

Dear KCC Community,

We are delighted to inform you that KCC has received the highest possible rating for a new school in its first ADEK inspection of 'Good' overall. We are also thrilled that we have received 'Very Good' in several key areas, which is a huge accomplishment in our first inspection.

Based in the UAE, schools in Abu Dhabi are highly regulated by local governance, with a regular inspection process every other year by ADEK. The school self-evaluation process is assessed against a rubric that promotes the development of children's learning skills, independence and progress. This is embedded in our school practice. As a new school, the 'Irtiqaa' inspection framework gave us a goal to work towards in the six areas of evaluation: Students' achievement, Students' personal and social development, and their innovation skills, Teaching and Assessment, Curriculum, The protection, care, guidance and support of students, and Leadership and Management.

We were proud that the inspection team confirmed our self-evaluation that the quality of our provision is 'Good' overall, and awarded us 'Very Good' judgments in the sections for Curriculum, The protection, care, guidance and support of students, and Leadership and Management.

The team highlighted the following strengths:

- The school has rigorous procedures for the safeguarding of children and students.
- The school provides a very safe, hygienic, and secure environment for students and staff.
- The school has a wide range of high-quality resources that enhance the learning experiences of all children and students.
- Students' personal development is very well developed.

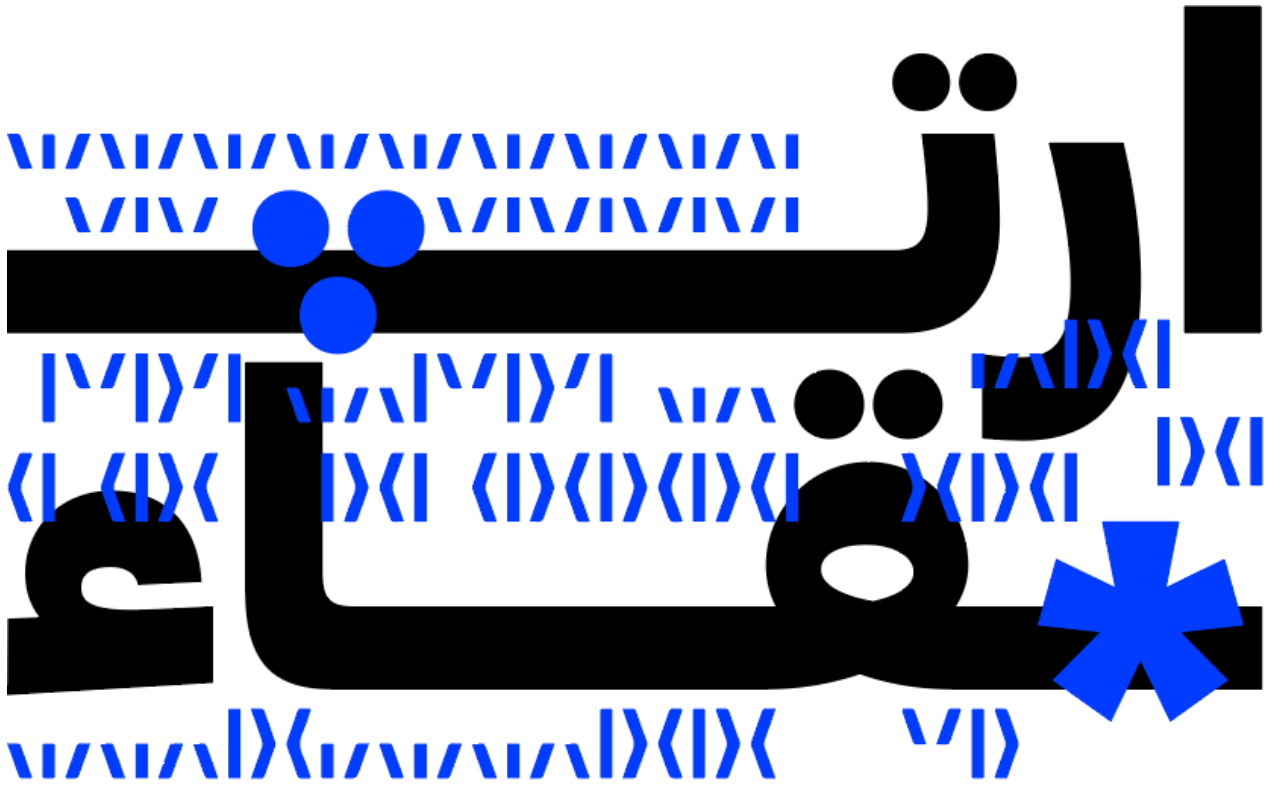
One of the key focus areas for the school to improve is students' achievement and the teaching in Arabic Medium Subjects, which will remain part of our strategic plan moving into the next academic year. We also have the goal to get the school to 'Very Good' for our next inspection so we will continue to work on English Medium Subject attainment and progress to evidence this.

As an IB school, we always aim to stay true to the IB pedagogy and philosophy. Providing the very best environment and provision for children to make progress, enjoy learning in a meaningful context, and be part of a supportive and welcoming community is paramount. We are pleased that this has been recognised in the report which we aim to publish in the coming weeks.

Thank you for your continued support of KCC. We look forward to our continued growth and development as a school in the coming years.

Sincerely,

The KCC Leadership Team



# Irtiqa'a School Inspection

AY 2023/24

Raha International School, Khalifa

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**Rating: Good**

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# School Information

General Information	
 <b>Name</b>	Raha International School, Khalifa
 <b>Esis Number</b>	9316
 <b>Location</b>	Abu Dhabi, KHALIFA CITY, SE25, P2
 <b>Website</b>	<a href="https://www.ris.ae/">https://www.ris.ae/</a>
 <b>Telephone</b>	025505271
 <b>Principal</b>	NICOLA CLAIRE NEETHLING
 <b>Inspection Dates</b>	05 to 08 Feb 2024
 <b>Curriculum</b>	International Baccalaureate

## Information On Students

<b>Cycles</b>	Cycle 1 - KG
<b>Number of students on roll</b>	1435
<b>Number of Emirati students</b>	306
<b>Number of students of determination</b>	7
<b>Largest nationality group of students</b>	UAE - USA - India

## Information On Teachers

<b>Number of teachers</b>	103
<b>Nationalities</b>	Ireland - United Kingdom (UK) - Canada
<b>Number of teaching assistants</b>	54

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

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The school has taken part in the most recent assessment, Trends in Mathematics and Science Study (TIMSS 2023) and is awaiting the publication of results.

The school also benchmarked students against Progress in International Reading Literacy Study (PIRLS 2021).

The school has a comprehensive understanding of international benchmarks and regularly promotes the importance of doing well. The school has spoken with the Parent Team and reinforced the importance of international benchmarks, that support both the students and the UAE's international standing. The school has been working on assessment literacy to enable teachers to understand the format and expectations of external assessments. This includes training on how to prepare students for these types of assessments without compromising the overall learning objectives. The school has the National Agenda in the development plan that lists activities and training for teachers. The school has implemented strategies to prepare students for the specific types of questions and tasks they will likely encounter.

## 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**

- Students taking the GL Progress Tests assessment in grades 3–9 attained an outstanding level in the Primary Years Program (PYP) phase for mathematics and English and very good in science. In the Middle Years Program (MYP) phase, students attained a good level in science and English and a very good level in mathematics.
- Students taking the IBT Arabic assessment in grades 3-9 attained a good level in PYP and MYP phases.
- The number of students achieving the expected standard is increasing each year.

### **International Assessments: TIMSS, PISA, PIRLS**

- Results for the Progress in International Reading Literacy Study (PIRLS 2021) show students in grade 4 English achieved 594 at the high international level.
- For TIMSS, the school is awaiting the publication of the results.

## **Reading**

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To support reading in both the English and Arabic languages, the school has three modern, spacious library and learning centers, one of which spans two floors. The bottom serves the PYP (13,000 hard-copy titles), and the upper floor accommodates the needs of the MYP students (3,000 hard-copy titles).

In the EY Phase, there is another library space and a reading room to support guided reading and the school's phonics program, and each homeroom has a reading corner with comfortable cushions and suitably leveled books, information, and recreational books. As well as being well-stocked with age-appropriate fiction and non-fiction reading materials in English, the school also provides access to digital applications such as EPIC, RAZ Kids, and I Read Arabic, I Start Arabic, Kutubee in Arabic that teachers and parents can utilize to extend reading mileage outside of school. While there is also an Arabic reading room, the school's stocks of Arabic reading materials are limited, with only 120 non-fiction books and 170 fiction books.

