School Performance Report

Combined Internal and External Evaluations

Sheikh Khalifa Bin Zayed Arab Pakistan School- LLC

The overall performance of this school is Acceptable .

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Introduction

This report combines the previous school 'self-evaluation form' (SEF) and school inspection report. It provides all stakeholders with an opportunity to compare the internal and external evaluations of school performance. Its purpose is to bring these two perspectives together to foster greater accuracy of internal evaluations. Greater accuracy is a step towards the long term goal of less dependence upon external evaluations to understand a school's effectiveness. Ongoing and accurate internal evaluations are the key to school effectiveness that can withstand changes in leadership, staffing and student enrolment.

Basic information about inspections
Basic information about the school
The overall performance history of this school
Summary of inspection judgements - outcomes

Performance Standard 1: Students' achievements
Performance Standard 2: Students' personal and social development
Performance Standard 3: Teaching and assessment
Performance Standard 4: Curriculum
Performance Standard 5: Protection, care, guidance and support of students
Performance Standard 6: Leadership and management

Basic information about school inspections

School inspections are structured around six Performance Standards:

1. Students' achievement;

2. Students' personal and social development, and their innovation skills;

3. Teaching and assessment;

4. Curriculum;

5. The protection, care, guidance and support of students; and

6. Leadership and management.

School Inspections support the development of schools across the Emirate of Abu Dhabi. The UAE School Inspection Framework provides clear descriptions within these six Performance Standards. This framework allows school leaders and external inspectors to make judgements based on internationally recognised best practice.

School inspectors make judgements using these six performance categories:

Definitions	Performance Categories
Substantially exceeds expectations	Outstanding
Exceeds expectations	Very Good
Meets expectations	Good
Minimum performance required	Acceptable
Below expectations	Weak
Significantly below expectations	Very Weak

To see the full UAE School Inspection Framework, please click here: **Framework Arabic** **Framework English**
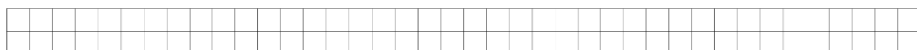
Basic information about the school

Name: Sheikh Khalifa Bin Zayed Arab Pakistan School- LLC

I.D. number: 9028

Phases: Cycle 1;Cycle 2;Cycle 3;KG

Curriculum: Pakistan

Fee category: Very Low

Location: 3, Al Arsad St, Hadbat Al Za'faranah, Abu Dhabi 22418

Web address: https://www.skbzaps.com/

E-mail address: 9028@adek.gov.ae

Telephone: 024487160

Number of teachers: 72

Teachers' assistants: 21

Teachers' nationalities: Pakistan

Number of students: 2060

Teacher to student ratio: 1:28

Students' nationalities: Pakistan)

Proportion of Emirati students: 0.19

Proportion of students of determination: 0.53

Dates of inspection: 01-Nov-2021 to 04-Nov-2021

The overall performance history of this school:

2016-2017

- Outstanding - 0%
- Very Good - 0%
- Good - 0%
- Acceptable - 100%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

2018-2019

- Outstanding - 0%
- Very Good - 0%
- Good - 0%
- Acceptable - 100%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

2021-2022

- Outstanding - 0%
- Very Good - 0%
- Good - 24%
- Acceptable - 47%
- Weak - 0%
- Very Weak - 0%
- NA - 29%
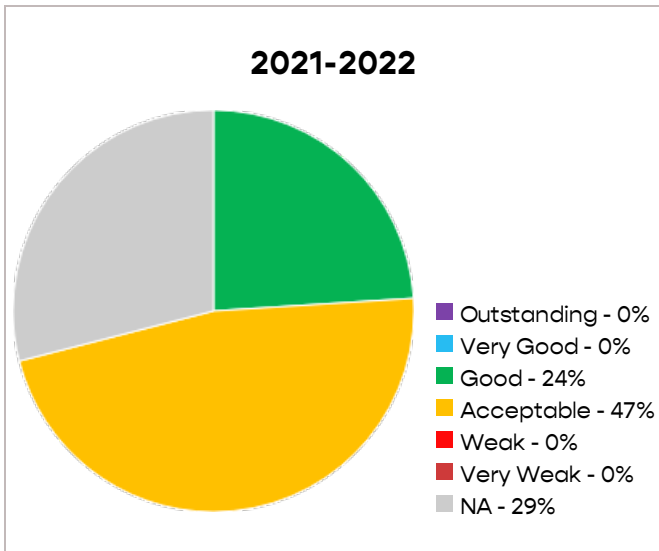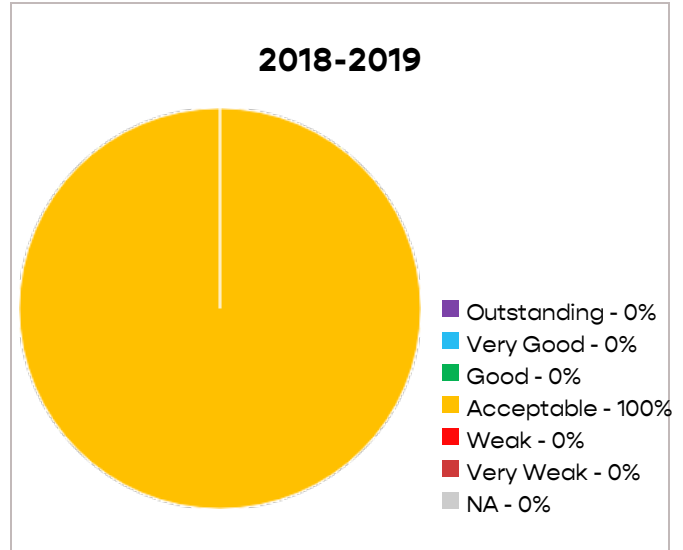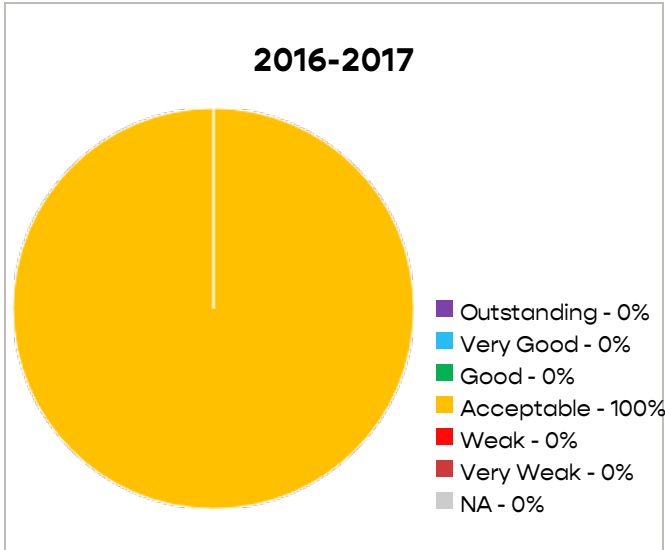
Summary of inspection judgements

PS1: Students' Achievements

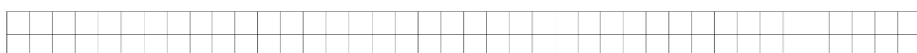| Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
1.1 Students' attainment in Islamic Education	Not Applicable	Acceptable *	Acceptable *	Acceptable *
1.1 Students' attainment in Arabic First Language	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.1 Students'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

PS2: Students' personal and social development

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

PS3: Teaching and assessment

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
3.1 Teaching	Good	Acceptable	Acceptable *	Acceptable
3.2 Assessment	Good *	Acceptable	Acceptable	Acceptable

PS4: Curriculum

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

PS5: Protection, care, guidance and support of students

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
5.1 Health & safety	Good	Good	Good	Good
5.2 Care & support	Good *	Good *	Good *	Good *

PS6: Leadership and management

Indicators	All Phases
6.1 Effectiveness of leadership	Acceptable
6.2 Self evaluation & improvement	Acceptable
6.3 Partnerships with parents	Good
6.4 Governance	Good
6.5 Management	Acceptable
Overall Judgement	**Acceptable**
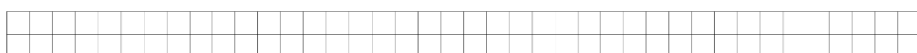
Changes since the previous inspection

