



Summary of inspection judgements

PS1: Students' Achievements

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





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PS2: Students' personal and social development

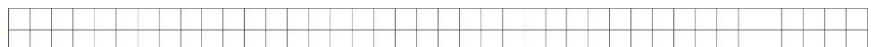
Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development	Not Applicable *	Not Applicable *	Not Applicable	Not Applicable
2.2 Islamic values, Emirati & world cultures	Not Applicable *	Not Applicable *	Not Applicable	Not Applicable
2.3 Social responsibility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

PS3: Teaching and assessment

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
3.1 Teaching	Very Good *	Very Good *	Not Applicable	Not Applicable
3.2 Assessment	Good *	Good *	Not Applicable	Not Applicable

PS4: Curriculum

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
4.1 Curriculum	Not Applicable *	Not Applicable *	Not Applicable	Not Applicable
4.2 Curriculum adaptation	Not Applicable *	Not Applicable *	Not Applicable	Not Applicable





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PS5: Protection, care, guidance and support of students

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
5.1 Health & safety	Outstanding	Outstanding	Not Applicable	Not Applicable
5.2 Care & support	Very Good *	Very Good *	Not Applicable	Not Applicable

PS6: Leadership and management

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





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Changes since the previous inspection

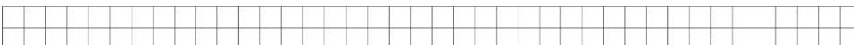
Since the last inspection, the principal, vice-principal, and middle leaders are all recently appointed, and almost all are new to the school. Around half of the teaching staff are also recently appointed. Recently-appointed leaders at all levels subscribe wholeheartedly to the bold vision for school improvement set out by the new principal. Respect for dignity, equity, diversity and inclusion represent core values that the whole school community understands and shares. All of the recommendations of the previous inspection report have been addressed. There has been improvement in Arabic attainment in the elementary phase because of motivating and engaging teaching and the provision of more opportunities for students to speak and write in the language. Student attendance is now good in both phases. Attendance systems have improved through quicker communication and closer partnership with parents that helps them support their children's improved attendance in both phases. There are now more opportunities for staff to take on leadership roles in both phases across the school. Leaders at all levels are developing new approaches to assessment of learning in the kindergarten phase, and the IB Primary Years Programme. New approaches to planning ensure comprehensive curriculum coverage in both phases. Under the current leadership, and notwithstanding the changes to personnel and the constraining context of the pandemic, the school has sustained the overall quality of students' achievement in the key subjects. This is because leaders at all levels ensure that teaching continues to emphasize collaborative inquiry-based learning in both phases. Leaders at all levels, though very recently appointed, nonetheless demonstrate very good capacity to improve the school further. As a team, they 'plan, do and review'. Accordingly, leaders recognize that important developments to the school's approach to assessment, to measure more effectively students' achievements in their inquiry-based learning, have not yet had the intended impact. They know that there remains work to do to ensure that leaders and staff gain a consistently accurate overview of students' achievement. Because of this, the quality of assessment is now good, rather than very good, as it was in the previous report.

Provision for reading

The school provides frequent and regular opportunities across all areas of students' learning for students to develop their skills in reading for information from a range of non-fiction and fiction texts. Teachers focus consistently on investigative learning approaches, in accordance with the expectations of the Primary Years Programme's (PYP) provision for individual investigative learning in Units of Inquiry. As a result, from Grade 1 onwards, students engage in critical reading of a range of texts, both fiction and non-fiction, in both Arabic and English. In both languages, students engage with graduated reading programs which enable them to become familiar with a wide range of genres. The Arabic program is Nahla wa Nakhil, and the English equivalent is Razkids. To develop their inferential reading skills the school ensures students in both phases listen to and read texts, especially fiction texts including poetry, which use language literally as well as figuratively. Skills of reading are actively taught in both languages, from phonics in the kindergarten and early elementary grades, to using contextual clues and other strategies for reaching working definitions of unfamiliar words as students reach upper elementary grades. The school assesses students' English Language reading skills and tracks progress using the Developmental Reading Assessment (DRA) standardized testing. This assigns reading levels and measures progress in reading skills. Students enjoy library visits on a regular basis and borrow books in both Arabic and English. The library is well-equipped with a wide range of texts encompassing reference, non-fiction, and fiction, and access to online resources. It is an attractive space with seating that invites leisure reading, as well as table space to use reference texts.