Students in PYP have dedicated library periods, where students can learn how to use the Dewey catalog system to find books, skim-read, and other research skills with the help of two well-qualified librarians. Older student can access the library independently, using the facilities to complete research assignments, such as their personal project. There is a section to assist teachers with keeping up to date with trends in education, and parents also can access the library with their children after school.

Recognizing the importance of reading for success in all subject areas, reading for comprehension is a regular part of the language learning units in every phase, and it is reinforced by reading aloud in subjects such as science. To assist in the successful transition to PYP, the school has recently focused on children's use of phonics in the Early Years (EY) Phase. Both spelling and reading fluency have also been targeted with activities such as the 'reading aloud Cobra' creating friendly inter-class competition.

The school uses two different reading comprehension tests to meet the needs of the two phases, with reading levels recorded and closely monitored, as well as reading mileage monitored. Staff have had professional development in how to read the scores produced by the various tests being used to monitor progress in reading. English language staff have had some training in guided reading techniques, but all teachers need more information so that every teacher can become a teacher of reading. Arabic teachers need more resources and training in guided reading to enable them to teach reading more effectively.

Reading for pleasure is encouraged by a raft of activities (such as a blind date with a book) and competitions (such as the readathon and spelling bee). The MYP has a library helpers program that provides a leadership development opportunity while at the same time allowing seniors to support younger readers in using the library; a buddy-reader class exchange is another way that reading is promoted, especially reading for pleasure. Another new initiative to target the more reluctant readers in the MYP, the book club, is in the early stages, aiming to promote a love of reading in the older students, especially the boys, as reading progress data show that this group lags their female counterparts. The library works closely with teachers to align book activities with classroom themes, such as myths and legends (Grade 6 theme) and the 'cell-a-bration', which is linked with Grade 9 biology. In the PYP, lower achievers are targeted for extra attention, with push-in and pull-out sessions to raise basic literacy skills, including phonic skills to decode words and recognize words by sight. In the EY Phase, a newly appointed phonics specialist is implementing an intensive program with a special focus on supporting English as an Additional Language (EAL) learners through the systematic teaching of phonics every day and guided reading sessions. The school has participated in national reading initiatives such as 'reading passports'. Parents are encouraged to help their children read at home, and the school provides advice on fostering reading development for parents.

## Strengths of the school

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- Students make good achievement in the English Medium Subjects (EMS) across all phases and in social studies in PYP.
- The school has rigorous procedures for the safeguarding of children and students.
- The school provides a very safe, hygienic, and secure environment for students and staff.
- The school has a wide range of high-quality resources that enhance the learning experiences of all children and students.
- Students' personal development is very well developed.

## Key Recommendations

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### **1. Improve students' achievement and teaching in Arabic medium subjects (AMS) in PYP and MYP to at least good by:**

- capitalizing on the best teaching practices in English Medium Subjects.
- implementing more challenging, engaging, and differentiated learning activities aligned to curriculum standards in each grade.
- applying more effective teaching, well informed by accurate assessment data, to meet the individual needs of all student groups.
- improving students' writing skills, particularly their ability to write at length, and adherence to proper grammar and punctuation rules across all phases.
- enhancing students' understanding of UAE history and comprehension of global economics.

### **2. Improve students' achievement in EMS to at least very good in EY, PYP and MYP by:**

- developing further students' ability to write extensively with a clear linkage of concepts and flow of ideas in a range of genres.
- enhancing students' critical application of a wider range of mathematical techniques and skills.
- strengthening student's skills in applying the age-appropriate scientific method

**3. Continue to develop the curriculum by:**

- continuing to investigate the option for the Career Program (CP)
- closer and more effective integration of AMS into the IB framework



## Overall School Performance: Good

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

PS2: Students' personal and social development, and their innovation skills				
	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Good	Good	Good	Not Applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Not Applicable
Social responsibility and innovation skills	Good	Good	Good	Not Applicable

PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good	Good	Not Applicable
Assessment	Good	Good	Good	Not Applicable

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Very Good	Very 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	Very Good	Very Good	Very Good	Not Applicable
Care and support	Good	Good	Good	Not Applicable

**PS6: Leadership and Management**

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

# Inspection findings

## PS1: Students' achievements

### Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Good	Not Applicable

### Findings:

- In the updated internal assessment data provided during the visit, the majority of students attain above the Ministry of Education (MoE) curriculum standards in the PYP and MYP phases.
- The school has no external national or international benchmark assessments for Islamic education.
- In lessons and their most recent work, most students in the PYP and MYP phases demonstrate Islamic knowledge and understanding that are in line with the curriculum standards. In the PYP, students demonstrate knowledge of Islamic values and etiquette in line with the curriculum standards. In the MYP phase, the students demonstrate adequate knowledge of Islamic teaching and warships; however, their understanding and interpretation of the prescribed Quranic verses is inconsistent across the MYP phase, as is their knowledge of the principles of Islamic law.
- As a new school, they do not have three-years attainment data to show trends of attainment over time.
- The updated internal assessment data analysis suggests that the majority of students in the PYP and most students in the MYP make better than expected progress from their starting point and over time.
- In lessons and students' work in the MYP phase, the majority of students make better than expected progress in developing their comprehension of Islamic education teaching; however, their progress in developing deep learning of the prescribed Surahs and Hadeeth is slow. In the PYP phase, most students make the expected progress in developing their awareness of Islamic teachings, etiquette, Hadeeth, Qur'an recitation, and Tajweed rules. However, their progress in recalling the prescribed

Surah and Hadeeth is limited across the school.

- The school's analysis of internal assessment data for Islamic education shows that girls generally make better progress than boys except in the MYP phase. Emirati students' progress is better than their peers in the PYP phase but not in the MYP phase. Those with additional learning needs, including students of determination, make above-expected progress. In lessons and their recent work, the girls made better progress than boys in most of the lessons observed, and the Emirati students made the same level of progress as their peers. However, higher attaining, gifted, and talented students do not always make the progress they are capable of because of insufficient challenge.

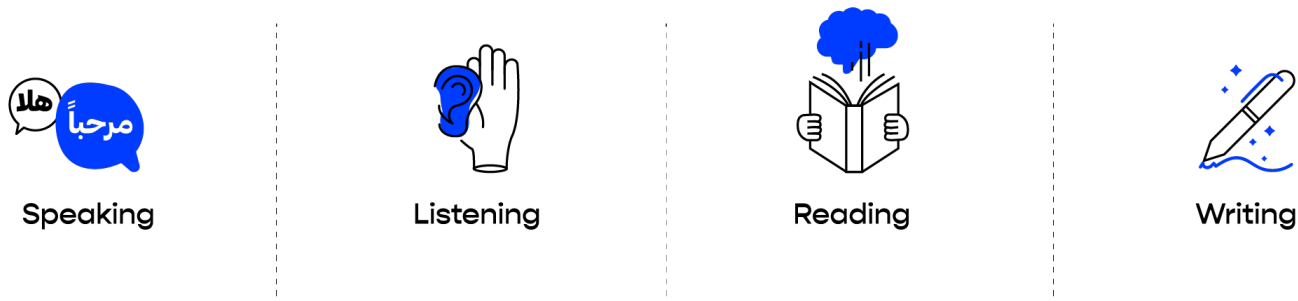
### **Next Steps:**

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1. Raise student attainment in Islamic education to at least good with a greater focus on gaining a deep understanding of prescribed Surah and Hadeeth.
2. Strengthen students' knowledge of Islamic laws and principles in the MYP phase.