Since the previous inspection, there is a new leadership team. This consists of the Principal, two vice-principals and heads of departments for English, mathematics and science. This inspection has found that the school has made progress in addressing aspects for improvement highlighted at the last inspection. For example, the school has improved students' achievement from acceptable to good in English in the high phase and science in the KG phase. In these phases, teachers have raised their expectations of what children and students can learn and achieve. The school leaders have reviewed the assessment processes. Teachers have received training to help them use assessment data to plan and to meet students' learning needs and abilities. In the most effective lessons, for example, in English in the high phase, teachers use assessment data to match the learning activities to the needs of students of different abilities and to provide challenging tasks that engage students to learn. Teachers share their best practice in this phase. However, such practice is not consistent in the school. The school has made progress, but the recommendation is not fully met. In general, teachers ask questions to test students' understanding, but they do not consistently challenge their thinking, encourage independent learning or innovation. In the best lessons, for example, in a Grade 8 English lesson, the teacher encourages students to think critically, to work independently and to be innovative in their work. As result, students develop critical thinking, work unaided and confidently create different roles for the characters in their stories, using persuasive writing. The school has made progress, but this recommendation is not fully met across the school except in the KG phase, where children explore resources, work independently and become creative in their play and work. There are good examples of students taking part in research, inquiring and leading on presentation of their work, developing strong leadership skills. This is evident in the way, students in Grade 12 English, find out information for themselves, for example, about how artists in Pakistan paint the trucks in different colors to represent their culture and to attract tourism. But the use of inquiry and research are not fully met across the school. Students use computers well during the lessons in the school and in remote learning. In the primary, middle and high phases, students access e-books to read for fun and pleasure. This recommendation is now met. This inspection has found that the school has improved students' attendance and punctuality. For example, it has reviewed its attendance policies and procedures. The school administrators and counselors ring the parents daily to find out about the nature of their children's absence and punctuality and provide support when needed. Several initiatives have helped to improve attendance such as the award for the best attendance in class and in school. The school counselors have helped the mothers to join in the WhatsApp group, access the school's newsletters and to share ways to improve attendance and achievement. The attendance is now 95%. This recommendation is now met. The school leaders have undertaken training and show secure knowledge of the UAE School Inspection Framework, although not all members of staff know how to use ADEK benchmarks. The school has made progress in this recommendation. Middle leaders willingly support other members of staff on planning lessons for their students, but they need bespoke training to help them monitor the quality of their subjects effectively. This is not fully met. Based on the implementation of the last recommendations, the capacity to improve the school is acceptable.

Provision for reading

The school has established libraries within phases and resourced book corners in classrooms, especially in the kindergarten (KG) areas. There is a selection of books in Arabic, English and Urdu. Generally, books are appropriate for students' ages and stages of development. Some of the books are old and dated. Given the financial constraints, the school is replenishing the libraries steadily. Before COVID-19, students used to visit the library once a week with their teachers of English. Currently, teachers of Arabic and English allocate a session per week to support students on guided reading in the classrooms. In Urdu lessons, teachers focus on developing students' reading and comprehension skills too. In general, teachers encourage students to read across the curriculum. Students access the e-books and can read for pleasure. Older students talked about reading independently and for research. To motivate students to read, the school participates in reading initiatives such as special assemblies, book reviews, 'My Family Reads' and 'Read for Fun'. This has won students several awards. Teachers encourage parents to read with their children at home. Teachers have received training on how to teach reading and phonics from KG 1 to Grade 2. The school has also introduced a reading assessment tool following the Pakistani curriculum. Teachers of English listen to students read weekly. They enter the information they gather about students in a computerized system to help them track their progress by phases. This also helps teachers to identify development points. For example, teachers provide

additional support for students to strengthen their phonics and comprehension skills. The school has recently introduced an assessment system for teachers of Urdu and Arabic to track the progress of students by phases.

## What the school does to achieve its TIMSS and PISA targets

Discussions with the school leaders indicate that they have reviewed their curriculum to ensure it matches with the international curriculum standards. The school leaders and teachers are aware of the TIMSS and PISA targets. For example, to achieve and to monitor such targets, the school has sought support from educational consultants to devise specific programs in mathematics and science and to provide training for teachers so that they know how to meet the TIMSS and PISA expectations. These include strategies to improve students' skills in problem-solving and critical thinking. Teachers of mathematics and science subjects work together to share expertise and how to teach some aspects of the curriculum to meet the TIMSS and PISA targets. They have introduced their own questions and assessments in mathematics and science. With the support of external educational consultants, teachers have reviewed the curriculum content to integrate TIMSS and PISA-style questions into every day teaching and learning. They also teach students the literacy skills to understand the questions and provide support for lower attaining students. Students have access to past papers to help them improve their learning. Teachers assess students' learning regularly and help students know how to check the quality of their work. There are also plans to give the responsibility to the staff responsible for examinations, to develop and distribute assessments packs to the students who are going to take part in PISA and TIMSS examinations. The school leaders and teachers keep parents informed about future examinations and offer them guidance on how to support their children's learning at home. The school has not taken part in PISA and TIMSS examinations after the last inspection. This is to do with the timing for such examination cycle. The school has no international benchmarking data. The school is now preparing to take part in future examinations. Leaders have set targets for students to attain at least in line with the international standards.

Strengths of the school

Students' achievements have improved in English in the high phase and science in the KG. This is because teachers have raised their expectations of what students can learn and achieve. Teachers display secure subject knowledge and use it to plan activities that support students' learning and development. They form positive relationships with students and engage them in learning. The school gives a high priority to students' welfare, health and safety. For example, staff undertake regular checks on the premises and resources to help students remain safe and secure. The Principal has a clear vision for the school and shares it with staff and others. For example, the school leaders show commitment to inclusion and the UAE priorities. The school staff have established positive partnerships with parents and the wider community. This is evidenced in the way they keep parents fully informed about their children's progress. They have also developed more links with local, national and international institutions to enrich its curricula. Governors support the school's work and act as critical friends. For example, they conduct learning walks in the school and hold discussions with the school's staff and students to gain knowledge about the school.

Recommendations for improvement

1. Improve students' achievement in all subjects, including the Arabic-medium subjects by: o developing students' speaking skills in Arabic as a second language and helping them acquire new vocabularies to aid their communication and how to think critically. o developing students' ability in social studies to think critically, enquire, compare and share solutions across the grades. o strengthening the English-speaking skills for the higher attaining children in KG and deepening the learning for students to think critically. o helping students to write at length in both Arabic and English. o improving students' mental calculation strategies in primary phase, ability to recall multiplication and number facts, problem-solving and reasoning skills in mathematics in all the phases. o providing the opportunity for students in science to develop critical thinking, research, enquiry and predictions skills. 2. Improve teaching and assessment in school by: o ensuring that lessons are well matched with the needs and abilities of students and provide sufficient challenge, particularly the higher attaining and the gifted and talented (G&T) students. o helping teachers to use assessment data accurately to cater for the needs of groups of students and to monitor the progress of students of determination (SOD) when they study from home. o training teachers to provide learning opportunities to help students be innovative in their work, think critically, solve problems and to use research. o ensuring that teachers ask challenging questions and
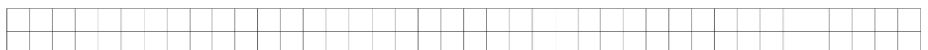
offer students helpful feedback to improve their written work. 3. Improve the leadership and management, including governance in the school by: o ensuring that collated data is analyzed and used well to inform teaching and learning, and teachers know how to use ADEK benchmarking correctly. o providing bespoke training for teachers to develop their expertise and for the middle leaders to know how to monitor their subjects effectively. o providing information for parents about the school's plan to improve achievement in the school; offering them training, for example, in phonics to support their children's early literacy; and keeping them informed about the school's schedule to resume full face-to-face teaching and learning. o ensuring that governors gain more information from the parent council about the school, monitor the work of the school regularly and include student representation within the governing body. o ensuring that there are enough toilet facilities for students and staff with physical mobility difficulties to access.
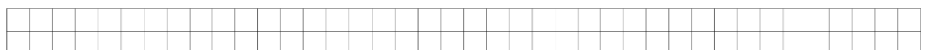
PS1: Students' Achievements

