

Irtiqa'a School Inspection

AY 2024/25









Our Own English High School

Rating: Good

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School Information

General Information	
 Name	Our Own English High School
 Esis Number	9168
 Location	39, Al Ajyal St, Al Muwaiji, Al Ain, 30059
 Website	http://www.gemsoo-alain.com/
 Telephone	037679747
 Principal	ROCKY WOLLEE MILLER MERVYN XAVIER
 Inspection Dates	28 to 31 Oct 2024
 Curriculum	Indian

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1003
Number of Emirati students	0
Number of students of determination	3
Largest nationality group of students	India - Egypt - Sudan

Information On Teachers

Number of teachers	94
Nationalities	India - Egypt - Sudan
Number of teaching assistants	8

Changes since the previous inspection

Since the previous inspection, the school's overall performance judgment has remained at good.

The overall achievement in Arabic-medium subjects reflects varied levels of evaluation, with some subjects and phases showing improvement, others maintaining consistent performance, and no regression reported. This improvement can be attributed to enhanced teaching practices and better student performance, as reflected in their assessments, classroom activities, and written work.

Significantly, Phase 1 achievement, which was not previously reported, is now evaluated as good in Arabic as a Second Language and Islamic Education. In Arabic as a First Language and UAE Social Studies, attainment is rated as good, with progress in these areas assessed as very good.

In Phases 2, 3, and 4, achievement in Arabic as a First Language and Islamic Education has improved from acceptable to good. Arabic as a Second Language has maintained a consistently good rating in Phases 1, 2, and 3, while in Phase 4, progress has improved from good to very good, with attainment remaining good.

For UAE Social Studies, attainment has sustained its good rating from the previous inspection, while progress has advanced from good to very good across all phases, highlighting a positive trajectory.

English-medium subjects have improved overall, with some phases maintaining previous performance levels and no regression reported. In Phase 1, achievement across English, mathematics, and science has remained consistently good. English has shown varied performance levels: in Phase 2, attainment remains at good, while progress has improved from good to very good. In Phase 3, attainment has improved from

good to very good, with progress remaining stable. Phase 4 has experienced a significant improvement, with overall achievement rising from very good to outstanding. This notable progress is attributed to enhanced teaching practices, which have led to students' strong performance in internal, external, and international benchmark standards, as well as in their lessons and work.

Mathematics has followed a similar pattern of improvement. In Phase 2, achievement remains steady at good; in Phase 3, attainment has improved from good to good. In Phase 4, attainment has risen from good to very good, with progress making a substantial leap from good to outstanding. This performance reflects students' ability to demonstrate strong results in lessons, written work, and international assessments.

Science has consistently achieved Phases 2 and 3, maintaining a very good level. In Phase 4, attainment has improved, rising from good to very good. The overall improvement across these subjects highlights the impact of better teaching practices and students' ability to achieve strong outcomes across all evaluated areas.

Learning outcomes throughout phases 1, 2, and 3 are sustained at good, with phase 4 improving from good to very good.

Performance Standard 2 (PS2), which pertains to students' personal and social development, understanding of Islamic values as well as innovation skills, was not evaluated during the previous inspection. These areas are now assessed, with personal development rated as good in phases 3 and 4 and phases 1 and 2 rated as acceptable. Understanding of Islamic values, awareness of Emirati and global cultures, social responsibility, and innovation skills are all rated as acceptable.

Teaching has followed a similar pattern to learning, with Phase 4 improving from good to very good and phases 1, 2, and 3 maintaining a good rating. Lesson planning has improved, and most teachers use time and resources effectively to enable students to be more successful learners. Assessment remains at a good level across all phases. Teachers effectively use assessment data to inform lesson planning, ensuring alignment with students' learning needs and enhancing their progress.

Performance Standard 4 (PS4), which focuses on curriculum design and adaptation, was not part of the previous inspection process but is now evaluated as good across all phases. The curriculum effectively addresses the learning needs of most students. Differentiation is a feature of the taught curriculum, with activities designed to meet the needs of diverse learners.

Health and safety remain a strong feature of the school, consistently maintaining a very good rating. The school has further enhanced its safeguarding measures for both students and staff, ensuring that everyone is now fully aware of whom to contact in case of any concerns. It is highly effective in protecting students from all forms of abuse, including cyberbullying. Care and support are sustained at a good level, although the school does not provide in-school support services (ISSS) for students with additional learning needs, including students of determination.