# Arabic as a first language

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



Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable

## Findings:

- According to the updated internal assessment data provided during the visit, most students attain above the Ministry of Education (MoE) curriculum standard in the PYP Phase and in line with curriculum standards in the MYP Phase. This level of attainment in the PYP phase does not align with lesson observations.
- The school has administered the ACER International Benchmarking Test (IBT) during the first term of this academic year to benchmark students' attainment in grades 3–9. Students' results indicate overall good attainment in the PYP and MYP phases.
- In lessons and their recent work, most students in all grades demonstrate listening, understanding, reading, and comprehension skills in line with curriculum standards. However, students rarely read fluently or with expression. Most students in the PYP and MYP phases can communicate their learning adequately, but their speaking skills in standard Arabic and writing skills with adherence to correct spelling are less developed. In the MYP phase, students can write a short text but rarely write at length with adherence to proper grammar and punctuation rules.
- As a new school, they do not have three years of attainment data.
- The updated internal assessment data suggests that the PYP and MYP teachers assess students' individual starting points at the beginning of new units, and end-of-unit tests aligned to curriculum outcomes and results are compared to measure progress from starting points. Analysis of the school progress tracking data suggests that a majority of students make better than expected progress in the PYP and MYP phases.
- In lessons and their recent work, most students in the PYP and MYP phases make the expected progress in developing their listening, reading, and comprehension skills. Progress is slower in developing their speaking skills in standard Arabic and writing a variety of texts with adherence to correct punctuation and spelling.
- The school's analysis of internal assessment data for Arabic First Language shows that girls make

better progress than boys in the PYP and MYP phases. Emiratis in the PYP Phase make better than expected progress. In lessons, those with additional learning needs, including students of determination do not consistently make the expected progress toward their targets. Higher-attaining and gifted and talented students do not always make the progress they are capable of because of insufficient challenge.

### **Next Steps:**

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1. Accelerate students' progress in developing their speaking skills in standard Arabic.
2. Improve students' writing skills, particularly writing at length, and adherence to proper grammar and punctuation rules.
3. Strengthen students' reading skills to read fluently and expressively.

# Arabic as a second language

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

## Findings:

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- The updated internal assessment data provided during the visit indicates that at the end of the 2022/23 academic year, against expectations per year group, a large majority of students attain levels above expectations in the PYP phase, and most students attain in line in the MYP phase. These levels of attainment in the PYP phase do not align with lesson observations.
- The school has administered the International Benchmark Test (IBT) during the first term of this academic year to benchmark students' attainment in grades 3–9. Students' IBT results indicate very good attainment in the PYP and MYP phases.
- In lessons and their recent work, most students in the PYP and MYP phases demonstrate listening, understanding, and reading skills in line with expectations. However, most students learning ASL for more than two years can copy words and text in neat handwriting but rarely write using memorized words and phrases. Students learning ASL for more than four years can only occasionally understand simple short texts with key information. Their ability to engage in conversations about less familiar subjects is limited.
- As a new school, they do not have three years of attainment or progress data.
- The updated school's internal assessment data suggests that the PYP and MYP teachers assess students' individual starting points at the beginning of new units. End-unit tests aligned to curriculum outcomes and results are compared to measure progress from starting points. Analysis of the school's progress tracking data suggests that a majority of students make better than expected progress in PYP and MYP phases.
- In lessons, most students in phases PYP and MYP make the expected progress in developing their listening and understanding. However, they make less progress in developing their writing, speaking, and reading comprehension skills across the grades.
- The school's analysis of internal assessment data for Arabic Second Language shows that girls make better progress than boys in the PYP phase and similar progress in the MYP phase. In lessons and their recent work, students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Higher-attaining and gifted and talented students do not always make the progress they are capable of because of insufficient challenge.

## Next Steps:

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1. Strengthen students' reading comprehension skills.
2. Improve students' speaking skills to engage in conversations about familiar and unfamiliar subjects.



# UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

## Findings:

- In the updated internal assessment data provided by the school during the visit, the large majority of the PYP and most MYP students attain levels above curriculum standards, this level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external, standardized national, or international social studies assessments.
- In lessons and their most recent work, the majority of students in the PYP phase demonstrate knowledge and skills that are above the Ministry of Education (MoE) curriculum standards, and most students in the MYP phase demonstrate knowledge and skills in line with the curriculum standards. In the PYP phase, students demonstrate secure knowledge about resources in the UAE, energy, and the values related to national identity and tolerance. However, their understanding of the role of influential figures in the history of the UAE is less secure. In the MYP phase, most students display proficiency in using maps, understanding directions, and using navigation skills. Students' knowledge of the effects of cultural interaction between the United Arab Emirates and neighboring civilizations is less developed.
- As a new school, they do not have three years of attainment or progress data.
- The updated school's internal assessment data suggests that the PYP and MYP phase teachers assess students' individual starting points at the beginning of new units. End-unit tests aligned to curriculum outcomes and results are compared to measure progress from starting points. Analysis of the school's progress tracking data suggests that most students in PYP make the expected progress, and the majority of students in the MYP make better than expected progress.
- In lessons and their most recent work, the majority of students in the PYP phase make better than expected progress in learning about UAE resources and the importance of mutual respect and collaboration among people they live with, following and adopting the UAE vision. However, their progress in learning the history of the UAE and wider Gulf regions is slow. In the MYP, most students make the expected progress in their interpretation of contemporary population issues in the Arab world and the comparison between different types of heritages. Their progress in explaining the interaction between population and the environment and global economics is limited.

- The school's internal assessment data for social studies shows that girls make better progress than boys in all phases. Emirati students make less progress than non-Emiratis in the PYP phase. In lessons, students with additional learning needs, including students of determination, make expected progress because of effective support. Higher-attaining, gifted, and talented students do not always make the progress they are capable of because of insufficient challenges in lessons.

### **Next Steps:**

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1. Expand students' knowledge of cultural interactions between the UAE and neighboring civilizations to deepen their appreciation of cultural diversity and its influence on society in MYP.
2. Accelerate students' learning of UAE history, population, environment interaction, and global economies.

# 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	Good	Not Applicable
	Progress	Good	Good	Good	Not Applicable

## Findings:

- In the updated internal assessment data provided during the visit, most Early Years (EY) children attain levels above curriculum standards, a large majority of students attain above curriculum standards in the PYP phase, but only a majority attain above curriculum standards in the MYP phase. These levels of attainment are not aligned with classroom observations in EY and PYP, but they are aligned in the MYP.
- The school has conducted GL PTS standardized assessments in grades 3 to 9 to benchmark students' attainment in English. Results at the end of the 2022/23 academic year show outstanding attainment in the PYP phase, but only good attainment in the MYP phase. Results for the Progress in International Reading Literacy Study (PIRLS 2021) show students in grade 4 English achieved 594 at the high international level. For TIMSS 2023, the school is awaiting the publication of the results.
- In lessons and their recent work, a majority of students in all phases demonstrate skills in listening and speaking, reading, and writing that are above expected levels, but reading and writing attainment levels are not quite as strong for a few who have recently joined the school, especially in the MYP phase. In the EY phase, children are eager to learn and can pick out characters and settings in a story. In EY and lower PYP phases, children and students' ability to write accurately by applying punctuation rules is developing above expected levels, but their ability to express their own ideas in age-appropriate written form is not as well-developed. A majority of students can form opinions and communicate effectively in all phases, especially in the MYP phase. They have a sound knowledge of literary strategies, especially in the PYP phase. In the MYP and PYP phases, students can apply their understanding of texts to write thoughtful answers to questions, especially when writing online. In both the MYP and PYP phases, students' ability to write extensively with a clear linkage of concepts or flow of ideas in a range of genres, including technical report writing, is less well developed.
- As a new school, they do not have three years of attainment or progress data.
- In the EY Phase, as children gain knowledge and develop skills, their progress is regularly tracked by teachers. The updated school's assessment data suggests that, from low literacy levels, a large majority of children make above-expected rates of progress over time. In the PYP and MYP, teachers

assess students' individual starting points at the beginning of new units, and assessments and end-of-unit tests aligned with curriculum outcomes are conducted. Results are compared to measure progress from starting points. Analysis of the school's progress tracking data suggests that most students make better than expected progress in the PYP, but that in the MYP phase, only a majority are making above-expected rates of progress.

- In lessons and their recent work, the majority of children and students across all phases make better-than-expected progress in developing their listening, reading, speaking, and comprehension skills. In the Early Years, children's use of phonics accelerates their progress in reading, but a few whose first language is not English make slower progress in reading longer words outside of familiar contexts.
- The school's internal assessment data for English shows that girls generally make better progress than boys. In lessons in all phases, most students with additional learning needs, including students of determination, make the expected progress against their individual targets. Emirati students make similar progress as their peers. In lessons, a majority of students who learn English as an additional language (EAL) make accelerated progress in the EY and MYP phases because of an effective induction program and push-out and pull-in sessions provided by the school, but in the PYP Phase, most of the EAL students do not progress above expected levels from low starting points. Higher-attaining students in all phases do not make the progress they are capable of because of insufficient challenge.

