive attitudes. They occasionally take the initiative, show some resilience, and are somewhat open to taking risks. Students moderately engage in providing feedback to their peers and accept feedback from their teachers and peers to some extent.
- Students demonstrate respectful behavior across all phases. They frequently display self-discipline, respond reasonably well to peers and adults, and handle challenges adequately. Students also demonstrate awareness of the school's behavior code of conduct, resulting in very rare incidents of bullying.
- Across the school, students cultivate considerate and respectful relationships with staff members and their peers. Students show empathy, readily help one another, and demonstrate awareness of their peers' needs.
- Students show an interest in maintaining a healthy lifestyle. Students demonstrate a sound understanding of what constitutes a healthy lifestyle, make secure healthy eating choices, and recognize the importance of staying fit. Students in the lower phases bring in nutritious food with minimal unhealthy options observed and participate in activities that develop their fitness levels. This is inconsistent with practices in grades 8 to 12.
- At 93%, attendance levels are acceptable, with students generally arriving punctually for school and lessons throughout the day. Students demonstrate a reasonable awareness of the importance of regular attendance and its impact on their academic performance.

### Next Steps:

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1. Encourage students to actively initiate and engage in activities that promote safe and healthy lifestyles, especially in phases 3 and 4.
2. Foster a culture of feedback that promotes reflective practices and encourages students to seek input from peers.
3. Improve students' attendance rates to at least a good level across all phases.

# Understanding of Islamic values and awareness of Emirati and world cultures

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

## Findings:

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- Students in all phases adequately appreciate Islamic values and the heritage and history of the UAE. Across the school, students clearly recognize the influence of these values on their daily lives. This is evident in their projects and participation in various school activities, particularly during Ramadan. This approach reinforces the significance of Islamic values and their relevance to the students' everyday experiences.
- Across the school, through projects, arts, and celebrations, students demonstrate their basic appreciation and knowledge of the UAE's heritage and culture. They participate and engage to some extent in national events and cultural celebrations within the school, such as National Day and Flag Day, recognizing the leadership that transformed the UAE into a modern society.
- Students demonstrate a clear understanding of their own culture and that of a range of others, including the UAE. The school has effectively used the fact that it has a multicultural student body to offer a diverse range of cross-cultural experiences and activities. This commitment is evident in school-hosted multicultural events, such as the "One World One Family" festival, which promotes respect for different traditions, foods, and customs. As a result, most students recognize the similarities among their cultures and can explain a variety of foods, flags, and national sports represented within the student body. However, this awareness is less strong in phases 1 and 2.

## Next Steps:

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1. Further enhance students' understanding of how Islamic values shape daily life and social interactions in the UAE.
2. Encourage active participation and initiation of cultural activities to deepen engagement with the UAE's heritage and culture.
3. Increase students' cross-cultural awareness, especially in phases 1 and 2.

## Social responsibility and innovation skills

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

### Findings:

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- Across the school, students engage in community service, demonstrating a commitment to social responsibility, though participation is irregular. Some take the lead in events such as Children’s Day, while others volunteer in charity initiatives, collaborating with organizations such as the Red Crescent and supporting the community through activities like beach cleaning. Well-being ambassadors offer daily support and companionship to their peers.
- Students show a positive work ethic and creativity and sometimes take initiative. Grades 11 and 12 students lead entrepreneurship projects, such as organizing Eco Market, showcasing their dedication to economics and marketing fields. Students have creative ideas and enjoy developing their own innovation projects, such as those showcased during Expo Emirates Future International Academy Day.
- Across all phases, students demonstrate environmental awareness through a limited range of sustainability activities. In KG, students engage in eco-friendly initiatives like building bird feeders, while some Phase 4 students participate in sustainability projects within the school, such as those focused on climate change.

### Next Steps:

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1. Cultivate a community that promotes creativity and innovation, empowering students to lead and manage their own projects.
2. Expand opportunities for environmental awareness initiatives across all phases.
3. Expand opportunities for and encourage the participation of students across all phases to engage in social responsibility initiatives.