The effectiveness of leadership and the processes of self-review and improvement have improved from good to very good. Partnerships with parents and governance continue to be rated at very good, consistent with the previous inspection.

This year, the school has introduced several new initiatives following a cycle of self-evaluation. These include Peer Observation, Middle Leader drop-ins, and Senior Leader observations. These processes, coupled with the professional conversations that follow observation visits, have increased teachers' confidence in their teaching practices. Collaboration across departments has been strengthened, with teachers sharing best practices and learning from one another.

A comprehensive Continuing Professional Development (CPD) program is in place, focusing on the training and growth of teachers. Team teaching, coaching, and mentoring are now common practices, fostering a culture of continuous improvement. These efforts have contributed to noticeable enhancements in teaching quality, particularly in Phase 4, resulting in measurable progress.

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

The school has targets for international benchmarks and exceeded its targets for the most recent PISA assessments.

School leaders have provided professional development for teachers on international assessment content and rigour. As a result, teachers ensure that students have a suitable understanding of the requirements of international assessments, through their planning and use of subject-focused questioning and answering techniques, particularly in English, mathematics and science.

Performance in standardized and international assessments

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

Standardized Assessments

The school benchmarks its students' attainment against the Ei-SSET examinations for grades 3 to 9. Results for the AY2023/24 indicate good attainment in mathematics and very good attainment in science across phases 2, 3 and 4. Whereas in English, students' attainment was good in phase 2, outstanding in phase 3, and very good in phase 4.

Grade 10 and 12 students take the CBSE examinations. Attainment in the exams of the AY2023/24 was outstanding in English and grade 12 biology, very good in mathematics and grade 10 science, and grade 12 physics.

Students' performance in Arabic medium subjects is benchmarked through the MOE exams taken by grade 12 students in Arabic and Islamic education. Grade 12 students' attainment in the MOE exams in the AY2023/23 was outstanding in both subjects.

International Assessments: TIMSS, PISA, PIRLS

15-year-old students participated in the PISA 2022 international assessments.

The school exceeded all the targets set for PISA with a reading literacy score of 550.7, a mathematical literacy score of 511.7, and a scientific literacy score of 515.6. The school achieved results above international standards in scientific, mathematical and reading literacy.

The school participated in TIMSS 2023 and is awaiting the results.

Reading

The school's library, though small, is effectively utilized to support students' literacy and learning needs. It houses 7949 physical books and provides access to around 17,000 e-books, both fiction and non-fiction, in various languages, including Arabic, English, Hindi, French, and Malayalam. There are, in total, 318 primary phase books (with 10,000 more available online in RAZ KIDS), and 1615 texts specifically targeting the reading interests of middle and senior students, supplemented by another 5000 texts in Read Works and 2000 plus virtual books. All disciplines are provided, with 2035 books in the Arabic language and 260

specifically to support Islamic education. These hardcover texts are supplemented by over 1,500 Arabic language e-books through Kutubee and Asafeer, allowing Arabic as first or second-language learners access to relevant and appropriately leveled reading material with just one click.

The library is well-equipped, with seating for two classes, four computer stations, and two work areas supporting group learning and independent study. The librarian plays a vital role in assisting students with selecting books at their reading level and guiding them in conducting subject-based searches for credible sources.

The school's reading plan, which includes a structured program to develop reading comprehension, has been supported by professional development for staff and workshops for parents. Additionally, students from Grade 1 to Grade 12 benefit from weekly library sessions, fostering wider reading habits and enhanced reading skills. Tools such as RAZ KIDS and Read Works allow students, parents, and teachers to track reading progress and growth in Lexile levels, providing measurable evidence of the school's strategies' effectiveness.

In Kindergarten, children learn phonics through a structured program and have access to a class library for independent or guided reading. Children engage in verbal and written comprehension exercises through each lesson, progressing from simple recall to context-based inference. After reading a book, students complete a skill-building quiz that enables the teacher to check progress and ascertain when they are ready to move to the next level.