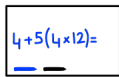
### **Next Steps:**

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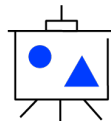
1. Support young children's language development by reinforcing their ability to express their ideas in writing using age-appropriate strategies.
2. Develop students' ability to write extensively with a clear linkage of concepts or flow of ideas in a range of genres, including informational report writing, to ensure students are well-prepared for the demands of writing in the IB Diploma program.

# Mathematics

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



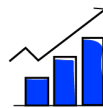
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Good	Good	Good	Not Applicable
	Progress	Good	Good	Good	Not Applicable

## Findings:

- In updated internal assessment data provided by the school during the visit, a large majority of EY children and students in the PYP and MYP phases attain levels that are above curriculum standards.
- The school administers the GL PT standardized assessments in mathematics to benchmark student attainment. The performance of PYP students who sat for the assessments in the 2022/23 academic year was outstanding and the attainment of MYP students was very good. Students have sat the Trends in Mathematics and Science Studies (TIMSS 2023) assessment and are awaiting the results.
- In lessons and recent work, a majority of students in all phases demonstrate mathematical abilities that are above curriculum standards. In the EY phase, younger children can prove, justify, and explain their number work. PYP phase students are very competent at fundamental arithmetic and are also able to perform increasingly abstract mathematics. Although their ability to independently articulate the conceptual basis of more abstract and complex problems requires further refinement,. In the MYP phase, most students represent information and explore and model situations to solve more complex problems with increasing independence. Across the school, students are less adept at critically applying a wide range of mathematical techniques and skills.
- As a new school, they do not have three years of attainment or progress data.
- Teachers regularly track the progress of EY children, as they gain knowledge and develop skills. The updated school's assessment data suggests that most children make above-expected rates of progress from initial low levels of numeracy, over time. In the PYP and MYP phases, teachers assess students' individual starting points at the beginning of new units, assessments and end-of-unit tests aligned to curriculum outcomes are conducted, and results are compared to measure progress from starting points. Analysis of the school's progress tracking data suggests that a majority of students make better than expected progress in both of these phases.
- In lessons and their recent work in the EY phase, the majority of children make better-than-expected progress in gaining new mathematical abilities that help them interact with and interpret the world around them. A majority of PYP phase students demonstrate progress beyond curriculum expectations as they build on mathematical operations they have previously used, often linked to

their units of inquiry. The majority of MYP students make better than the expected amount of progress in lessons against success criteria, particularly around solving more complex problems.

- The school's analysis of internal assessment data for mathematics shows that, across the school, Emirati students do not always make the progress of their peers, and boys slightly outperform girls. Those with additional learning needs, including students of determination, make expected progress because of effective support. In lessons and their recent work, students with English as an additional language progress from low starting points because of an effective induction program and push-out and pull-in sessions provided by the school. However, higher-attaining and the gifted and talented students do not always make the progress of which they are capable because of insufficient challenge.

### **Next Steps:**

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1. Enhance students' critical application of a wider range of mathematical techniques and skills.
2. Strengthen the ability of students to solve more complex mathematical problems in PYP with greater independence.
3. Improve students' skills in articulating the conceptual basis of more abstract problems in the PYP phase.

# 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	Good	Not Applicable
	Progress	Good	Good	Good	Not Applicable

## Findings:

- According to updated internal assessment data provided by the school during the visit, most EY phase children attain levels above curriculum standards. A large majority of students attain above-expected levels in the PYP Phase, but only a majority attain above curriculum standards in the MYP Phase. These levels of attainment are not aligned with lesson observations in the EY and PYP phases but are aligned in the MYP phase.
- The school has conducted the GL standardized assessments to benchmark students' attainment in science. Results for the 2022/23 academic year indicate that students' attainment is very good in the PYP phase and good in the MYP phase with grade 7 being weak. Students have sat for the Trends in Mathematics and Science Studies (TIMSS 2023) and are awaiting the results.
- In lessons and their most recent work in the EY, PYP, and MYP phases, the majority of students demonstrate scientific knowledge and understanding that are above the curriculum standards. In the EY phase, children are developing new scientific knowledge through curiosity and exploring the world around them. In the PYP phase, students build a secure scientific understanding of the earth and physical sciences through regular investigation activities. In the MYP phase, students regularly conduct laboratory-based experimentation and gain secure knowledge of more complex scientific phenomena. Children and students across the school do not always apply the age-appropriate scientific method to their investigations or conduct many independent experiments. In the MYP phase, a few students' knowledge of life science is less secure.
- As a new school, they do not have three years of attainment or progress data.
- In the EY Phase, as children gain knowledge and develop skills, their progress is regularly tracked by teachers. In the PYP and MYP phases, teachers assess students' individual starting points at the beginning of new units, assessments and end-of-unit tests aligned to curriculum outcomes are conducted, and results are compared to measure progress from starting points. Analysis of the school's progress tracking data suggests that a large majority of students make better-than-expected progress in the EY and PYP phases and a majority in the MYP phase.

- In lessons and their most recent work, the majority of children and students in the EY, PYP, and MYP phases make better-than-expected progress. In the EY phase, children make better-than-expected progress in using their senses to make meaning of their environment with increasing independence. In the PYP and MYP phases, the majority of students make better-than-expected progress in using a range of measurement tools and standard units, allowing for the comparison of physical properties. In lessons where the scientific method is well-developed students make more rapid progress.
- The school's internal assessment data for science show that girls and boys make similar progress, and in the GL PTS, boys do better than girls. Emirati students occasionally make less progress than their peers in the MYP phase. In lessons, students with additional learning needs, including students of determination, make progress above the expected because of effective support. Students with English as an additional language make accelerated progress from low starting points because of an effective induction program and push-out and pull-in sessions provided by the school. However, higher-attaining and gifted and talented students do not always make the progress they are capable of because of insufficient challenge.

### **Next Steps:**

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1. Improve student's scientific knowledge and understanding of life sciences in MYP.
2. Strengthen students' skills in applying age-appropriate scientific methods when involved in scientific investigations and lab work.



## 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	Not Applicable

### Findings:

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- Children and students across all phases have a genuine interest in their learning and take increasing responsibility for the quality of their work. The end-of-year, three-way meetings between teacher, student, and parent, are student-centered and student-led, however, target setting by students is less effective. Students recognize their strengths and weaknesses and through the IB learner profile, they regularly reflect and make efforts to reach the goals set for them by teachers.
- Children and students across the school interact and collaborate effectively in a range of team situations. Students are articulate, communicating their ideas and understanding clearly with teachers and their peers although communicating in Arabic remains challenging for some students new to the language.
- Children and students frequently use their own examples from the real world. Children in the EY phase often reference things from home when explaining their ideas. Older students in the MYP phase make regular transdisciplinary and interdisciplinary links across a range of subjects in line with the IB framework. In a few PYP lessons, however, links were superficial and difficult to transfer across subjects.
- Students' effective use of technology and applications is a feature of independent inquiry across the school. The regular use of learning management systems by students allows them to find things out for themselves. Problem-solving and critical thinking are regular features, particularly in mathematics and science but less so in AMS. Student enterprise and innovation skills are evident in a range of clubs and STEAM activities across the school, although innovation remains a developing feature of most lessons.

### Next Steps:

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1. Improve students' innovation skills within lessons across all phases.
2. Enhance student's ability to make more authentic links to the real world and transfer them across a variety of other subjects in PYP.