Students' attainment and progress in Islamic Education

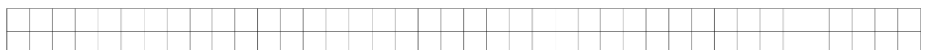| Internal Evaluations	Elements	External Evaluations
Large majority of students achieved level above expectations. The majority of students attained level that are above national and international standard. Majority of students demonstrate levels of knowledge , skills and understanding that are above curriculum standards. The attainment of the majority of students has improved significantly Majority of students show better than expected progress in relation to their starting points and curriculum standards. Most of students make better than expected progress in relation to appropriate learning objectives. All groups make at least expected progress	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	Most students in the primary, middle and high phases attain levels that are in line with the curriculum standards. The school does not teach Islamic education in the KG phase. It is not judged. The school's internal assessment data indicates very good attainment. Such data does not correlate with the attainment observed in lessons and students' work. The Grade 12 MOE examination results for 2020 shows outstanding attainment. In lessons and in students' work, most students attain in line with the curriculum Levels. For example, in the primary phase, most students develop adequate knowledge of the importance of Islamic rules and purposes and know the fact that Islam is a religion of 'ease' in the way it facilitates Islamic practices. For example, Muslims can shorten some aspects of worship, such as prayer when traveling and applying 'Tayammum', as ablution when water is not available. However, students are not able to demonstrate and explain how they can perform such practice. In the middle phase, most students develop adequate knowledge of the values and ethics of Islam, including safety and tolerance drawing on real-life experiences related to Expo2020. For example, people from different parts of the world visit the exhibitions and respect the differences in cultures. However, students do not develop a deep knowledge of inquiry to support their learning. In the high phase, most students can talk about the negative impact that 'slander' can have on individuals and society, although students are not able to think critically and how such actions can affect people in their daily life, and the way they can suggest solutions. Trend over time indicates very good attainment as shown in the school's internal assessment data and MOE results. These results

are not borne out in the lessons observed. The school's internal assessment information and the MOE results, indicate that that the majority of students, including SOD make at least good progress in relation to their starting points and over time. However, this is not borne out in the lessons observed during the inspection and in students' work, where most students make at least the expected progress. For example, in the primary phase, students make acceptable progress in relation to their understanding about ablution when water is not available. In the middle phase, students make the expected progress in relation to safety, respect and tolerance of others. In the high phase, students, show acceptable progress in the way they express their views of how general gossip and 'slander' can affect the lives of others. All groups of students make at least the expected progress from their starting points and over time. There are no Emirati students in the school. There are no students who speak Arabic as a first language. There are no gifted and talented students (G&T) . Boys, girls and lower attaining students make similar progress. SOD make acceptable progress because of the support they receive. For example, in the primary phase, they know about the five pillars of Islam and can name 'prayer' as one of them. However, there is not enough challenge for the higher attaining students to extend their learning. For example, in the middle phase, students have access to the same task as others to explore diversity in Expo 2020.

Islamic Education - Next steps for students:

1. Strengthen your understanding about some acts of worship, by practicing for example, 'Tayammum' and sharing your knowledge with your teachers, in the primary phase. 2. Improve your inquiry skills by exploring resources, finding out things for yourselves and sharing your views with your teachers and others, in the middle phase. 3. Improve your critical thinking by exploring how 'slander' can have negative impact on people, solving problems and sharing your findings with your teachers, in the high phase.
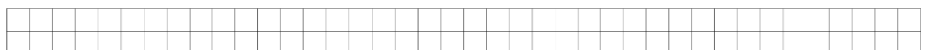
PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
N/A	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	

Arabic First Language - Next steps for students:

PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
Large majority of students achieved level above expectations. The majority of students attained level that are above national and international standard. Majority of students demonstrate levels of knowledge , skills and understanding that are above curriculum standards. The attainment of the majority of students has improved significantly Majority of students show better than expected progress in relation to their starting points and curriculum standards. Most of students make better than expected progress in relation to appropriate learning objectives. All groups make at least expected progress	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	Most students attain in line with the curriculum standards. Arabic is not part of the curriculum in phase 1. The school's internal assessment data indicates very good attainment from the primary to the high phase. The Grade 12 MOE examination results for 2020 note outstanding attainment. However, this is not seen in lessons. In lessons and in students' work, most students attain in line with curriculum levels. In the primary phase, most students develop adequate speaking and listening skills. They can respond to questions using simple words and phrases. However, they are not able to hold discussions for a short period of time. Students do not have enough vocabulary to use in their speech. In the middle and high phases, most students develop adequate speaking skills. Their reading and comprehension skills are developing steadily, although their analytical skills to think critically about what they have read and understood are not fully developed. Students can write simple words, phrases, and sentences. However, their writing skills are less well developed. Trend in attainment over the last three years is good in all grades as shown in the school's internal assessment data and MOE results. These results of good attainment do not correlate with the attainment seen in the lessons observed and the reviews of students' work. The school's internal assessment data and MOE examination results show that the large majority of students, including SOD make very good progress in relation to their starting points and over time. However, this is not evident in the lessons observed or in students' work, where most students make the expected progress. For example, in the primary and middle phases, students make acceptable progress in the way they share their ideas, using simple words, phases and sentences. In the high phase,

students make the expected progress as they read simple texts and make some useful comments about what they have read such as characters. Most groups of students make at least expected progress in relation to their starting points and over time. There are no Emirati students in the school. There are no students who speak Arabic as a first language. There are no G&T students. Boys, girls and lower attaining students make similar progress to their peers. For example, in a Grade 9 lesson, boys can share some information about the life of the musician Beethoven such as his birth place and hobbies. SOD make acceptable progress because of the support they receive. For example, in the primary phase, students can use simple words and phrases to name their favorite food. However, there is not enough challenge for the higher attaining students to fully support their thinking. This is because the expectations of teachers are not high enough to provide sufficiently challenging activities to help students make more than expected progress.

Arabic Second Language - Next steps for students:

1. Improve your speaking skills, for example, by acquiring new vocabularies and using them consistently in your speech to aid your communication, particularly in the primary phase. 2. Think critically by paying attention when you read stories, explaining and sharing what you have understood with your teachers and peers in the middle and high phases. 3. Improve your writing skills by making attempts to write at length and for different purposes and sharing your written work with your teachers, in the middle and high phases.

PS1: Students' Achievements

Students' attainment and progress in Social Studies

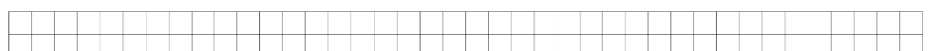| Internal Evaluations	Elements	External Evaluations
Large majority of students achieved level above expectations. The majority of students attained level that are above national and international standard. Majority of students demonstrate levels of knowledge , skills and understanding that are above curriculum standards. The attainment of the majority of students has improved significantly Majority of students show better than expected progress in relation to their starting points and curriculum standards. Most of students make better than expected progress in relation to appropriate learning objectives. All groups make at least expected progress	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	Most students attain in line with the curriculum standards in the primary and middle phases. The school does not teach social studies in the KG and high phases. It is judged in the primary and middle phases only. The school's internal assessment data indicates very good attainment in the primary and high phases. However, this is not evident in lessons and in the book scrutiny. There are no external assessments or international standards for comparison. In lessons and students' work, most student attain in line with the curriculum levels. In the primary phase, students understand new terms such as 'Supply, Demand, and Price' and their impact on a country's economy. They know that when prices are lower, demand rises. But they are not able to explain how higher demand leads to more supply and to link such learning to real life experiences, providing reasonable solutions. In the middle phase, most students can talk about the importance of sailing as fishing and pearl diving in the UAE in the past as a main source of income and the types of jobs available such as controlling the sails. However, they are not able to explore and compare contemporary sailing and oil production to the past, drawing on similarities and differences. Trend in attainment over the last three years is good as shown in the school's internal assessment data. These results are not evident in lesson observations, learning walks and the students' book reviews during the inspection. The school's internal assessment data and the subject coordinator's evidence about data show that the majority of students, including lower attaining and SOD make good progress in relation to their starting points and over time. However, this does not correlate with the progress observed in lessons and the checks made on students' books, where most students make the expected

progress. For example, in the primary phase, students are beginning to understand terms related to economy such as supply and demand. In the middle phase, students show acceptable progress as seen in the way they share the information they gather about the UAE in the past. All groups of students make at least expected progress in relation to their starting points and over time. There are no Emirati or G&T students in the school. Boys, girls and lower attaining students make similar progress to their peers. In the primary phase, boys can make some links between supply and demand with reference to some of the electronic games they use during COVID-19. SOD make acceptable progress because of the support they receive from their teachers and support staff. For example, in the primary phase, they know about the colors in the UAE flag and can name some of the Emirates. However, there is not enough challenge for the higher attaining students to support and extend their learning even further. This is because they have access to the same tasks as other students to start with.