In the upper phases, reading progress is evaluated each term through diagnostic tests, quizzes, online assessments, and mid- and end-of-term assessments, with any identified learning gaps remediated through personalized intervention plans. In phase 2, attainment and progress are measured against curriculum standards using a skill tracker. In phase 3, internal assessment information is supported using standardized and international test results, including EI ASSET comprehension scores in English for grades 3 to 8, and PIRLS data for grade 4. In phase 4, assessment information includes PISA scores and CBSE English results. Reading progress in Arabic and other languages is also monitored using skill trackers, with lessons covering the four skills of reading, writing, listening, and speaking. Kutubee is used to support the development of students' reading skills in Arabic, providing an interactive, multilingual platform with more than 500 illustrated stories. Asafeer, another online reading application, provides leveled stories for a wider range of stages, so it is suitable for native and non-native Arabic speakers. This application is particularly useful for non-native speakers because it provides a guided experience that starts with an assessment to determine the ideal starting point, followed by educational cartoons, interactive exercises, worksheets, and songs to form an engaging learning map to help students at various levels to progress in learning in Arabic.

The importance of reading is recognized across the school. . To raise awareness of the importance of reading, the school has participated in international events, such as World Book Day. The library promotes reading through fun events catering to a range of ages, stages, and interests, with 26 activities already planned, covering everything from reading picnics and multi-media presentations to collaborative poetry, vocabulary games, and 'roll and retell' activities that allow students to demonstrate their understanding of texts beyond the literal level. Students' book reviews on Padlet, Linoit, Canva, and PowerPoint encourage others to read for pleasure and build awareness of various technology resources.

Strengths of the school

- Students' achievement across subjects and phases is consistently at least good, demonstrating the good teaching practices and commitment to student success.
- Students' learning skills, especially in Phase 4, showcase their ability to think critically and collaborate effectively.
- The school has robust safeguarding and child protection procedures in place, ensuring the safety and well-being of all students.
- The school's day-to-day management is well-organized with timetabling and effective routines that

create an environment conducive to optimal student learning.

- The school has developed strong partnerships with parents, who actively contribute to their children's education leading to improved learning outcomes.
- The school governing board is effective, with broad representation from stakeholders ensuring that diverse perspectives are considered in decision-making and that the senior leadership team is held accountable for the school's performance.
- The school employs a rigorous self-evaluation process, using data to assess and improve the quality of its provisions, ensuring that development planning is aligned with the needs of the school community.
- The senior leadership team sets a clear direction and shares a vision that is well understood and supported by the whole school community, ensuring alignment with national priorities and the effective inclusion of students with additional learning needs.

Key Recommendations

1. Further improve students' achievement across phases by:

- accelerating students' progress in developing speaking and presentation skills in Standard Arabic, particularly in phases 1 and 2.
- enhancing students' writing skills across all phases, with a focus on extended writing and adhering to proper grammar in phases 3 and 4.
- making effective use of available resources to engage students in hands-on activities, practical experiments, investigations, and independent research, to enhance their critical thinking, and independent learning skills.
- increasing opportunities for students to apply their knowledge in real-life contexts, helping them deepen their understanding and make connections to the world around them.

2. Improve the quality of teaching, and assessment to at least very good by:

- ensuring that teachers consistently plan differentiated lessons to meet the needs of individual and groups of students, challenge gifted and talented students, and provide personalized support for students with additional learning needs, including students of determination, across all phases.
- enhancing the use of assessment data to monitor student progress effectively and guide personalized support and challenge, particularly for high-attaining students and those requiring remediation in languages and mathematics.
- ensuring that teachers make effective use of resources, interactive technologies, and strategies that promote critical thinking, problem-solving, and independent learning across subjects.
- increasing opportunities for students to engage in collaborative group work and practical, hands-on learning, especially in science and in lower phases, to deepen their understanding and application of concepts.
- providing comprehensive and constructive feedback to students in all subjects, enabling them to reflect on their learning, and identify their strengths, areas for improvement, and next steps in learning.

3. Strengthen inclusion and support systems to promote equal progress and personal development for all students by:

- appointing a full-time, qualified Special Educational Needs Coordinator (SENCO) and additional teaching assistants to ensure consistent and effective support for students with additional learning needs, including students of determination and lower-attaining students.
- ensuring timely identification and personalized support for students with additional learning needs, and for new joiners with literacy and numeracy gaps, using assessment data to inform interventions.
- finalizing and implementing Advanced Learning Plans (ALPs) for gifted and talented students, and

incorporating them into lesson planning to extend their learning effectively.