# 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	Good	Good	Good	Not Applicable

### Findings:

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- Children and students enjoy coming to school and demonstrate a positive attitude towards learning. They respond well to the feedback and instructions from the teachers. Across the school, children and students are developing increasing self-confidence in their learning across all phases. The IB learner profile is deeply ingrained in the culture of the school community. By constantly referencing it, students are encouraged to embody its principles, fostering empathy and critical feedback. This approach creates a supportive environment where everyone is mindful of their actions and how they affect others. Students increasingly become more self-reliant and require less direction from teachers, but they don't always take the initiative.
- Children fully understand class routines that support the effective transition and contribute to a happy and effective learning environment. Across the school, students are polite to staff and to each other, resulting in safe and productive interactions. Students are aware of the behavior rules that are displayed around the school. MYP phase students are more self-disciplined, showing increasing independence and respect for upholding school values. Bullying is very rare.
- Children are respectful and considerate of their classroom friends, openly showing affection when they meet each morning. Students in the PYP and MYP phases are sensitive to the needs of others, offering support where needed. They regularly contribute to school teams, the house system, and initiatives, including peer mentors for younger students. Students in grade five mentor children in the EY phase and grades 1 and 2 during the sports day events.
- Children and students have positive attitudes toward eating healthy and staying fit. Although the school promotes healthy eating, a few children and students still bring occasional unhealthy lunches. Almost all students are physically active during break times, and the school offers extensive PE and Sports extracurricular activities that allow students to participate in physical activity regularly.
- The attendance average from the beginning of the academic year at 94% is good for the EY, PYP, and MYP phases, with students usually arriving to school and their lessons on time.

### Next Steps:

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1. Enhance students' attendance to reach at least very good levels.

## 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	Not Applicable

### Findings:

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- Children and students demonstrate an appropriate appreciation of how Islamic values influence contemporary UAE society. Across the school, children and students show an adequate understanding of the influence of Islamic values on their daily lives in the UAE, as evident in their displays of work. They celebrate all Islamic events. Students and their families from different backgrounds gather at Islamic events, such as Iftar, to celebrate Ramadan. These events are not frequent enough to show students' commitment to practicing Islamic values.
- Across the school, through projects, arts, and celebrations, children and students demonstrate adequate appreciation and knowledge of the UAE's heritage and culture. They respectfully celebrate national events, including National Day and Flag Day. Students understand the UAE's history, including its founding fathers and key figures, through teaching and integration into the IB curriculum. Students participate but do not engage in initiating national events and cultural celebrations within the school.
- Children and students demonstrate an adequate understanding of their culture and others, including the UAE. The school has effectively used the multicultural student body to provide a range of cross-cultural experiences and activities. As a result, most students are aware of some of the similarities and differences between their cultures. However, this is less evident in the EY phase and the lower grades of the PYP.

### Next Steps:

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1. Improve students' engagement in initiating events and activities to enhance their knowledge and others of the Emirati heritage and culture.

## Social responsibility and innovation skills

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Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Good	Good	Not Applicable

### Findings:

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- Children and students participate willingly in activities that have a positive effect on the school and the wider community. The student voice is strong, and students take on a range of leadership responsibilities. A student in the PYP Phase, with the help of her colleagues, took the initiative in cooperative and organized work to clean the schoolyard. Still, not all students are always proactive and regularly take responsibility. Children and students have raised funds throughout the year for good causes and volunteered for international social contributions. Students' initiation of activities that have a positive impact on the school and wider communities is in the early stages of development.
- A strong feature of the school is the students' positive work ethic and independence. Students are developing a range of enterprise and entrepreneurial skills through starting a number of small school businesses, creating and running a student newspaper, and broadcasting a channel as part of the PYP exhibition. Other students traveled abroad and supported humanitarian projects. A student-led Eco-Club in MYP allowed students to plan initiatives to support sustainability, such as a battery drive and school water conservation. However, innovation in lessons is inconsistent.
- Students demonstrate a secure understanding of global environmental issues and the solutions being trialed worldwide, with a specific spotlight on the UAE's solutions. Students have been effective in participating in schemes that promote sustainability, such as reducing, reusing, and recycling. However, not all students are actively engaged.

### Next Steps:

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1. Improve students' innovation skills, particularly in lessons.

# 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	Not Applicable

### Findings:

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- Most teachers consistently apply their knowledge of subjects and how students learn them in English-medium subjects. This includes the English streams of Islamic education in MYP and social studies in PYP, where teachers' use of role plays, interactive games, and other activities ensures that students are engaged and actively learning. In the Arabic-medium subjects, while teachers' subject knowledge is secure, their knowledge of how students learn best is not as strong.
- Teachers plan purposeful lessons and create an environment conducive to learning, especially in English in the upper PYP and MYP, where corridor spaces, seating areas, and learning walls are used effectively as learning stations. Outdoor areas and continuous provision activities are used to promote in the early years in all subjects, weather permitting. Learning needs to be more focused on 'purposeful' play to extend children's curiosity and inquiry skills, especially when learning in science, and not hindered by the overuse of learning checks. Time and resources are not used consistently in the Arabic-medium subjects. Resources, while plentiful, are not always suitably contextualized to enable learners to make links with real life and extend learning, especially with the higher attainers in all subjects.
- Teachers' positive interactions with students ensure that they are engaged learners. Questioning checks learning but is not consistently effective in extending higher-order thinking, especially in the Arabic-medium subjects. Questioning to promote dialogue and meaningful discussion is seen in English, where the MYP, students were able to discuss whether any of the features of dystopia were evident in their own lives. However, in other subjects, especially in mathematics and the MYP Phase, questioning is often closed, with little use of prompts to extend the higher-order thinking skills of the higher attainers.
- Teachers use effective strategies to meet the needs of identified groups, with specific strategies for individuals routinely highlighted in lesson plans. The level of support for students with additional learning needs and the lower achievers enables them to make similar progress to their peers, such as the additional phonics classes put in place by teachers in the EY Phase to accelerate rates of learning. However, higher attainers are not always provided with the levels of challenge required to extend them to reach their potential. Lessons typically provide activities for bronze, silver, and gold success criteria, but these are not well-matched to sufficiently challenge the high-attaining students.
- Teachers systematically develop students' independent learning skills as they develop readiness up the grades. In the EY, students can work independently, with minimal supervision, and by the time students reach MYP, they can select and research a personal project, working productively with clear self-direction. Teaching critical thinking skills, such as analytical and problem-solving skills, is strongest in the MYP in mathematics and English because the curriculum requires these. However, these higher-order skills are less well-developed in other subjects and phases, especially in the Arabic-medium subjects. Teachers of subjects such as robotics and science, technology, engineering, art, and mathematics (STEAM) are highly effective in teaching innovation skills, as shown by the

challenging tasks designed to extend all learners. However, while interdisciplinary projects planned by teachers also extend these skills, in the day-to-day lessons, especially in the Arabic medium subjects, teachers' promotion of these skills is not well-evidenced.

### **Next Steps:**

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1. Improve teaching in Arabic-medium subjects in all phases by setting higher expectations and taking a more student-centered approach to ensure students make at least good progress.
2. Provide consistently across all subjects and phases, a range of more challenging learning activities to optimize and extend the progress of the higher achievers, and the gifted and talented.
3. Extend opportunities for students to inquire, think critically, and use their imagination, creativity, and innovativeness to solve problems, especially within the lessons of Arabic-medium subjects.

# Assessment

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Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Good	Good	Good	Not Applicable

## Findings:

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- The school's internal assessment processes are mainly coherent and consistent, with clear links to the learning outcomes and rubric frameworks associated with the units of inquiry for each of the English-medium subjects offered by the school and the criteria within the International Baccalaureate (IB) curricula, to provide valid and clear measures of students' progress. In the Arabic-medium subjects, students are assessed against the Ministry of Education standards, and while their data is tracked across all years, it is not always reliable in giving an accurate measure of students' progress because they tend to be focused on knowledge rather than skills and understanding. The school uses a cognitive abilities test (CAT4) to measure students' ability to learn. In the Early Years, measures of performance are comprehensive and well-linked to academic progress as well as personal and social development. As children gain knowledge and develop skills, their progress is regularly tracked by teachers. However, despite the IB curriculum's broad focus on holistic development, assessment measures are more academically focused in the MYP and PYP.
- The school benchmarks students' academic achievements in mathematics, science, and English using the GL PTS Standardized Progress tests and CAT4. The ACER IBT provides an opportunity for Arabic language benchmarking of both the AFL and ASL learners. The school engages students in Grades 4 and 8 in TIMSS international assessment in 2023 for mathematics and science. The Grade 4 students participated in PIRLS reading literacy in 2021. These data, taken as a whole, allow teachers to compare the accuracy of their internal assessments, rate themselves against other local schools, as well as identify any gaps in student's knowledge and skills where remediation is required.
- The updated academic assessment information provided by the school during the inspection was detailed, with progress carefully monitored to identify groups of students and individuals requiring support, including boys, girls, Emirati, and ALN, including students of determination, and the gifted and talented. In the EY Phase, as children gain knowledge and develop skills, their progress is tracked from entry using the Leuven scale. The system's effectiveness was shown during the inspection visit, where groups of children were receiving remediation sessions to improve their use of phonics in pre-reading development. In the PYP and MYP phases, teachers assess students' individual starting points at the beginning of new units, and assessments at end-of-unit tests aligned to curriculum outcomes are conducted, with results then compared to measure progress from starting points. The results of international tests are also integrated, providing a system that is valid and reliable in the monitoring of student's progress and in accurately identifying those who require additional support.
- While a range of detailed assessment data is available, and teachers have had training in how to use the information available in the school's learning management system in the planning of more personalized lessons, this has yet to be consistently applied. The influence of assessment on teaching is inconsistent, especially for planning activities in the AMS and for the High-attaining (HA) students in all phases.
- Teachers know their students well, and books and online work show some evidence of constructive feedback, especially in the EMS. Teachers provide affirming oral feedback during lessons, but constructive feedback that identifies the next steps in student learning is inconsistently seen in their written work in the AMS. Students do some peer and self-assessment at all levels but less in the EY