What the school does to achieve its TIMSS and PISA targets

The 2019 TIMSS score for Grade 4 was 555 for mathematics (High International Benchmark) and 526 for science (Intermediate International Benchmark). The school knows its targets which are, for 2023, to improve its scores to within the range of 560 to 570 for mathematics, and 541 to 546 for science. The school performs well in TIMSS assessments, with students attaining above international benchmark and UAE averages. The school is aware of its new targets for further improvement of these positive outcomes. The school carefully analyzes the detail of TIMSS reports and subsequently plans further support for students to achieve highly. Planning approaches include well-focused attention to elements of students' performance in mathematics and science identified in





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TIMSS as being relatively less secure. In addition to the provision for reading that supports students' higher order thinking skills of inferential reading, reasoning, analysis, synthesis, and critical evaluation, the school also supports students' reading in mathematics and science contexts. Within this emphasis on mathematical and scientific literacy skills, there is scope to develop further students' active engagement with the application of scientific methodology, and their familiar use of higher order thinking, and its terminology. The school recognizes the need to further develop the science curriculum and its assessment. A 'research group' under the guidance of the Vice Principal is currently reviewing the mathematics curriculum to ensure that students continue to be well-prepared to sustain the school's positive benchmarking in international assessment.

Strengths of the school

The school has sustained the achievement of students in both phases, including their learning skills of inquiry, across all key subjects since the last inspection. Student achievement in Arabic as a second language is now good. Achievement in Islamic education, Arabic as a first language, and Social studies remains good across both phases. Student achievement in English, mathematics and science remains very good across both phases. The quality of teaching engages students' interest in, and curiosity for, active and inquiring learning. All teachers value and respond positively to all levels of student contributions in lessons. Most teachers use a wide range of effective strategies to engage and support students. Almost all teachers strongly promote chances for students to think critically about what they are doing, and to learn to work in an independent way. Almost all teachers encourage students to use learning technology well to support their learning. Provision for the health, safety, security and well-being of students is outstanding throughout the school. Staff care for children and students' safety and wellbeing, in accordance with detailed policies, is evident in both phases. Children, students and parents are clearly informed about who to contact in case of concerns about bullying including cyber-bullying or any other forms of abuse. Relationships and behaviour contribute to the school's positive climate for learning. Children in the kindergarten and students in the elementary phase behave responsibly in lessons and around the school. Mutual respect between staff and students creates a co-operative and collaborative environment in which children in the kindergarten and students in the primary phase enjoy learning especially through inquiry. The leadership of the new principal and leaders at all levels maintains high performance and creates a fresh and compelling vision of an inclusive school, and purposeful, investigative learning for all students. Leaders ensure students in both phases are respected and supported to learn and achieve in ways that also contribute to their personal development and wellbeing. The school has highly effective partnership with parents. This creates a mutually respectful school community that values equally what students learn in school and what they learn at home. This partnership has also contributed to the students' improved attendance in both phases.

Recommendations for improvement

1. Raise students' achievement in all subjects in both the phases by: - ensuring that teachers' planning includes provision of suitably challenging tasks and activities well matched to the needs and aptitudes of the higher attaining, gifted and talented students. - ensuring that assessment processes enable school leaders and teachers to collate data on students' achievement in ways that allow clearer and more consistent identification of what all students do well and what they need to improve. 2. Improve the effectiveness of self-evaluation by: - ensuring that evaluation of the quality of learning and teaching focuses equally on the quality of students' achievement in lessons. - ensuring that the new structure of distributed leadership clearly establishes middle leaders' accountability for leading change and improvement that impacts positively on the quality of students' learning experiences and achievement in lessons.