# PS3: Teaching and Assessment

## Teaching for effective learning

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

### Findings:

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- Most teachers have secure subject knowledge and apply it consistently in lessons, effectively implementing their knowledge of how students learn. In a few lessons across phases, particularly in social studies and Islamic education, lessons are didactic, and some teachers show a more limited grasp of how students learn.
- The school has undertaken a detailed review of the lesson planning process and, consequently, has produced a common format used across all phases. This comprehensive planning structure ensures all teachers adapt their lessons to meet the needs of learners. However, while differentiated tasks are identified, they are not always specifically tailored to individual students' and groups' needs. More detailed plans are prepared for students with additional learning needs, including students of determination identified, but these are inconsistently implemented across the school. Displays in classrooms and corridors enhance the learning environment and celebrate the students' work and attainment. In phase 1 classrooms, however, more effective use could be made of the display of learning aids such as number lines and phonic charts. Resources are generally adequate to support learning, but the use of these resources to widen the range of students' learning experiences is inconsistent. More effective use of a wider range of resources, particularly in the lower grades, is needed to support emerging learning in all subjects.
- Teachers effectively engage students through questioning, particularly in the higher phase and in English medium subjects, where the quality of questions promotes critical thinking skills. In most lessons, questions require students to give extended responses and provide them with the opportunity to use specialist terminology in subjects like mathematics and science and develop a secure understanding before engaging in writing tasks. However, in a few lessons, particularly in the Arabic-medium subjects, questions are too narrowly focused and only require students to provide single-word answers, which do not effectively promote speaking and listening skills or reasoned responses.
- Teaching in most lessons is effective in meeting the needs of most students. Teachers are aware of the needs of individual students in their classes and generally adapt their teaching to meet these needs by tailoring their questions and ensuring that low attainers grasp the basic learning objectives, while higher attaining students are provided with challenges that extend their learning. However, in a minority of lessons, teaching is largely didactic and does not deviate from the textbook resources.

- Students' critical thinking skills are promoted in most lessons through the teachers' effective use of questions. As the students move through the school, their problem-solving skills are developed through the use of a wider range of increasingly challenging tasks. In most subjects, students have the opportunity to work collaboratively to solve problems or to prepare work and present it to their class. The quality of the work in these collaborative sessions is good overall, but at times, the nature of the task is unsuited to effective collaborative work. On occasion, the size of the group prevents all students from participating fully. Overall, the teachers do not consistently develop the students' learning and innovation skills in lessons.

### **Next Steps:**

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1. Ensure that teaching strategies take more consistent account of the individual learning needs of students.
2. Ensure that group activities are managed effectively to allow each member to contribute constructively by limiting the group size and providing more challenging tasks.
3. Ensure a more consistent approach to developing students' innovation skills and independent learning across all subjects and phases.

# Assessment

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

## Findings:

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- Internal assessment processes are coherent, consistent, and aligned with the CBSE and MoE curriculum followed by the school, and they provide appropriate measures for students' progress. The school benchmarks students' attainment and progress appropriately against the assessments in most subjects.
- The school has entered students in grades 3-9 for the EI ASSET assessments in English, mathematics, and science. Grade 12 students are entered for the MoE external examination in the Arabic-medium subjects to benchmark their attainment in Arabic-medium subjects. The school has engaged students in the Trends in International Mathematics and Science Study (TIMSS) assessment in 2019 and the more recent 2022 Program for International Assessment (PISA) assessment. Students also participated in the 2021 PIRLS reading assessment.
- Senior leaders conduct robust analyses of the outcomes of the internal and external assessments and communicate the outcomes to the subject coordinators for discussion at the subject level. These analyses are detailed and used to track the progress of individual students or groups of students through time. All teachers have undergone professional development in data analysis, but the impact of this on classroom practice is inconsistent.
- Teachers are aware of the outcomes of the assessments in their subjects and have information relating to specific questions where students are finding difficulty. Consequently, teachers adapt the curriculum and their planning and reteach these areas. However, in general, while the teachers are aware of the specific learning needs of different groups of students, including the students of determination, they do not use this information systematically to consistently meet these learning needs in lessons.
- Across all cycles and subject areas, students receive good-quality verbal feedback on their work. Teachers encourage students and give positive feedback on their contributions during lessons. Self and peer assessment is an increasing feature in some subjects. The quality of teachers' marking of students' work is variable; there are few comments written on students' work, which would help them improve. While teachers are aware of the assessment rubric used for marking class tests and examinations, there is less guidance on how students' classwork is to be monitored. There is no whole-school policy on marking for improvement; consequently, the marking of work is inconsistent and often not detailed enough to suggest the next steps for students.