phase, so most are aware of their strengths and weaknesses. A three-way conference encourages students to set their own goals with input from teachers and parents after the first term's report. However, students' regular setting of targets and monitoring of their own progress based on continuous assessment is only occasionally seen in the upper PYP in the EMS, where photos and samples of work against their targets were displayed on the walls so all could benefit from being able to view the exemplary work.

### **Next Steps:**

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1. Use assessment information more rigorously to influence teaching, the curricula, and students' progress, especially to accelerate the progress of the higher attainers to reach their potential.
2. Embed more comprehensive measures of students' personal and social development alongside the tracking of academic achievement across the school.
3. Extend opportunities at all levels, but especially in the Arabic Medium Subjects, for students to use the outcomes of teachers' reviews and peer and self-assessment to target areas for improvement and monitor their own progress.



# PS4: Curriculum

## Curriculum design and implementation

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

### Findings:

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- The school follows the International Baccalaureate (IB) curriculum for the English Medium Subjects and integrates the MoE curriculum for the Arabic Medium Subjects within the IB framework. The EY/PYP Program of Inquiry is clearly set out to show the transdisciplinary nature of each Unit of Inquiry (UOI). Each UOI has a clear conceptual Central Idea to drive it. Thoughtful planning includes lines of inquiry, concepts, links to national identity, approaches to learning skills, and transdisciplinary links. The scope and sequence documents in each key MYP subject build students' skills in real-life contexts and understanding as they move through the MYP phase. Units are conceptually based while focusing on skills as well as knowledge and understanding. The IB and the MoE curriculum for each phase have a clear rationale and are broad, balanced, and age-appropriate. It is relevant and effective and provides a solid foundation for developing knowledge, skills, and understanding, and is tracked through the learner profile. The curriculum in all phases follows the school's authorized/licensed curriculum and the national statutory requirements.
- The curriculum in each phase is planned so that learning builds well on students' previous achievements in all key subjects. The conceptual nature of each curriculum, with a focus on real-life learning, provides numerous learning experiences to meet the needs of most students. Almost all students are well prepared for the transition to the next phase in the school because of meticulously planned transition programs and vertical articulation of skills and understanding in each subject. However, in AMS the literacy skill elements of the curriculum require further development to maintain better than expected progress.
- The transdisciplinary focus of the EY and PYP curricula provides children with choices in the presentation of work and, sometimes, subtopics. In MYP, students have choices in completing projects, particularly the Personal Project. To provide choices for students transitioning from grade 10, the school is seeking to implement the International Baccalaureate Diploma Program (DP) and the Careers-related Program (CP).
- Cross-curricular links are integral to all IB programs. The transdisciplinary nature of the EY and PYP curricula and an interdisciplinary nature focus in the MYP result in rich cross-curricular learning. Collaborative planning in each phase ensures essential links in all lessons and connections between subjects are systematically integrated across all most disciplines throughout the school but less so between AMS and EMS.
- The curriculum is reviewed and refreshed regularly to ensure that contexts and concepts reflect student interests and link across disciplines and to students' real-life experiences. This results in continuous evolution based on response to research into educational best practices, the school context, and student performance external assessments. The school is currently reviewing the curriculum in a number of key subjects, particularly AMS, to continue its development towards becoming a fully relevant, comprehensive curriculum that promotes innovation and challenge in every lesson.

## **Next Steps:**

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1. Ensure that the cross-disciplinary curriculum planning has a greater focus between Arabic and English Medium Subjects.
2. Improve support in all AMS curriculum subjects for the development of literacy skills so that students are better prepared for their next stage of education.
3. Review the AMS curriculum to become a fully relevant, comprehensive curriculum that promotes innovation and challenge in 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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- Teachers' regular collaborative planning facilitates the successful modification of the curriculum to meet the needs of almost all groups of students. The school identifies students based on need and capability and offers a three-tiered approach to curriculum modification for students with additional learning needs, including pupils of determination.
- In the MYP phase, subject-specific components of curriculums are reviewed and updated in response to information about students' potential indicated in CAT4, as well as their academic achievements in GL assessments and internal assessments. Opportunities for gifted and talented students to pursue their interests and develop their talents in classrooms and extracurricular activities are evolving.
- The classroom curriculum is interesting and offers a range of opportunities designed to motivate most students. Enterprise, innovation, creativity, and social contribution are documented throughout curricular areas, but innovation could be more widespread in classrooms. An impressive variety of extracurricular activities, including academic, creative, and sporting activities and community links, enhance students' academic and personal development.
- Learning experiences that provide opportunities for all students to develop their understanding of the UAE's values, culture, and society are integrated into some aspects of the curriculum. Events linked to local and international cultures, such as celebrations of national events and field trips to local heritage sites, engage students in some aspects of Emirati culture and UAE society and contribute to their appreciation of other cultures. Students have some appropriate opportunities to develop their understanding of how the UAE is tackling global issues at a local level in all phases and to contribute to the community through service activities. Opportunities to broaden students' understanding of the UAE's culture and heritage are not yet embedded through most aspects of the curriculum, particularly in lessons.

## Next Steps:

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1. Ensure that the curriculum is further modified to meet better the needs of high achievers as well as other groups of students.

# 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	Very Good	Very Good	Very Good	Not Applicable

### Findings:

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- The school maintains rigorous procedures for safeguarding students, including child protection, which is well-known to all staff, students, and parents. Designated safeguarding leads are visibly present, and procedures are provided to all visitors. Weekly parent communications reinforce the school's commitment to safeguarding, and policies are regularly reviewed and updated. All staff receive annual safeguarding training and regular refreshers, and volunteer parents and contractors are also trained. The school maintains an accurate register of all adults involved with the school, and senior leadership has completed Level 3 child protection training. The school effectively protects students from abuse, including bullying and online threats, by conducting information sessions on cyber safety for parents. All staff are trained in safeguarding procedures and use the Child Protection Online Monitoring System (CPOMS) to securely record incidents. Students report feeling safe and know who and how to report concerns to adults. The staff handles issues sensitively and swiftly. Bullying incidents, though very rare, are addressed promptly and collaboratively with families.
- The school provides a safe, hygienic, and secure environment for students and staff, with frequent safety checks and highly effective supervision. Buildings and equipment are well-maintained, and comprehensive records, including incident reports, are securely maintained. The physical environment meets all learning needs, with thorough records kept of safety drills and procedures. Medical staff ensure vigilant care of students, with relevant medical information systematically shared with school staff. Promoting safe and healthy living is integrated into the curriculum, and students are kept safe during challenging educational experiences. A dedicated Head of Operations regularly reviews health and safety policies to prioritize student safety, and dedicated security personnel enforce safety procedures. At the same time, bus nannies supervise younger students on the school's bus service. Duty schedules ensure continuous student supervision throughout the school day. Senior leaders review and sign off on risk assessment documentation for trips and residential. Many staff hold first aid certificates, with yearly training organized by the Head of Operations.
- The school maintains buildings and equipment very well, with detailed records of incidents and actions taken. Further, continued vigilant maintenance tasks are carried out attentively and focus on preventing issues or problems before they arise. The facilities team conducts regular sanitary checks to ensure cleanliness and safety, actively cleaning during the school day. Nurses maintain records of incidents and share them with the concerned person. The staff can report maintenance through the online Facilities Service portal. The security and facilities teams manage traffic and ensure safe arrivals and departures. Duty rosters ensure student safety during recreational times, with supervision

by leaders, teachers, and learning assistants.