Social Studies - Next steps for students:

1. Expand on your critical thinking by ensuring that you pay extra attention to discussions, for example, how 'higher demand can lead to more supply', finding out things independently and providing solutions, in the primary phase. 2. Strengthen your knowledge about the UAE culture and history by comparing sailing and oil production of the present with the past and sharing your viewpoints with your teachers. 3. Improve your inquiry skills by asking questions, exploring answers and reporting your findings, in both phases.
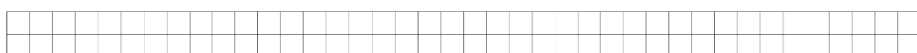
PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

Internal Evaluations	Elements	External Evaluations
	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	

Instructional Language - Next steps for students:

PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
Large majority of students achieved level above expectations. The majority of students attained level that are above national and international standard. Majority of students demonstrate levels of knowledge , skills and understanding that are above curriculum standards. The attainment of the majority of students has improved significantly Majority of students show better than expected progress in relation to their starting points and curriculum standards. Most of students make better than expected progress in relation to appropriate learning objectives. All groups make at least expected progress	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	Most students attain in line with the curriculum standards and it is good in the KG and high phases. The school's internal assessment data indicates very good attainment across the school, including in the KG phase. However, this is not evident in the lessons seen and in students' work. FBISE examination results for 2020 note very good attainment in Grades 10-12. There are no other externa examinations. The school has no international benchmarking data for this subject since the previous inspection. In lessons and students' work, most students attain in line with the curriculum standards and attainment is good in the KG and high phases. For example, In the KG phase, children develop good speaking and listening skills. They learn new rhymes, songs and words. Children are developing good knowledge of how to relate letters to their sounds (phonics), supporting their early reading skills. However, a minority of the more-able children are not always given the opportunity to further explain and share their ideas. In the primary phase, most students can read simple texts, talk about characters and events and share what they have understood. For example, in a Grade 1 lesson, students talked about how apples come in different colors and have different tastes. However, in general students' critical thinking skills to analyze stories and to review what they have read are not fully developed. In the middle phase, most students can communicate their ideas to others. Their reading and comprehension skills are developing steadily. Their writing skills are less well developed. By Grade 12, the majority of students are confident speakers and read for meaning and with expression. They can analyze texts, use a wide range of vocabularies, including metaphors, similes and personification. They apply grammatical rules correctly in

their writing. Students are confident to lead on research and presentation of their work, developing good leadership skills. However, writing for different purposes is less well developed. Trend over time is good as noted in the school's internal and external data. However, this does not correlate with the attainment seen in lessons. The school's internal assessment data indicates that the majority of students make very good progress in relation to their starting points and over time. However, this is not evident in the lessons observed or in students' work, where most students make the expected progress in the primary and middle phases and the majority make good progress in the KG and high phases. For example, in the KG phase, children learn new words and use them well to express their feelings, for example, about what makes them happy such as trips and gifts. In the primary and middle phases, students are developing their speaking and reading steadily. In the high phase, students make good progress in the way they communicate their ideas to others and read well. There are no Emirati students in the school. All groups of students, including boys, girls and lower attaining students make acceptable progress in relation to their starting points and over time and it is good in the KG and high phases, where learning is more engaging. For example, in the middle phase, boys take part in the reading sessions and make acceptable progress in the way they share their understanding about the stories they have read. SOD make at least expected progress in the primary and middle phases and make more than expected progress in the KG and high phases. For example, in the KG phase, children are well included in learning and benefit from the support of their teachers and support staff. This helps them to achieve their individual goals. Through practical activities, they learn to relate letters to the sounds they make and make good attempts at putting sounds together to make simple words such as cat and mat. The higher attaining and

		G&T students are not sufficiently challenged. This is because they do not always have access to challenging activities that can maximize their learning.

English - Next steps for students:

1. Strengthen your speaking skills, by ensuring that you take part in discussions, sharing ideas and engaging in dialogue, particularly for a minority of the more-able children in the KG phase. 2. Deepen your learning by thinking carefully and critically about what you read, analyzing stories and reviewing what you have understood in the primary phase. 3. Improve your writing skills, by ensuring that you write at length and for different purposes and sharing your work with your teachers and peers, particularly in the middle and high phases.
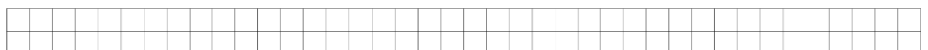
PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
Large majority of students achieved level above expectations. The majority of students attained level that are above national and international standard. Majority of students demonstrate levels of knowledge , skills and understanding that are above curriculum standards. The attainment of the majority of students has improved significantly Majority of students show better than expected progress in relation to their starting points and curriculum standards. Most of students make better than expected progress in relation to appropriate learning objectives. All groups make at least expected progress	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	Most students attain levels that are in line with the curriculum standards. The majority of children in the KG phase attain levels that are above the curriculum standards. The school's internal assessments for 2021 indicate good attainment across the phases, including the KG. The data provided correlates with good attainment in the KG phase. However, this is not borne out in the lessons seen or in the book scrutiny of students in the rest of the phases. However, this is not borne out in the lessons seen or in the book scrutiny of students. 2021 FBISE examination results suggest acceptable attainment overall, but weak in Grade 12. In general, such data correlates with acceptable attainment as observed in lessons. There are no other external examinations. The school has no international benchmarking data for this subject since the previous inspection. In lessons and students' work, most students attain in line with the curriculum expectations. In the KG phase, children are able to add and subtract two single-digit quantities using resources or a number line and developing early problem-solving skills. Across the remainder of the school, most students continue to attain in line with curriculum expectations. This is because work is pitched at an age-expected level. For example, in Grade 5, most students are able to identify which unit they can use to measure an object. In Grade 9, most students understand about factorization. By Grade 12, most students have an understanding of linear inequalities and linear programming. Opportunities for students to apply their knowledge and understanding to solve mathematical problems continue to be underdeveloped across all phases. Students do not yet use mental strategies effectively to recall multiplication of number facts, particularly in the primary and middle phases. They are often

reliant on written methods to calculate their answers. The school's internal and external data indicate that trend over time is good, but this is not evident in lessons and in students' work. The school's assessment data shows that the majority of students, including SOD students make good progress in relation to their starting points and over time. However, this is only evident in the lessons observed in the KG phase, where children make more than expected progress. In the other phases, students make acceptable progress overall. For example, in the KG phase, children learn to sort and match and objects by color and shape and explain their findings. In the primary and middle phases, students learn to tackle operations, using addition and subtraction at age-expected levels. In the high phase, students continue to make acceptable progress as they tackle moderate operations related to inequalities. There are no Emirati students in the school. Overall, all groups of students, including boys, girls, lower attaining and SOD students make at least expected progress from their different starting points. In the KG phase, SOD make good progress in relation to their low starting points and meet their personal goals. For example, they learn to say the number names in order and can differentiate between two sets of objects, using mathematical language such as 'more' or 'less'. In the middle phase, girls perform at the same rate as boys when they calculate fractions. However, there remains insufficient challenge for the higher attaining students in the primary, middle and high phases. Higher attaining students do not fully achieve their potential because work is not challenging enough for them.

Mathematics - Next steps for students:

1. Improve your problem-solving skills by ensuring that you make the best of your ability to tackle tasks independently and explaining the reasons for such results across all phases. 2. Improve your mental calculation strategies by making sure that you practice regularly and remembering how to add and subtract numbers, in the primary and middle phases. 3. Strengthen your mathematical skills by improving your ability to recall multiplication and number facts more efficiently and sharing your answers with your teachers and others, in the primary and middle phases.

PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
Large majority of students achieved level above expectations. The majority of students attained level that are above national and international standard. Majority of students demonstrate levels of knowledge , skills and understanding that are above curriculum standards. The attainment of the majority of students has improved significantly Majority of students show better than expected progress in relation to their starting points and curriculum standards. Most of students make better than expected progress in relation to appropriate learning objectives. All groups make at least expected progress	**1.1.1** Against curriculum standards **1.1.2** Against national and international standards **1.1.3** Knowledge, skills & understanding **1.1.4** Trends in attainment over time **1.2.1** Progress against starting points and over time **1.2.2** Progress in lessons **1.2.3** Progress of different groups	Most students attain in line with the curriculum standards and it is good in the KG phase. The school's recent internal assessment data indicates good attainment across the phases. 2021 FBISE results for Grade 12 show that the majority of students attain above the international standards. However, this good attainment data does not correlate with the attainment seen in the lessons observed or in students' work. There are no other external examinations for benchmarking. The school has no international benchmarking data for this subject since the previous inspection. In lessons and students' work, most students attain in line with the curriculum levels and it is good in the KG phase. In the KG phase, children are curious to find out how things work. For example, they eagerly explore mixing different color paints and can predict the secondary colors, learning new words about colors and the different shades such as light and dark. By Grade 4, most students can talk about the rotation of the earth and provide simple explanation how night and day can occur in different parts of the world at the same time. However, students are not able to think critically and to form conclusions. In the middle phase, most students are developing their scientific skills adequately. They can investigate the types and properties of sample of soils and talk about the best suited for plantation purposes. However, their research skills are less well developed. By Grade 12, most students can explain the function of glands and hormones present in the human body. However, inquiry and prediction skills are not fully developed. The school's assessment information about trend over time notes good attainment. However, these results are not evident in the lessons. The school's assessment information reports that the large majority of

students, including SOD make very good progress in relation to their starting points and over time. However, this is not evident in the lessons observed. In the lessons and in students' work, for example, children in the KG phase make good progress overall. They learn to explore resources around them such as the mixing of color paints and how role-play sea-animals float in a bowl of water. Across the rest of the school, students make at least expected progress. They learn new scientific terms and learn to experiment at age-expected levels. There are no Emirati students in the school. All groups of students, including boys, girls and lower attaining students make at least expected progress. For example, girls in Grade 8 make similar progress to boys as they take part in experiments about the properties of a 'human eye'. SOD make similar progress when compared to their peers. For example, in the KG phase, SOD make more than expected progress in relation to their low starting points and capabilities. For example, they learn to name some parts of the plants such as leaves and stem. Across the school, the higher attaining students do not receive enough challenge to fully extend their learning. This is because they start with the same work as other students.

Sciences - Next steps for students:

1. Extend your critical thinking by researching and finding out, for example, about the rotation of the earth and sharing your understanding with your teachers, particularly in the primary phase. 2. Deepen your learning by exploring and investigating different soils and making conclusions about the best suited ones for plantation in the middle phase. 3. Improve your inquiry skills by asking questions, for example, about how the glands and hormones function in the body, taking part in research, making predictions and sharing possible solutions in the high phase.

PS1: Students' Achievements

1.3 Students' Learning skills

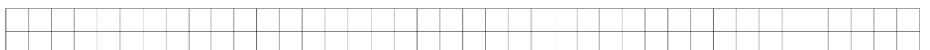| Internal Evaluations	Elements	External Evaluations
Most of the students take responsibility of the tasks assigned to them in the class and as project work at home and can accomplish the tasks independently or minimal teacher support. The Students can relate their attainment as per the curriculum learning outcomes. The interaction of students with peers and teacher clearly shows that they are confident in communicating their learning which they have achieved through collaborative tasks during the learning experiences provided to them inside and outside the classroom environment. The group assignments have enhanced students collaboration and interaction. Students are able to effectively relate their learning with their real world experiences across all subjects. Students are able to explore and perform research independently and as a group by making use of the learning technologies. Distance Learning Program has enhanced the digital competency and the research skills of the students. The critical thinking and innovation skills are developing among students	**1.3.1** Engagement and responsibility **1.3.2** Interactions, collaboration, communication **1.3.3** Application and connections **1.3.4** Innovation, enterprise, enquiry, research, critical thinking, use of I.T.	Students generally engage in lessons and display positive attitudes to learn. For example, in a Grade 3 English lesson, students enjoy the task to use connectives in their sentences. Students know their strengths and show responsibility for their learning. They know how to improve the quality of their work. For example, in a Grade 2 mathematics lesson, students responded well to the teacher's oral comment and improved their work accordingly. Students are confident to communicate their ideas, interact with others and collaborate when opportunities arise. For example, in a Grade 8 English lesson, students are able to interact with one another and their teacher, exploring the meaning of allophones in the sentences they have created. Most students make simple connections between areas of learning and the real world. In the most effective lessons, for instance, in a Grade 12 lesson in English, students confidently explored the differences between the use of trucks as a means of transport in Pakistan and UAE, exploring sponsorship, economy, art and culture. Students develop good enterprise skills, for example, to raise funds to help other students who do not have a computer to use for learning due to COVID-19. Students' knowledge and skills in their use of technologies are developing well. In the primary, middle and high phases, students use computers well to study during the lessons in the school and on-line learning from home. For example, older students say that with the support of their teachers they are able to use the Teams' system to learn. In the KG phase, children have good opportunities to explore resources around them and learn to solve problems. This is evident in the way they access mathematical games and confidently sort and match objects unaided. There are some emerging strengths in students' use of critical thinking,

problem-solving skills, research and innovation in some classes across the school. For example, in a Grade 8 English lesson students are innovative in the way they take part in research, use critical thinking and problem-solving to give their characters different roles to play in their stories. However, these are not yet strong common features across the school.

Next steps for students:

1. Strengthen your critical thinking by finding ways to deepen your learning about the work you do, looking for answers and solving problems, particularly in the primary, middle and high phases. 2. Extend your research skills, for example, by using internet, referring to books and artefacts, exploring ideas and presenting your work to your teachers, particularly in the primary, middle and high phases. 3. Improve your innovation skills, by being more creative in your work and using your imagination to create high quality work, particularly in the primary, middle and high phases.
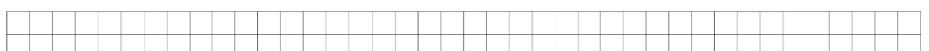
PS2: Students' personal and social development

2.1 Personal development

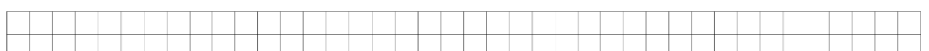| Internal Evaluations	Elements	External Evaluations
	2.1.1 Attitudes 2.1.2 Behaviour 2.1.3 Relationships 2.1.4 Adoption of safe and healthy lifestyles 2.1.5 Attendance and punctuality	

Next steps for students:

PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

Internal Evaluations	Elements	External Evaluations
	2.2.1 Appreciation of the values of Islam 2.2.2 Respect for the heritage and culture of the UAE 2.2.3 Understanding of their own and other world cultures	

Next steps for students:

PS2: Students' personal and social development

2.3 Social responsibility & innovation

Internal Evaluations	Elements	External Evaluations
	2.3.1 Community involvement, volunteering and social contribution 2.3.2 Work ethic, innovation, enterprise, entrepreneurship 2.3.3 Environmental awareness and action	

Next steps for students:

PS3: Teaching and assessment

3.1 Teaching

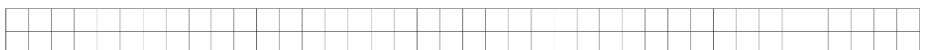| Internal Evaluations	Elements	External Evaluations
Most of the teachers have adequate qualification and strong knowledge of the subject and its specific teaching techniques. Most of the teacher plan their lessons effectively under the guidance of their Head of Departments and make an adequate use of learning resources and time. Most teachers use a range of questioning techniques to engage students in meaningful discussion to get the responses from individual and groups of students. The lessons are planned to effectively to meet the needs of groups of students and provide appropriate level of challenge and support , however the execution in a few classes is inconsistent. The teaching strategies provide appropriate opportunities for students to develop critical thinking , problem solving and independent learning , however the learning environment needs to promote the innovation skills of the students.	**3.1.1** Subject knowledge and how students learn them **3.1.2** Lesson planning, the learning environment, time and resources **3.1.3** Interactions, questioning and dialogue **3.1.4** Strategies to meet the needs of all students **3.1.5** Developing critical thinking, problem-solving, innovation and independent learning skills	Most teachers demonstrate secure knowledge of their subjects and model learning to help students achieve age-related outcomes. In most subjects, teaching is adult-led and directed. Where teaching is most effective, teachers ensure that there are high levels of engagement in lessons. For example, in one Grade 12 English lesson, students engaged well in discussion about literature and analyzed texts using a wide range of vocabulary. Revised lesson planning now ensures that all key components for successful learning, such as modified learning objectives, critical thinking and problem-solving activities are included in all subjects. However, most teachers do not deliver lessons which include these features. For example, in most primary Arabic lessons, most teachers do not encourage students to think critically. Where teachers do ensure lessons promote these features for effective learning, for example in the KG phase, children achieve well in lessons. Teachers generally use resources and time well to support students' learning. For example, in Grade 12 English lessons, students work at a good pace and achieve the learning objectives set for them by their teachers. Teachers use questioning effectively in most lessons to ensure that students have understood the expected learning of the lesson. However, questions asked do not consistently challenge all students. For example, in the middle phase science, while teachers ask questions which secure expected learning they do not deepen or challenge students' knowledge, skills and understanding. Overall, teaching strategies are not sufficiently modified to meet the needs of all groups of students, particularly for the more-able. There are few opportunities to develop critical thinking and problem-solving skills in order to promote students'

good progress across the primary, middle and high phases. Where teaching is most effective; students are challenged in lessons and are innovative in their approach to learning. For instance, in a Grade 1 primary social studies lesson, students wore traditional Punjabi dress as well as clothes from the UAE and Philippines. Students created a poster which explained about their culture and identity, which they then presented to the class.