- providing targeted professional development for teachers on inclusive practices and differentiated teaching strategies to better meet the diverse needs of all learners.
- monitoring the impact of pull-out sessions and in-class interventions on student outcomes to ensure consistent progress for all students.

4. Enhance curriculum enrichment and personal development opportunities to build students' knowledge, skills, and personal development by:

- expanding opportunities for students to engage in enterprise and innovation activities across subjects and phases.
- increasing opportunities for students to engage in extended writing across subjects and incorporating a variety of genres that develop vocabulary and critical thinking.
- integrating sustainability themes and SDG goals into lesson activities and extracurricular initiatives to develop students' environmental awareness and connect learning with global and local contexts.
- fostering greater student involvement in cultural initiatives and activities that enhance their understanding of the UAE heritage and the impact of Islamic values on the UAE society.
- increasing student-led volunteering activities and partnerships with local, national, and international communities to build leadership, creativity, and social responsibility.
- ensuring students in lower phases have more opportunities to develop self-reliance and independence through structured activities and classroom practices.

Overall School Performance: Good

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good ↑	Good ↑	Good ↑
	Progress	Good	Good ↑	Good ↑	Good ↑
Arabic as a first language	Attainment	Good	Good ↑	Good ↑	Good ↑
	Progress	Very Good	Good ↑	Good ↑	Good ↑
Arabic as a second language	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very Good ↑
UAE Social Studies	Attainment	Good	Good	Good	Good
	Progress	Very Good	Very Good ↑	Very Good ↑	Very Good ↑
English	Attainment	Good	Good	Very Good ↑	Outstanding ↑
	Progress	Good	Very Good ↑	Good	Outstanding ↑
Mathematics	Attainment	Good	Good	Very Good ↑	Very Good ↑
	Progress	Good	Good	Very Good ↑	Outstanding ↑
Science	Attainment	Good	Very Good	Very Good	Very Good ↑
	Progress	Good	Very Good	Very Good	Very Good ↑
Learning Skills		Good	Good	Good	Very Good ↑

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

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

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 1, 2, and 3, the large majority of students in Phase 4 and, attain the above curriculum standards. This high level of attainment wasn't reflected in the lessons observed or in the students' work.
- The school has no external national or international assessments for Grades 1-11. Grade 12 MoE exam results for the AY2023/24 indicate outstanding attainment.
- In lessons and in their recent work, the majority of students across all phases attain levels above the curriculum standards in their understanding of Islamic principles and values.
- Over the last three years, the school's internal assessment data indicates that attainment in phases 1 and 2 has consistently been outstanding. In phase 3, students' attainment has shown an upward trend, improving from very good in AY 2021/22 to outstanding over the next two academic years. In contrast, phase 4 has experienced fluctuations, with attainment returning to very good in AY 2023/24 after achieving outstanding in AY 2022/23. Additionally, over the last three years, Grade 12 MoE attainment results indicate that most students consistently attain above MOE curriculum standards.
- The school's analysis of internal assessment data indicates that most students in phases 1 and 2, and the large majority of phases 3 and 4 students, make better than the expected progress over time and from their starting points at the beginning of the academic year.
- In lessons and in their recent work, the majority of students across all phases make better than expected progress in relation to appropriate learning objectives in line with the curriculum standards.

- The school's analysis of internal assessment data indicates that most boys in phases 1, 2 and 4, and the large majority of boys in phase 4 make better than expected progress. Most girls in phases 1 and 2, and the large majority in phases 3 and 4 make better than expected progress. Most high attainers make better than expected progress across all phases. Less than three-quarters of the students with additional learning needs, including students of determination, in phase 1, and most in phases 2 and 3 make the expected progress, while the majority in phase 4 make better than expected progress. While most gifted and talented students in phases 1 and 2 make the expected progress, the majority in Phase 3 and most gifted and talented students in Phase 4 make better than expected progress. However, in lessons, students of determination are not provided with sufficient support to accelerate their progress. Additionally, while higher-attaining students make outstanding progress, they are not reaching their full potential due to a lack of sufficient challenge.