- The school's premises and facilities provide a very inclusive and safe physical environment, supported by a new modern campus to enhance learning opportunities. Indoor and outdoor provisions promote well-being and offer diverse learning environments. Continued monitoring as the new building settles will ensure all spaces remain effective and productive. Playgrounds are thoughtfully crafted to facilitate safe play and foster physical skill development, although the outdoor space in EY1 could be better designed with more age-appropriate equipment. Accessibility is ensured throughout the school, with ramps, lift access, and clearly signposted disabled toilets on each floor.
- The school effectively promotes safe and healthy living, integrating it into various aspects of school life. The canteen offers healthy food options, and outdoor learning and sports opportunities are actively supported to encourage physical activity. However, a few students make less healthy choices when they get food from home. Wellness initiatives every Thursday, like Wellness Walks, emphasize the importance of physical activity. The ECP program provides provisions for healthy bodies and minds. Additionally, coffee mornings and information sessions on managing stress and anxiety in children are offered to parents, along with speakers invited to discuss E-safety and effective management at home.

### **Next Steps:**

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1. Strengthen the promotion of healthy eating by encouraging students to make more nutritious food choices.

## Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good	Good	Good	Not Applicable

### Findings:

- The school fosters positive relationships between staff and students, characterized by mutual respect, trust, and confidence. Systems and procedures for managing student behavior are effective, with clear expectations communicated to the entire school community. Teachers prioritize Khalifa City Campus (KCC) values and IB learner profile attributes in lessons and assemblies, promoting tolerance, empathy, and kindness. The Behavior Policy supports high standards of behavior, emphasizing restorative justice and student responsibility. Events like Mental Health Week and Kindness Day further reinforce the importance of student well-being. Outstanding student-teacher relationships contribute to exemplary behavior, supported by the on-site counselor and a dedicated career counselor providing pastoral support.
- The school's strategy efficiently encourages students to maintain good attendance and punctuality. Attendance is rigorously monitored under the supervision of the vice principal, with robust procedures in place to track attendance closely. Parents receive prompt notification of any concerns about their children's attendance, and the school actively communicates attendance expectations through weekly notifications and individual messages. Daily attendance records are shared with teachers to maintain accuracy, and school heads monitor and approve requests for absences during term time on a case-by-case basis. However, there is a need to enhance attendance rates to reach a minimum of 96%.
- The school has robust and inclusive systems for the accurate identification of students with additional learning needs, including students of determination. "Currently, 8% of the school's population has been identified as having additional learning needs (ALN). These students are promptly identified upon enrolment, and individual education plans (IEP) are created that provide effective, targeted support. Parent input is valued, and an open-door policy fosters effective two-way communication. Transition meetings ensure support systems are in place before ALN students start school, and the school's inclusive ethos is evident on its website and during parent tours. Additional learning needs students continue to be identified through teacher assessments and observations. Teachers collaborate closely with the Student Support Team (SST), offering modifications and interventions, while tools like the 'Provision Map aid in monitoring and planning provision. The identification of gifted and talented students requires further development.
- The school has improved the provision and strengthened the leadership for ALN with a new Head of Student Support and dedicated learning areas and sensory equipment to effectively cater to students' needs, providing brain breaks and sensory movement breaks. The school effectively supports most students with additional learning needs through a range of interventions and push-in and pull-out strategies, and all students have up-to-date individual education plans. Teaching assistants are in lessons and effectively support those with additional needs, ensuring continued, consistent progress, although this is less effective in Arabic and EAL in the PYP phase. Break-out learning pods are available for students as needed. Clear access for students with a physical disability is assured with ramps and lift access around the school. Students who are gifted and talented in all phases do not make the progress they are capable of because of insufficient challenges, particularly in lessons.

- The school routinely monitors all students' well-being and personal development, using the information gathered to provide effective academic and personal guidance. The transition between phases is carefully managed, with detailed plans to ensure students are well-prepared and confident as they move to their next education stage. The Head of (SST) coordinates meetings with each year group at the start of the academic year to share essential information, including pastoral needs. Targeted information sessions and events, such as open evenings and career guidance sessions, help prepare students for transitions between phases. Positive guidance, including one-to-one sessions and subject choice support, enables students to make informed decisions about their academic pathways. The Head of SST utilizes robust assessments to identify learning gaps and potential needs, informing appropriate interventions and programs for student development.

### **Next Steps:**

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1. Develop strategies to improve attendance rates with the aim of achieving a minimum of 96%.
2. Strengthen the identification process for gifted and talented students so that they are identified swiftly.
3. Ensure that the support provided to gifted and talented students facilitates consistent personal and academic progress relative to their ability.

# 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, comprising the principal, vice principal, and heads of phase sets a clear direction and promotes an inspirational co-constructed vision that is shared by the whole school community. Leaders are ambitious about what they want students to learn and experience and have set this out in detail in their vision and mission statement, which is displayed prominently throughout the school. This is also shared with parents, students, and staff through various communication platforms. There is a clear commitment to UAE's priorities and the National Agenda such as the formation of a National Identity Parent Advisory Group. Comprehensive and effective plans are in place to support students in succeeding in international examinations evident in the latest high PIRLS benchmarks. The principal, through high-trust relationships, demonstrates a strong commitment to ensuring that staff and students alike feel included and valued, treated fairly and respectfully, and have a sense of community. The school maintains a fully inclusive admission policy and effectively supports students with additional learning needs, including students of determination.
- Leaders at all levels demonstrate a clear understanding of the International Baccalaureate (IB) framework and best practices in teaching, learning, and assessment, however, this is less evident in the leadership of AMS. A key leadership position of head of teaching, learning, and innovation has been established for the introduction of new methods of teaching and learning that embrace active and conceptual learning to raise attainment and progress in all phases. Although the development of innovation is visible in the school it is yet to be fully embedded into lessons. The senior leadership team has established a positive, community learning culture focused on inclusion for all. Students are regularly encouraged to take responsibility for their own learning.
- Relationships are consistently positive and professional between all stakeholders. Distributed leadership is effective, ensuring middle leaders are aware of their roles and responsibilities and will be held accountable for raising students' achievement. All leaders observe lessons and support teachers within their departments challenging them to take professional risks to improve. Communication within the school is professional, at both a formal and informal level. There are regular departmental and interdepartmental meetings, in addition to internal emails and conversations. Leaders at all levels are ultimately held accountable by the governors. Morale within the school is high.
- Leaders at all levels have a clear and accurate understanding of what they need to do to improve the school in line with IB expectations and the inception of the new Diploma Program (DP) next year. Senior leaders have identified curriculum alignment with external benchmarks as a key area for improvement and have already been successful in adapting the curriculum resulting in a significant positive impact on student outcomes. They acknowledge the necessity for continued training, particularly for the new DP and high-quality teaching practice. The school leaders have been innovative in the way they have reviewed and presented 'teacher-friendly' assessment data to meet the needs of most students. The school leaders demonstrate a strong capacity to improve the school.



- Leaders hold staff to account through regular analysis of student performance data, lesson observations, and reviewing the effectiveness of planning and teaching strategies. The school has maintained high-performance levels, especially in areas such as student achievement and the quality of teaching. They ensure that the school is compliant with statutory requirements.

### **Next Steps:**

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1. Collaborate with subject leaders to further refine and align the curriculum with external benchmarks, particularly focusing on preparing for the upcoming introduction of the Diploma Program (DP).