Next steps for teachers:

1. Ensure that teaching is always well matched to meet the needs of all groups of learners, especially for the more-able. 2. Ask questions which deepen learning and challenge thinking across the school. 3. Improve students' critical thinking, problem-solving and innovation skills in lessons across the school.

PS3: Teaching and assessment

3.2 Assessment

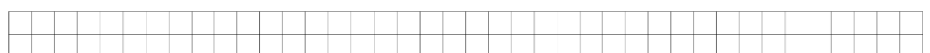| Internal Evaluations	Elements	External Evaluations
The recent introduction of range of formative and summative assessments (Continues Assessments , Assignments/Projects , Term Exams) are coherent , linked to curriculum learning outcomes and consistently used through valid assessments. The School benchmarks students academic outcomes against external examinations and has recently initiated international benchmarking through NWEA-MAP assessments. Accurate assessment data are collected and analyzed to track individual students progress. Teachers have reliable data of the students performance as per the curriculum learning outcomes which they adequately used to inform lesson and intervention. The teachers have appropriate knowledge of the students strengths and weaknesses which they use to provide adequate support and challenge to the students. Students inconsistently assess their own learning.	**3.2.1** Internal assessment processes **3.2.2** External, national and international benchmarking **3.2.3** Analysis of assessment data to monitor students' progress **3.2.4** Use of assessment information to influence teaching and the curriculum **3.2.5** Teachers' knowledge of and support for students' learning	Internal assessment processes are now in place in all subjects. These new assessment systems ensure that outcomes are better aligned to age-expected learning outcomes for students in all phases and subjects. This has helped to provide a more appropriate measure of students' attainment, although the internal assessment data is not always reliable. Students' academic outcomes are not always accurately measured against national, external such as the FBISE and ADEK benchmarks. Assessment data is analyzed by class teachers, heads of department and senior leaders to highlight how well individual students progress in each subject against age-related expectations. However, this assessment information is not consistently being used, by most teachers, to lead to good learning in future lessons. For example, following an assessment of students' achievement in mathematics, most teachers do not then modify future lesson plans and learning activities to fully address gaps in students' knowledge, skills and understanding. In the KG phase, this is more successful. In this phase, teachers use internal assessment data to carefully consider what children know, can do and need to learn next. They then plan lessons to ensure that work is carefully matched so all groups of children make good progress. Most teachers know the strengths and weaknesses of their students because of the new internal assessment processes introduced. Overall, most work is marked by teachers but written comments do not sufficiently help students to improve their learning. For example, where written comments are made by teachers, students are either praised for their efforts or are asked to 'complete their work' in order to further improve.

Next steps for assessing learning:

1. Benchmark data accurately against external, national and international expectations. 2. Use assessment information and outcomes to modify future learning for students so that lessons better meet the needs of all groups of students, particularly in the primary, middle and high phases. 3. Ensure comments made, when marking, help students to improve in their learning.

PS4: Curriculum

4.1 Curriculum

Internal Evaluations	Elements	External Evaluations
	4.1.1 Rationale, balance and compliance 4.1.2 Continuity and progression 4.1.3 Curricular choices 4.1.4 Cross curricular links 4.1.5 Review and development	

PS4: Curriculum

4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
	4.2.1 Modification of curricula to meet the needs of all groups of students 4.2.2 Enhancement, enterprise and innovation 4.2.3 Links with Emirati culture and UAE society	

Next steps for curriculum leaders:

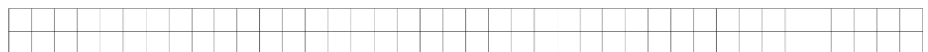## PS5: Protection, care, guidance and support of students

5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
The school has effective procedures and policies of child protection , well being , cyber bullying and anti stigmatization which are shared with all stakeholders. The SOPs are strictly followed to ensure that the students are safe inside the school and on online platforms. The school appropriate formal procedures and arrangements for ensuring the health and safety of the students and staff. The students arrival and dispersal through any source , including school transport is safe and rigorously monitored. Buildings are well maintained and monitored, and safe for students. The washrooms are refurbished and have availability for SODs. Repair request procedures are in place and necessary corrective actions are taken timely. The physical environment is safe , however few facilities for SOD are not provided. Safe and healthy lifestyle is a priority for school. Procedures are in place and in practice. All stakeholders are made aware of the healthy lifestyle. Student and staff wellbeing is taken care of.	5.1.1 Care, welfare and safeguarding 5.1.2 Arrangements to ensure health, safety, security 5.1.3 Quality of maintenance and record keeping 5.1.4 Suitability of premises for all students 5.1.5 Provision for and promotion of safe and healthy lifestyles	The school gives high priority to the welfare, health and safety of students and provides an orderly and calm learning environment where students and staff work in mutual respect. The school has written child protection and safeguarding policies and procedures. These are shared with staff and the wider community. For example, staff attend regular child protection training and know how to keep children safe. From the primary to high phase, students are taught by their teachers how to protect themselves from the dangers of the internet and bullying. Older students know about cyber-bullying and say that they are confident to seek help when required. Parents have received guidance on how to monitor the use of the internet, particularly, during their children's remote learning. For example, in the primary phase, teachers offer guidance to students and their parents on how to use the internet safely during remote learning. In the middle phase, students have created posters about e-safety as a result of the teaching they have received from their teachers. For example, posters highlight that bullying hurts people. In the high phase, students show good understanding about the importance of e-safety and know about physical abuse and neglect. They understand that they cannot share information about other people on the social media. They are confident to ask for help whenever needed. There are effective policies and procedures to ensure security, health and safety, including supervision of students' use on the school transport. For example, teachers fully understand their duties to supervise students in all parts of the school. The school reviews its risk assessments of the premises and resources regularly to reduce the risk related to COVID-19. Fire drills are regular. The school is clean and adequately maintained. In
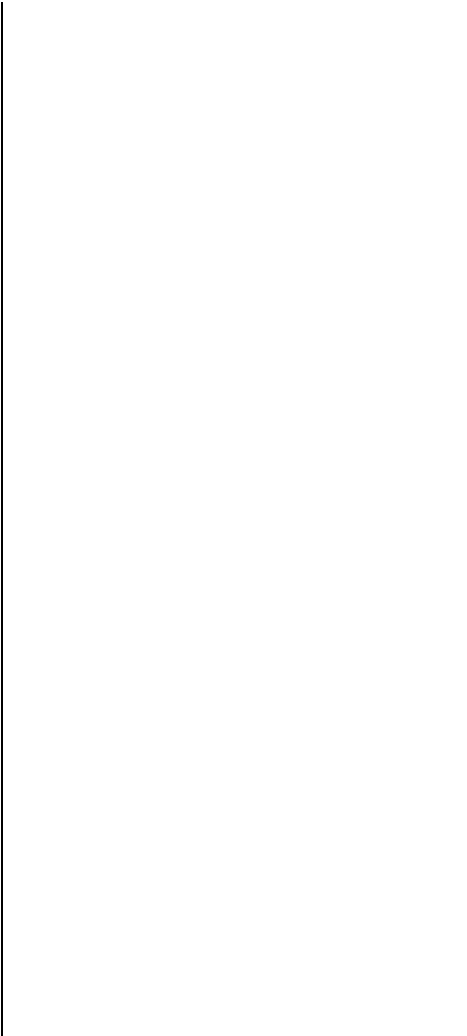
the school's medical clinic, the school nurse stores confidential medical records about students. Administrative procedures are efficient and records, including accidents and incidents. Subsequent actions are well kept in designated offices. The classrooms are large and well ventilated. The school accommodates students with mobility difficulties on the ground floor of the building and has installed ramps and a toilet for students and adults with mobility issues. However, there are not enough suitable toilet facilities to accommodate students and adults with mobility difficulties. The school promotes safe and healthy living. For example, the school nurse and teachers provide good guidance to students on the importance of healthy eating. For example, they advice parents on healthy packed lunches. During remote learning due to COVID-19, students receive daily exercise as part of the daily assembly and an allocated physical exercise session per week by a professional. The school nurse and school counselors provide ample support to students and their families on mental health and well-being.