## Next Steps:

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1. Ensure teachers use assessment outcomes more systematically to track the progress of individual students and groups of students over time.
2. Use assessment data more effectively to inform teachers' planning to meet the needs of individuals and groups of students, particularly the low and high attainers.
3. Strengthen the quality of written feedback to students to incorporate the next steps to improve their learning.

# PS4: Curriculum

## Curriculum design and implementation

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

### Findings:

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- The curriculum is designed to ensure a balanced educational experience for all students. It integrates creative, physical, and practical activities to enhance students' knowledge and skills development while meeting all key attributes outlined by the CBSE board. For Arabic, Islamic Education, and social studies, the school follows the Ministry of Education curriculum. The curriculum has a clear rationale that aligns with the school, Emirate, and national vision.
- A structured scope and sequence helps maintain curricular balance and addresses learning gaps, ensuring that most students achieve the intended learning outcomes. The curriculum meets the Ministry of Education (MoE) requirements, dedicating appropriate time allocations to Islamic Education and Arabic. Comprehensive mapping from KG to Grade 12 promotes continuity and minimizes topic overlap. The curriculum framework builds on themes and objectives, with detailed lessons that connect to the UAE context while fostering critical thinking, collaboration, creativity, and problem-solving. Regular departmental meetings and feedback from parents, students, and achievement data guide curriculum planning and address learning gaps. However, there is a greater emphasis on knowledge progression than on skill development, with an inconsistent focus on cultivating specific skills throughout each stage.
- The school offers an ample number of curricular choices for students. The choice of streams (science and commerce) at a higher secondary level helps students to choose a subject of their choice. The school also provides older students with the choice of selecting either basic or standard mathematics.
- The curriculum incorporates planned linkages across subjects, reflected in lesson plans and curriculum documents. Linkages are developed in a consultative process during teachers' meetings. However, cross-curricular projects outside classrooms remain limited. While lesson plans highlight cross-curricular linkages, these connections are not consistently executed in the science, Arabic, and social studies lessons. As a result, opportunities to consolidate and transfer learning between subjects are not fully realized.
- The curriculum is regularly reviewed and updated as part of the school's self-evaluation process and takes into account the views of students and parents. The school collects feedback from an active parent body regularly before the review and revision. Students' performance in internal and external benchmarking tests is also a major source of evidence for curriculum review. In KG, the team has endeavored to integrate STEM lessons; however, it has yet to impact students' critical and scientific skills fully. The review and development are not done in isolation; almost all teachers, along with the senior leaders and the principal, are involved, which makes the review holistic. Monthly meetings are allocated for collecting teachers' feedback and every formative and summative assessment leads to a review based on students' performance.

## **Next Steps:**

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1. Balance the focus on knowledge progression with a stronger emphasis on developing skills across all phases.
2. Expand opportunities for students to engage in cross-curricular projects beyond the classroom, as well as in science, Arabic, and social studies lessons.

# Curriculum adaptation

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

## Findings:

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- The school has implemented a remedial program to support students' learning and development, with targeted interventions following each exam to address identified gaps. Individualized Education Plans (IEPs) are developed for students of determination, reflecting a tailored approach to learning. The school is also taking initial steps to cater to the needs of gifted and talented students. Modifications to the curriculum are based on the performance assessments of students, their individual needs, and curriculum requirements. However, there are instances when the learning activities in lessons do not align with students' abilities. Regular assessments are conducted every Monday, focusing on key skills that are aligned with international benchmark tests. The results from these assessments lead to further modifications in the curriculum.
- The school offers a range of opportunities in clubs that promote enterprise, creativity, innovation, and social contribution, supporting students' holistic development. However, this is less consistent in lessons. Opportunities for entrepreneurship are embedded in various clubs, with older students in Phase 4 engaged in marketing activities, while younger students in Grades 1 to 10 participate in arts and crafts. Innovation is woven into the curriculum through technology, with Phase 3 and 4 students exploring applications and younger grades developing problem-solving skills using different online software. Social responsibility is a key focus, encouraging support for humanitarian causes. Events such as the "Joy of Giving" during Ramadan promote community engagement. Environmental awareness is highlighted through campaigns like beach clean-ups by Grade 9 students. Overall, the school's approach to promoting enterprise and innovation through curriculum encourages students to become responsible and capable individuals.
- The curriculum includes a range of programs and activities that develop students' knowledge, understanding, and appreciation of the UAE's heritage. Dedicated assemblies, celebrations of days of national importance, and engaging students in different activities to produce displays of UAE culture help develop students' understanding of UAE culture and society.