Next Steps:

1. Strengthen phase 1 students' knowledge of the prophet's (PBUH) Seerah.
2. Extend students' skill of using Quranic verses and hadith to support their responses across all phases.
3. Apply tajwid rules accurately while reading the holy Quran across all phases.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Good	Good ↑	Good ↑	Good ↑
	Progress	Very Good	Good ↑	Good ↑	Good ↑

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students in all phases attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school does not benchmark students' attainment in Arabic against external or standardized assessments in grades 1 to 11. However, the MoE national exam results for Grade 12 at the end of the AY2023/24 indicate outstanding attainment.
- In lessons and their recent work, the majority of students in all phases demonstrate listening, understanding, reading, speaking and comprehension skills above curriculum standards.
- Over the last three years, the school's internal assessment data indicates that most students attain above curriculum standards in phases 1 and 2. Data for phases 3 and 4 is only available for the last academic year.
- The school's analysis of internal assessment data indicates that large majority of students in Phase 2 and most students in phases 1, 3 and 4 make better than expected progress over time and in relation to their individual starting points at the beginning of the academic year.
- In lessons and in their recent work, the large majority of students in Phase 1 and the majority of students in phases 2, 3 and 4 make better than the expected progress in developing their listening, reading, speaking and comprehension skills.

- The school's analysis of progress data indicates that boys generally make better progress than girls, as most boys make better than expected progress across all phases. Whereas most girls in phases 1, 3 and 4, and the large majority in Phase 2 make better than expected progress. Data also shows most high-attaining students across all phases and most low-attaining students in Phase 3 make better than expected progress. However, the progress of gifted and talented students and those with special educational needs, including students of determination, varies significantly. Less than three-quarters of students with additional learning needs, including students of determination, in phases 1 and 4, and most in Phase 2 make the expected progress, while the large majority in Phase 3 make better than expected progress. Most gifted and talented students in phases 1 and 2 make the expected progress, and the majority make better than expected progress in phases 3 and 4. In lessons, boys and girls progress similarly, while low-attaining students and those with special educational needs generally make progress as expected. However, gifted and talented students do not consistently make the progress they are capable of.

Next Steps:

1. Accelerate students' progress in developing their speaking and presentation skills in Standard Arabic across the school, particularly in phases 1 and 2.
2. Improve students' writing skills across all phases, particularly writing at length with proper grammar and punctuation in phases 3 and 4.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very Good ↑

Findings:

- The school analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 1 and 2 and the large majority of students in Phase 4 attain above curriculum standards, whereas most students in Phase 3 attain levels in line with the curriculum standards. This high level of attainment in phases 1,2, and 4 is not in line with students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for Grades 1-11. Grade 12 MoE exam results for the AY2023/24 indicate outstanding attainment.
- In lessons and in their recent work, the majority of students across all phases demonstrate listening, understanding, reading, and comprehension skills above the curriculum standards.
- Over the past three years, the school's internal assessment data for phases 1 and 2 has consistently demonstrated outstanding attainment. In Phase 3, students' attainment has shown fluctuations, improving from acceptable in the AY2021/22 regressing to good in the AY2022/23 and returning to acceptable in the AY2023/24. In Phase 4, data reflects regression in attainment from outstanding in AY2021/22 to good in AY2022/23, followed by an improvement to very good in AY2023/24. Over the last three years, Grade 12 MOE attainment results indicate fluctuating attainment, regressing from outstanding in the AY2021/22 to acceptable in the AY2022/23 and improving to outstanding in the AY2023/24.
- The school's analysis of internal assessment data indicates that most students in Phase 1, the majority in Phases 2 and 3, and the large majority in Phase 4 make better than the expected progress over time and from their starting point at the beginning of the academic year.
- The majority of students across phases 1, 2, and 3 and the large majority in Phase 4 make better-than-expected progress in lessons and their recent work.
- The school's analysis of internal assessment data indicates that the majority of boys in phases 1 and 3, and the large majority in Phase 4 make better than expected progress, however most boys in Phase 2 make the expected progress. While most girls in Phase 4, the large majority in Phase 2, and the majority in Phase 2 make better than expected progress, less than three-quarters of the girls in Phase 3 make the expected progress. Similarly, less than three-quarters of the low-attaining students in Phase 3 make the expected progress. The school data indicates that there are no low attainers in phases 1, 2, and 4. Data indicates that most high attainers make better-than-expected progress across all phases. Most students with additional learning needs, including students of determination, in phases 2 and 4, and less than three-quarters in phases 1 and 3 make the expected progress. While most gifted and talented students in Phase 3 and the majority in Phase 4 make better than expected progress, most gifted and talented students in phases 1 and 2 make the expected progress.