PS5: Protection, care, guidance and support of students

5.2 Care & support

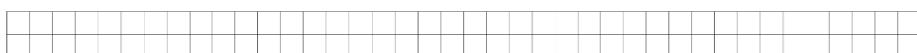| Internal Evaluations	Elements	External Evaluations
Behavior Management systems are in place and successful in maintaining a cordial environment across the school . Staff enjoys are a positive relationship with all students. The schools approach to promote attendance and punctuality has resulted in increasing the percentage sufficiently with an acceptation of those students who joined late due to travel ban and /or vaccination requirements. The school applies a thorough procedure to identify the students with special education needs and those gifted and talented in which the information flows from the teachers to section head and from section head to the social psychologist. With the appointment of a new qualified social psychologist , and annual CLASS software(for SODs) , formation of LST along with internal and external training of LST and all concerned teachers resulted in effective and prompt development of IEPs which are rigorously implemented for student progress and for any further intervention. However, plans for gifted and talented students are yet to be developed and implemented. School has a wellbeing policy that is in practice and students personal development is monitored through curricular , extra curricular activities and sports inside and outside the school. However the career guidance is provided at irregular intervals.	**5.2.1** Staff and student relationships and behaviour management **5.2.2** Promotion and management of attendance and punctuality **5.2.3** Identification of students with special needs, gifted, talented **5.2.4** Support for students with SEN and the gifted and talented **5.2.5** Guidance and support for all students	The school promotes positive relationships and has an effective whole school approach to behavior management. Parents are aware of the behavior expectations. For example, they know about the schools' code of conduct. Systems for managing attendance and punctuality are improving rapidly. For example, the school counselors ring parents daily to check about their children's absence and punctuality. They provide support to parents when needed. The school has reviewed its inclusion policies and procedures. It has effective systems to identify SOD and G&T students in the school. The school has recruited a counselor with expertise in evaluating students' special needs. This individual works well with SOD and their families. For example, the counselor provides guidance to parents on how to support their children's learning at home and help them meet their individual goals. SOD receive appropriate support and make similar progress to their peers in lessons during face-to- face teaching. For example, in the KG phase, children learn to relate letters to their sounds and make simple words. In a Grade 3 English lesson, SOD are learning to segment new words and develop their comprehension skills as they read. However, it is not clear how the school monitors their learning when they work from home. The G&T students do not receive enough challenge to extend their learning. The school provides good support for younger children on their personal development. For example, in the KG phase, children learn to attend to their personal needs, such as washing their hands thoroughly with water and soap to reduce the risk of infection. Across the school, transition procedures are well established and help ensure that students settle quickly into the school's routines. For example, in the primary, middle and high

phases, students meet their new teachers before the beginning of the academic year to get to know each other and to help reduce their level of anxiety. The school provides effective academic guidance, including advice to Grade 9 and Grade 11 students on optional subjects, and to Grade 12 students as they prepare to leave. For example, due to COVID-19, senior students have received virtual careers guidance by staff and professionals to prepare them well for the next stages of their education or work.

Next steps for leaders:

1. Provide suitable toilet facilities for students and adults with mobility difficulties. 2. Monitor learning of SOD when they learn from home. 3. Provide support and challenge for the G&T students.

PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
The school leadership has set direction , vision and development plans that demonstrate commitment to UAE 2031 vision. The SLT and MLT have secure knowledge of curriculum and exhibit , practice and ensure the best practices in classes. Leaders play an effective role in developing a positive ethos for student learning and personal development. The school have an effective span of control though which a proper system of delegation ,reporting and accountability is seen to achieve the desired outcomes. Leaders have a secure knowledge of strengths and weaknesses of their areas and they make best use of effective strategies to overcome hindrances for school improvement , which may not always be consistent. Leaders show commitment towards developing the school in all areas and have succeeded in significant improvement. They ensure that statutory and regulatory requirements are met at all times.	6.1.1 Vision and Direction 6.1.2 Educational Leadership 6.1.3 Relationships and Communication 6.1.4 Capacity to Innovate and Improve 6.1.5 Impact on and accountability for school performance	The Principal's clear strategic direction and consultative approach are shared with the wider school community, demonstrating commitment to UAE national and Emirate priorities and inclusion. For example, the school has recruited a counselor to provide support for SOD and their parents. The school is not yet using international assessments. There are firm plans to take part in future examinations. Most leaders display basic knowledge of teaching, learning and assessment, resulting in acceptable attainment and progress. The school leaders have reviewed staff's roles and responsibilities. Most staff know what is expected of them. However, the middle leaders do not hold teachers more accountable for students' performance, particularly in the primary, middle and high phases with the exception of English in the high phase, where teaching is improving as a result of the support teachers receive from the subject co-ordinator and a member of the senior management team. In the KG phase, for example, the lead for the KG provision has developed strong links with other leaders from other schools, to help bring new knowledge to improve the children's provision and outcome, such as the use of songs and rhymes to aid children's communication. Relationships and communication with stakeholders, including senior leadership team, teaching and support staff, students and governors are professional across the school. For example, staff have clear roles and know whom to refer to within the senior leadership team. Other stakeholders, such as educational consultants provide appropriate support to the school. Morale is generally positive. Leaders have improved some aspects of the school's work. For example, children's achievement in science in KG and English in high have now improved from acceptable to good. The protection, care, guidance and

support are now good overall. The school leaders have been innovative in the way they have reviewed the curriculum content to ensure that students receive more opportunities to develop their creativity such as in art. They have also refurbished sports facilities, for example, a gym, tennis court and a squash hall to develop students' physical development and to promote their health and well-being. They have sustained school improvement despite the challenges that the school has faced due to COVID-19 pandemic. The school leaders ensure that the school is compliant with statutory and regulatory requirements. For example, there are qualified teachers to deliver the curriculum. The school conducts daily checks on the premises ad resources to ensure that students, staff and visitors are safe on the school site. Leaders acknowledge that further improvement is essential to improve achievement across the school. The school's capacity to improve is acceptable.

PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
Self evaluation is done through a formal structure of committees and is used for school development. However it may not be conducted and used as frequently as required. Teaching and Learning assessed through a structured mechanism of lesson observations and teacher appraisal . However its impact on the students achievement is not always monitored. The school improvement plans are developed in response to the recommendations of the inspection reports and self evaluation addressing the required targets , consequently related actions are taken in terms of budgeting , training , capacity building , sustainability and UAE national priorities. However its impact on student achievement may always be consistent. Most of the recommendation from previous inspections have been addressed and improvement is seen in most areas inconsistently.	**6.2.1** Processes for self evaluation **6.2.2** Monitoring and evaluation of teaching and learning **6.2.3** Processes and impact of improvement planning **6.2.4** Improvement over time	The school's self-evaluation form (SEF) includes detailed information about internal and external assessments, input and views of different stakeholders. The school has identified its strengths through the information provided in the previous inspection report, the discussions with the parents and their surveys and the support they receive from outside professionals. The strengths, for example, include students' behavior, attitudes and the relationships that exist between staff and students. The school has identified that there is more scope to match lessons to students' abilities and to improve outcomes for students. Senior leaders observe staff and offer them constructive feedback, although such observations are not always focused precisely on how to improve students' outcomes. The middle leaders support staff on planning, but they do not fully monitor the quality of their subjects and hold teachers to account for students' performance. The school's development plan (SDP) shows an accurate view of key priorities, including systems for monitoring and evaluation. However, the application of ADEK benchmarking is not always accurate. This does not enable the school leaders to fully measure the progress made and the improvement required to improve the work of the school. The school has made progress in addressing most of the recommendations noted in the previous inspection report. For example, students' achievement in English has improved from acceptable to good in the KG and high phases and in science in the KG. The teaching of phonics is beginning to have a positive impact on students ' literacy from the KG. Procedures for improving attendance are effective and has led to a good attendance rate.