## Next Steps:

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1. Make appropriate modifications to meet the needs of low attainers, gifted and talented students, and students with additional learning needs, including students of determination.
2. Provide more opportunities for enterprise and innovation in lessons for all groups of students and ensure consistency in implementation.

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

### Health and safety, including arrangements for child protection / safeguarding

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

#### Findings:

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- The school has comprehensive procedures for the safeguarding of students including child protection. Child protection and safeguarding arrangements are clearly defined in a written policy that is shared with all stakeholders. All employed staff sign a copy to confirm they have read and understood this policy. The school provides training for all employed staff in child protection and safeguarding, and their attendance in this mandatory training is recorded. A central register is kept for all staff, although this is not current. The school takes steps to ensure that all students are protected from all forms of bullying, including online. The school actively teaches students how to stay safe online and on social media. The school conducts monthly inspections and maintains the records through comprehensive checklists, including First Aid Box inspections, among other safety protocols.
- The school maintains a strong commitment to health and safety, ensuring that all staff, students, and parents feel secure and cared for. The health and safety committee meets regularly to review policies and plan proactively, providing relevant staff with PPE (Personal protective equipment) kits as needed. Effective procedures are in place to manage classroom movement and differentiate transportation modes, with close supervision of students, including on school transport, ensuring safe travel to and from school. The committee responds promptly to any health and safety concerns that arise. Regular risk assessments are conducted, and necessary actions are taken to uphold high standards. The school meets all legal requirements and performs routine fire evacuation drills in full compliance with Civil Defense regulations.
- The school contracts external organizations to manage various health and safety functions, including the CCTV and alarm system, 24-hour site security, regular pest control, laboratory chemical disposal, and the daily cleaning of the school. All the regulatory checks for these essential functions are up-to-date. The school has a well-equipped medical clinic staffed by a nurse and assistant. Essential medicines are locked in a secure cupboard within the clinic, and the nurse supervises and administers essential medication to students, maintaining accurate records.
- The school premises offer a safe learning environment suitable for everyone. All areas of the school are accessible to students with mobility or physical disabilities, as classes are relocated to the ground floor due to the absence of an elevator. The facilities appropriately meet the needs of students in KG.

- Although there is no canteen, students receive guidance on a healthy lifestyle, including both physical and mental well-being. Well-being ambassadors promote the Eat Right Get Active (ERGA) program, assisting with diet tracking, meal planning, and lunchbox checks. The nurse conducts sessions on nutrition and hygiene. There is an annual screening for height, weight, BMI, and vision. Any concerning results are shared with parents for follow-up. The importance of exercise and fitness is promoted, and the schools ensure daily outdoor recreation for all students. Shock-absorbent matting covers the main outdoor play area. Effective measures are taken to protect from the sun, including appropriate shading in all outdoor spaces. There is readily available access to fresh drinking water.

### **Next Steps:**

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1. Introduce comprehensive nutrition education programs that emphasize the importance of healthy eating choices and encourage students to make informed dietary decisions to encourage healthy eating choices for Phases 3 and 4.
2. Ensure registers for child protection and safeguarding training are always kept up to date.

## Care and support

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

### Findings:

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- The school has effective procedures for managing behavior, with teachers fostering positive rapport with students. Interactions between staff and students are marked by mutual trust, respect, and confidence. This is based on a behavior code of conduct that is understood clearly by the whole school community, including students, parents, and staff.
- Systems for managing attendance require further development to ensure it results to higher levels of attendance across all phases. Processes for managing punctuality in the morning and to lessons are effective.
- The school plans appropriate support for students with additional learning needs, including students of determination and the gifted and talented; however, the quality of support is inconsistent across subjects in lessons. The school, however, does not offer in-school support services (ISSS) for students with additional learning needs, including students of determination.
- While the number of identified students with additional learning needs, including students of determination, is currently small, it is expected to grow as the new Head of Inclusion implements updated identification procedures. The school does not yet have effective procedures of the identification of gifted and talented students.
- The school's personal support system routinely ensures that all students have an assigned staff member with whom they can discuss any concerns. The school has recently formed a team of Wellbeing Ambassadors who have received training for their role.