# School self-evaluation and improvement planning

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

## Findings:

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- All staff are trained in the use of aptitude, attitudinal, and achievement data. They actively participate in the systematic self-evaluation process (SEF). Parents are directly involved through the School Advisory Board (SAB) and the Parent Team and have been involved in improving the school. The SEF considers valid sources of evidence, including internal and external assessments. Judgments are generally realistic and align with the inspection framework. Senior and middle leaders display a secure understanding of the school's strengths and areas requiring improvement which is reflected in the key questions prioritized in school development plans.
- The monitoring of teaching and learning is systematic and conducted by senior and middle leaders. Senior management undertakes a termly formal classroom observation for each teacher and provides written feedback with the next steps. Departmental and peer observations via the head of teaching, learning, and innovation are regular and particularly for new teachers who also get a 'KCC Connector' to support them. The observation forms include relevant criteria linked closely to the inspection framework, with adequate emphasis on students' progress and the impact of teaching on students' learning. Effective monitoring has resulted in notable improvements in students' achievement, particularly standardized assessment outcomes, but less so for AMS outcomes in general.
- The school improvement plan effectively pinpoints areas for improvement using specific targets with a rating system to monitor progress, although, a few targets could be more specific. Each phase has a detailed action plan mapped to the whole school's goals. Success criteria are focused on students' outcomes and particular student groups. Each phase also specifically covers the improvement of the quality of teaching and learning. The improvement priorities are closely aligned with the recommendations from the previous monitoring visit (MV). The schools' goals address the UAE national agenda priorities and have had a positive effect on student achievement, as evident in the latest international benchmarks for PIRLS.
- The school has demonstrated sustained improvement over time, particularly in key areas such as raising students' achievement in English, mathematics, and science. Since the monitoring visit, new leaders have been appointed to oversee AMS subjects, and most of the recommendations related to AMS have improved, although, student achievement lags behind EMS. The effectiveness of teaching and leadership has also seen improvement, particularly in the quality of planning and assessment data for groups. How teachers use such high-quality information requires further development. Progress has been made in enhancing students' opportunities to develop innovation skills, and now, it needs to continue into lessons.

## Next Steps:

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1. Implement best practices in teaching and assessment across the school, particularly Arabic Medium Subjects, and ensure effective execution of the same.

## Parents and the community

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Performance Indicator	Quality judgement
Parents and the community	Good

### Findings:

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- Parents work collaboratively with the school through the Parent Team and representation on the School Advisory Board (SAB) contributing to governance, volunteering, and community culture. They have been fully involved in supporting student learning and wider school life. Through the parent's access to the learning management system (LMS) and regular contact with teachers, they are knowledgeable of what their children are learning and how well they are doing. Most parents contribute to surveys issued by governors, and their views are fully considered but less parents responded to the ADEK survey. The views of parents are effective in the recruitment of new staff, shaping new policies, and supporting improvement planning. Additionally, the school encourages parents to participate in reading sessions for students as well as supporting them with sports competitions and cultural celebrations. Parents' involvement makes a very positive contribution to raising students' standards.
- Regular 'Raha' reminders update parents about forthcoming events and children's achievements. An effective use of technology specifically for parents provides 24-hour access to academic, personal, and social information. Parents regularly speak with teachers and the principal at drop-off and pick-up. Three-way Child-Parent-Teacher meetings are scheduled every term where children share feedback and discuss their progress to encourage parents to participate in the child's improvement planning. Parents who have children of determination spoke highly of the school regarding its inclusivity and continue to be involved in the monitoring and target setting in their child's individual education plan (IEP). Parents are very satisfied with the extent of communication from the school. The school has a formal Parent Team for events, volunteering, and culture, and seven parents are represented on the SAB who are involved in more academic and operational matters. They actively engage parents to inform them of their child's academic progress and any concerns. The school operates a new student onboarding system to support students and parents in the new environment, which new parents appreciate.
- Parents have access to a web-based learning management system (LMS) system where they can effectively review their child's academic progress at any time. An innovative three-way Parent-Teacher-Student termly goal-setting meeting and learner-led conferences ensure students are at the center of the process. However, parents' involvement in monitoring and supporting the goals set by and for students can be strengthened further. Reports clearly communicate all aspects of students' achievements; however, the parent and student involvement in the monitoring of goals is less clear.
- The school has strong partnerships with the local community hosting Arabic Heritage guest speakers and International Day. The school supports various initiatives via its Caring Boxes. Students regularly take part in activities as volunteers, which benefit both the students and the wider community, some students volunteer internationally through student Service Trips. Although the school does not currently offer the IB DP, the school has a strong Taaleem network with other schools and numerous local and international universities to enhance students' academic and personal development and to support their further education.

### Next Steps:

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1. Strengthen the parental involvement in the monitoring and support of the goals set by and for students during the 'three-way' meetings.
2. Continue to develop school-specific national and international relationships that support students' further education and future employment.
3. Promote the need for all parents to complete surveys so that their views can be incorporated into the decisions and direction of the school.

## Governance

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Performance Indicator	Quality judgement
Governance	Very Good

### Findings:

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- The governors (CEO, Country Manager, and Head of Education) take full account of the views of parents and other stakeholders in a variety of ways, including through the work of the School Advisory Board (SAB), whose members include representatives of the governors, parents, and business representatives but as yet, no students. The SAB itself takes account of the views of the Raha Parent Team. Suggestions put forward by stakeholders for Ta'aleem review are considered by the executive board and central office.
- An annual term-one Ta'aleem internal review and termly governance meetings monitor the school's actions and hold senior leaders accountable for both the performance and quality of education provided including the academic and personal development of all students. The governors provide feedback on the Ta'aleem review offering advice and guidance for improvement. As a new school, the Ta'aleem group has provided senior leadership staffing, and best practices via staff training from their more established schools and continues to offer support through their sister school Raha Gardens. These processes ensure accountability is considered, and justification is given for any decisions made. There is scrutiny and oversight, by the governors, of key decision-making and the actions taken to improve the school's performance. However, this process is less successful regarding the accountability of AMS subject performance. Also, they seek assurances that the school is operating effectively and compliantly on a day-to-day basis and ensuring all statutory requirements are being met. The governors act as a very effective constructive critic for the school. The governors seek parents' views regularly through surveys and the SAB representation. Parents can also directly contact the board if they have any concerns.
- The governors have had a direct impact and a positive influence on the school's overall performance. The governing board has ensured that the school is very well equipped to offer a diverse range of learning experiences for students. The quality of the MYP environment could be further enhanced as students have moved into a newly built area and it requires more inspirational décor to match that of the rest of the school. In addition, although they are prioritizing support for Islamic education and Arabic in the school, the impact is limited. Governance realizes that school leaders should be held more accountable for students' performance in AMS. Governance has ensured the interaction between students and teachers is effective, aids in the learning process, enhances student experiences and addresses various learning needs.

### Next Steps:

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1. Ensure that age-appropriate student representation plays an important role in the school's governance model.
2. Further improve the quality of all MYP learning environments and resources to a high standard that matches that of the rest of the school.
3. Ensure school leaders are held more accountable for the performance of the AMS subjects.

# Management, staffing, facilities and resources

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

## Findings:

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- Almost all aspects of the day-to-day management of the school, its procedures, and routines are very well organized and have a positive impact on students' outcomes and personal development. These procedures and routines ensure that the school has a calm and welcoming learning environment, where staff and students work respectfully. The lesson timetable structure ensures there is no loss of learning time.
- The school is very well-staffed, enabling the fulfillment of its vision and mission. Well-qualified staff are deployed in almost all areas of the school to support students' learning, resulting in low teacher turnover and high morale. All staff, including support staff, benefit from extensive professional development closely matched to the school's improvement planning and priorities. However, the AMS teachers need more resources and training in guided reading to enable them to teach reading more effectively and to provide lessons with sufficient stretch and challenge for high-attaining students.
- The well-designed modern and spacious premises are very effectively maintained and designed to meet the learning needs of students across all phases. The learning environments, including classrooms, are spacious and stimulating for students and are used to provide many opportunities for students to be fully engaged during the day. There is a wide range of high-quality specialist facilities in science, art, music, design, technology, ICT, and a recently introduced innovation area. There are outdoor areas, a double gym, an indoor running track, two floodlit sports pitches, and swimming pool facilities to promote and help students develop their physical and mental well-being. Recreation areas are safe, well-designed, and suitably supervised at break times. However, in the early years, the outdoor play area could be more age-appropriate to include more equipment for younger children, and the new MYP sciences spaces need further development to be more inspiring and inviting. There are numerous lifts throughout the school, enabling everyone to access all areas.
- The school is very well-resourced to support teaching and learning, with all classrooms having interactive whiteboards and technology, which helps to facilitate student learning. While there is a specific additional Arabic reading room, the school's stocks of Arabic reading materials are limited, with only 120 non-fiction books and 170 fiction books. The EY phase is well-resourced to support children's purposeful and continuous play-based learning and the development of personal and social skills.

## Next Steps:

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1. Provide more targeted, continuous professional development for more effective teaching in AMS.