Next steps for leaders:

1. Improve the quality of teaching and learning with a major focus on students' outcomes. 2. Help staff understand how to use ADEK benchmark to measure students' achievement. 3. Strengthen the role of the middle leaders to monitor their subjects effectively.

PS6: Leadership and management

6.3 Partnerships with parents

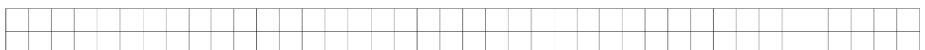| Internal Evaluations	Elements	External Evaluations
School involves parents through parental feedback collected multiple through platforms (emails , whats app , Ms Teams , PTMs , surveys). The parental feedback is used to collect parents recommendations which are considered for school improvement planning. Parents are involved through a process of two way communication. They are informed about their children's learning and progress through teacher feedback , students performance reporting , PTMs and sending marked assessment papers. The Parents of special education need are now highly engaged in the journey of their children's development and academic progress. Students performance reporting has been as frequent as required , but from grade 1 to 12 the reporting conveys general comments on the students academic progress . Whereas in KGs student reporting clearly conveys key aspects of student achievement. The recent introduction of LEARNING BLOCK curriculum and assessment from second term (AY 2021-2022) has enhanced reporting by informing parents on the specific areas of each subject. School is making occasional efforts to involve the local, national , international partnerships. A few links are made in Abu Dhabi and UAE.	6.3.1 Parental involvement 6.3.2 Communication 6.3.3 Reporting to parents 6.3.4 Community partnerships	Parents are well involved in the life of the school. For example, they contribute well to special events such as Eid and National Day. The school takes into account parents' views through surveys to influence future improvement. For example, parents have asked for their children to have access to more books to read. As a result, students can borrow books to take home to read. Prior to COVID-19, parents used to support students read in the school. Currently, parents have access to e-books and read with their children at home. This supports the school's improvement in reading. Effective communication and reporting systems ensure parents are well-informed about students' academic progress and personal development and well-being. Parents appreciate the support their children receive from staff and the way the school leaders manage learning and routines during COVID- 19. They feel that the school leaders and staff have helped them know how to support their children's remote learning, using technology. For example, in the primary phase, students and their parents have attended training by the teaching staff on how to access the on-line system for learning. In the middle and high phases, students have also attended training with their parents on how to manage remote learning safely, including e-safety. For example, the information technology specialist in the school works well with parents and their children on how to use 'Teams' software for learning. Recent surveys show that parents are pleased with the quality of education their children receive. Discussions with parents indicate that they would appreciate more information about how the school is improving students' achievement. Feedback from parents indicate that they need some guidance on how to teach phonics to support

their children's early literacy skills. A few of the parents need regular updates on when the school will resume full face-to-face teaching and learning. The school has developed strong links with local schools and agencies, including health professionals and emergency services. It has also forged close links with international institutions from Pakistan and United Kingdom to enrich its curricula.

Next steps with parents and partners:

1. Inform parents about the school's plan to improve students' achievement. 2. Provide guidance to parents who need more support on how to teach phonics to their children. 3. Keep parents updated about the school's plans to resume full face-to face teaching and learning.

PS6: Leadership and management

6.4 Governance

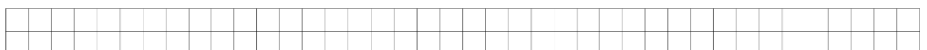| Internal Evaluations	Elements	External Evaluations
Regular BoTs meetings address parents feedback and concerns through emails , surveys and open houses with BoTs. There is a teachers representation in the BoTs. BoTs has a formal structure (with sub committees) which holds school management accountable for their actions in smooth sailing of the school. The policy matters are formally approved by the BoTs. Regular meetings of BoTs are held and minutes are archived. The BoTs provide full support and guidance to school management to ensure proper staffing and resource provision. The BoTs makes sure that the school as per regulatory and statutory requirements.	6.4.1 Involvement of stakeholders 6.4.2 Ensuring accountability 6.4.3 Influence on the school	The Governing Board includes representatives from the owner, parents, teachers and other stakeholders. They have also introduced a parent council, but the governing body does not regularly meet with such group to gain more knowledge about the school. There is no student representation within the governing body. Governors are visible in school and seek staff, parents and students' views to gain knowledge about the school. For example, the Chair of governors attends special events in school and presents awards to students. The governors check the school's financial situation and supports the school on the provision of training to improve students' achievement. They have also sought the school's views to ensure that staff know how to lead on remote teaching and students have access to computers at home to support their learning. Governors hold the school accountable. For example, they visit the school regularly, meet the senior leadership team and ask for evidence related to the progress the school has made towards improvements noted in the SDP. Before COVID-19, they conducted learning walks in school and asked questions about students' achievement. For example, they checked the school's assessment data about English and looked at samples of students' work from the primary to high phases. They also spoke to staff, students and parents. Currently, governors hold virtual meetings with the senior leaders and staff to find out how the school is meeting the needs of students and closing the gaps in their learning. Governors have ensured that there are improvements in the KG phase with regards to teaching and learning in English, mathematics and science and in the high phase in English. Governors ensure regulatory compliance. For example, they check that the school is

appropriately staffed and computers and internet access are made available in all parts of the school to help teachers and support staff to undertake their responsibilities. The governors in charge of health and safety procedures undertake regular checks on the resources and premises to ensure students and staff are safe and secure. They have also sought the expertise of outside professionals to help them review the school's work.

Next steps for governors:

1. Find ways to receive regular information from the parent council to gain knowledge about the school. 2. Ensure that there is student representation within the governing body. 3. Monitor the work of the school continuously and check the school's data and samples of work in most subjects.

## PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
School has proper procedures and routines for catering day to day needs and operations which are adequately applied. The SoPs and routines are effective for improvement of the school. School is adequately staffed. Majority of the staff is qualifies and has relevant experience. Professional development is provided to teaching and non teaching staff to ensure student safely and academic progress. Premises is adequately resourced. Technology is used as and where possible. All computer labs are recently equipped with new PCs and internet connectivity to accommodate all students of Grade 1 to 12. Adequate resources are provided and utilized to support teaching and learning.	6.5.1 Management 6.5.2 Staffing 6.5.3 Facilities 6.5.4 Resources	The day-to-day management of the school is effective. This is having a positive impact on students' personal development and wellbeing. For example, designated staff check the temperature of staff and visitors when they arrive at the school. The school also ensures that the buses are sanitised regularly and social distancing rules are implemented effectively. Since the previous inspection, the school has recruited senior leaders and suitably qualified staff to make a positive contribution to the work of the school and to be aligned to the school vision and commitment to good improvements across the school. They have also ensured that there are support staff to help children in the KG classes. This is having a positive impact o children's learning in the KG phase. However, most teaching staff and middle leaders need bespoke training to further develop their knowledge with regards to teaching, learning, assessment and monitoring of their subjects. The premises are adequate. Students appreciate the gym facilities and the gardens that help them to support their physical development and to promote their physical health. There are sheltered outdoor areas where students can play and relax. Computers and science facilities are made available for staff and students to use. The libraries promote reading and research. Students can borrow books to read in their classrooms. The school does not have enough suitable toilet facilities for students and adults with physical mobility issues. In general, facilities and resources are mostly adequate, resulting in acceptable outcomes overall. They are good in the KG phase, leading to good achievement in English, mathematics and science.

Next steps for managers:

1.Provide training for teachers to develop their expertise in the subjects taught. 2. Offer professional development for the middle leaders to monitor their subjects effectively. 3. Provide sufficient toilet facilities for students and
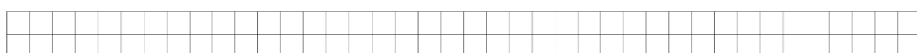
adults with physical mobility issues.

Next steps with ADEK:

The school has been asked to prepare and submit an action plan to ADEK within two months of receiving this inspection report. The action plan should address:

recommendations from the ADEK inspection team;

areas identified by school leaders as requiring improvement;

other external reports that evaluate the outcomes of the school;

priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

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