### Next Steps:


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1. Establish enhanced and more effective procedures for identifying students with additional learning needs including students of determination.
2. Improve the processes and procedures for the management of attendance and the promotion of good attendance throughout the school.
3. Introduce identification procedures and appropriate provision for gifted and talented students.

# PS6: Leadership and Management

## The effectiveness of leadership

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Performance Indicator	Quality judgement
The effectiveness of leadership	Good 

### Findings:

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- The senior leadership team, led by the principal and vice principal, demonstrates a strong commitment to continuous school improvement. Compliance with regulatory requirements is effectively managed, ensuring alignment with all standards. There is a clear commitment to the UAE's national priorities and the national agenda. Leaders across departments and phases have successfully raised student achievement levels, holding individuals and teams accountable for maintaining high-quality outcomes.
- The leadership team has collaboratively established a shared vision with the wider school community, which is consistently communicated to all stakeholders. Professional relationships are well-maintained, fostering positive morale. Under their leadership, they cater to all abilities and needs and ensure an inclusive school.
- Senior leaders demonstrate a secure knowledge and understanding of the curriculum. They are dedicated to promoting improvement and are well acquainted with the curriculum's requirements and what constitutes good practice in teaching, learning, and assessment. They have demonstrated success in raising students' achievements. Through their efforts and the positive relationships that they have developed, they have established an inclusive and purposeful learning culture.
- School leaders maintain professional and effective relationships with students and parents, encouraging open, two-way communication with all stakeholders. Feedback from external evaluations is also considered, supporting continuous improvement. Leadership is thoughtfully distributed, promoting a shared sense of responsibility across roles. This collaborative environment contributes to high morale throughout the school community.
- Leaders at all levels demonstrate a clear understanding of what needs to be done to improve and innovate. The key focus for improvement in the school should be on improving the educational outcomes of the students. School leaders have shown their competence in foreseeing and overcoming challenges, particularly since the last inspection.
- The school leadership has been successful in improving important aspects of the school in the recent past. The senior leaders hold the middle leaders to account, to varying degrees, for their work. Arrangements for compliance with regulations are managed well.

## **Next Steps:**

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1. Maintain the focus on improved educational outcomes throughout the school.
2. Further improve the leadership's commitment to inclusivity at the school by implementing rigorous procedures for identifying students with additional learning needs, including students of determination and gifted and talented students.
3. Ensure greater consistency in the holding of middle leaders to account.

# School self-evaluation and improvement planning

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

## Findings:

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- The school uses a range of sources, analyzes them, and then uses them to provide an accurate basis for judgments to inform their self-evaluation. However, a broader participation in the self-review, such as parents' involvement in the process, is required. Information from the self-evaluation process contributes directly to school development planning, which takes into account a wide range of evidence, including results from international assessments. Senior leaders meet regularly to discuss progress against agreed targets.
- Processes for monitoring include an appropriate focus on students' outcomes and the quality of teaching in the school. Recent improvement plans have brought about notable improvements in the work of the school. Developments in the school are managed carefully with an appropriate focus on achieving the goals within agreed, realistic timescales. The school has made significant progress in addressing all of the recommendations from the report of the previous inspection.
- Recent improvement plans have brought about notable improvements in the school's work. The senior leaders are building effective teams to focus on specific developments in the school. Developments in the school are managed carefully, with an appropriate focus on achieving the goals within agreed-upon, realistic timescales. The school has made a positive impact in terms of raising student achievement.
- The school has made significant progress in addressing the recommendations from the previous inspection report. This progress is reflected in improvements throughout the school, but particularly varying from one phase to another, where teaching, learning, assessment, and several subject areas have seen improvement.

## Next Steps:

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1. Involve a wider representation of parents and students in the whole school self-evaluation process.
2. Ensure that parents and students get regular updates on the progress being made against the school development plan targets.
3. Increase the sharing of good practices among teachers in the school, particularly those teachers who are new to the school.

## Parents and the community

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Performance Indicator	Quality judgement
Parents and the community	Good

### Findings:

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- The school effectively engages parents as active partners in their children's education, providing diverse opportunities for involvement in academic, social, and cultural activities. Kindergarten parents support children's communication skills through storytelling, while initiatives like "Star of the Month" celebrate achievements and strengthen the home-school partnership. Parents further contribute to students' social and extracurricular development by supporting club activities, offering career guidance, and participating in events such as Grandfather's Day and Mother's Day, fostering a collaborative atmosphere. The school also actively gathers parental feedback through regular surveys and WhatsApp groups, promoting open communication and responsiveness to community needs. This active parental involvement significantly enhances academic progress, social development, and the ongoing improvement of the school environment.
- The school employs various communication channels to inform parents about upcoming events and their children's achievements. These platforms allow both students and parents to access important information, including assignments, and provide a space for parents to comment on them. Regular communication is maintained through emails and WhatsApp, with updates provided on a monthly basis. Open houses are organized after each test and exam to discuss student progress and provide feedback. Parents of students with special needs receive regular updates regarding modifications, progress, and support. The counseling team and school leaders are always available and approachable to discuss any concerns and outline the next steps.
- Students' progress is regularly reported, and the parents' council appreciates the detailed reporting system developed by the school to inform them of students' academic progress. Parents are invited to discuss academic performance during open house days after each assessment and participate in target-setting meetings, making them feel valued. The teachers and the leadership team are available to discuss students' social and personal aspirations. Parents of students of determination also acknowledge and appreciate the team and the school for their constant support and guidance. Parents are informed of all extracurricular activities through circulars and other official communication channels. Parents and teachers consult when students represent the school in external events and competitions. The prize winners of various competitions are recognized and acknowledged with their parents, strengthening the parent-school bond and relationship.
- The school has established strong partnerships with community and national organizations, enriching students' educational experiences and promoting social responsibility. Collaborations with groups like Emirates Environmental Growth instill environmental awareness and sustainability values from an early age. Ahalia Hospital provides staff health checkups and health education, contributing to the school's commitment to well-being. Partnerships with entities such as Future Star Academy support students' extracurricular growth, while participation in the Model UN fosters leadership, diplomacy, and critical thinking skills. These partnerships provide students with meaningful personal and academic development opportunities, broadening their perspectives and enhancing their learning journey.


## **Next Steps:**

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1. Foster Greater Parental Involvement in Student Outcomes.
2. Expand Community Partnerships for Career and Skill Development.

# Governance

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Performance Indicator	Quality judgement
Governance	Good 

## Findings:

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- The school's Governing board includes a range of representatives, including two parents and two teachers, the Principal and vice-principal, the owner, and his Director of Schools. The school provides the Board with relevant quantitative and qualitative information to help inform its decision-making.
- The Board regularly visits the school and uses several different communication channels to communicate with parents. The Board regularly monitors the school's work and holds the senior leaders accountable for the achievements and personal development of all students.
- The Board ensures that the school is well-staffed and appropriately resourced. In recent years, the Board has demonstrated its ongoing commitment to the school in very practical ways, such as refurbishing the library, enhancing the range of books available, and employing a librarian. The Governing Board has a positive impact on the school's overall performance and ensures that all statutory requirements are met.


## Next Steps:

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1. Increase the rigor with which the school's leadership accounts for the quality of the learning outcomes and the personal development of the students.
2. Ensure that the current development of the Inclusion Department is supported appropriately, in terms of staffing and resources.

## Management, staffing, facilities and resources

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

### Findings:

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- Most aspects of the school's day-to-day management are well-organized and run smoothly. Timetabling is efficient and allows all classes to start without delays. Students and staff respect the school routines. Easy communication between the leadership, staff, students, and parents ensures everyone is kept updated with the school's developments.
- The school is appropriately staffed, and most staff are suitably qualified. While the school conducts regular professional development for its staff, they are not targeted, and their impact is not effectively measured. Staff are deployed to support students' achievement.
- The school's premises are well designed with specialist facilities, such as the auditorium, which plays a vital role in their extracurricular events. Most learning areas, including technology facilities, are of sufficient quality. Since the school does not have elevators, access to the school premises is limited to those with additional needs. Classrooms are modern, and most learning areas, like well-equipped science labs and technology facilities, promote and support teaching and learning.
- A range of relevant, curriculum-aligned resources promotes the teaching and learning environment for students across all core curriculum subjects. However, hands-on resources for all phases are limited. Consequently, students' innovation skills remain to be improved, leading to students, particularly in the lower phases, to be passive participants in their learning.

### Next Steps:

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1. Maximize the use of resources both inside and outside the classroom and include more hands-on resources to enhance the effectiveness of teaching and learning.
2. Implement targeted professional development programs aligned with specific school goals and establish a system to measure their impact on student achievement.

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