Next Steps:

1. Increase opportunities for extended writing across all phases.
2. Improve students' pronunciation skills, in all phases.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in all phases attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external, national or international social studies assessments.
- In lessons and their recent work, the majority of students in all phases demonstrate knowledge, skills and understanding that are above MoE curriculum standards.
- Over the past three years, the school's internal attainment data indicates that most students consistently attained levels above the MoE curriculum standards.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in phases 1 and 3, and the large majority of students in phases 2 and 4 make better than expected progress from their starting points.
- In lessons and students' work, the large majority of students make better than expected progress in all phases in relation to appropriate learning objectives aligned with the expected curriculum standards.

- The school's analysis of progress data indicates that girls make better progress than boys. While most girls and high attaining students make better than expected progress across all phases, most boys in Phase 1, the large majority in Phase 2, and the majority in phases 3 and 4 make better than expected progress. The school data indicates that there are no low attainers in phases 1, 2, and 4, and most low attainers in Phase 3 make the expected progress. Data indicates that most students with additional learning needs, including students of determination, in phases 1 and 2 make the expected progress, whereas the large majority in Phase 3 and the majority in Phase 4 make better than expected progress. The progress of gifted and talented students varies across phases, with most gifted and talented students in Phase 4, the large majority in Phase 3 and the majority in Phase 1 make better than expected progress; however most in Phase 2 make the expected progress. In lessons, all groups of students, including those with additional learning needs make better-than-expected progress. However, gifted and talented students do not always make the progress they are capable of.

Next Steps:

1. Align assessment data with observed student performance by refining assessment practices to ensure internal assessment results accurately reflect the levels of student's knowledge, skills, and understanding demonstrated in lessons and work across all phases.
2. Provide targeted challenges for gifted and talented students across all phases, ensuring they are consistently engaged in activities that maximize their potential and foster higher levels of progress.

English

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Good	Good	Very Good ↑	Outstanding ↑
	Progress	Good	Very Good ↑	Good	Outstanding ↑

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 indicates that a large majority phase 1 students and most of phases 2, 3 and 4 students attain levels above curriculum standards. However, these levels of attainment do not fully align with the levels of knowledge, skills and understanding observed in lessons.
- The school has no external examination in phase 1. Ei-Asset standardized tests are conducted from grades 4 through 9. Results of the AY2023/24 indicate that a majority of Phase 2 students, most of Phase 3 students, and a large majority of Phase 4 students attain levels above national and international standards. In Phase 4, most students who took the CBSE-English examination attained levels above CBSE curriculum standards. Results of the Program for International Student Assessment (PISA) 2022 indicate the students' attainment was 550.7 for reading literacy, exceeding both the school target of 500 and the international standard.
- In lessons and their recent work, the speaking, listening, reading, and writing skills in English of the majority of students in Phases 1 and 2, the large majority in Phase 3, and most students in Phase 4 are above curriculum standards.
- Over the last three years, the school's internal assessment data indicates that in Phase 1, students' attainment regressed from outstanding in the AY2021/22 to very good in the last two years. Whereas, in phases 2, 3 and 4, attainment has consistently been outstanding. Ei-ASSET results over the last three years, indicate that the overall students' attainment has consistently been very good. CBSE English examination data indicates that over the last three years, students' attainment has consistently been outstanding.
- The school's analysis of students' progress data indicates that, in relation to their assessed starting points, the majority of Phase 1 students and the large majority of Phase 2 and 4 students make better than expected progress, while most Phase 3 students make the expected progress.

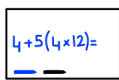
- In lessons and their recent work, the majority of students in phases 1 and 3, the large majority in Phase 2 and most students in Phase 4 make better than expected progress in relation to appropriate learning objectives in line with the curriculum standards.
- The school's internal assessment data indicates that while most boys in Phase 2 and the large majority in Phase 4 make better than expected progress, most boys in Phase 1 and less than three-quarters in Phase 3 make the expected progress. The large majority of girls in phases 1, 2 and 4 make better than expected progress, however, less than three-quarters make the expected progress in Phase 3. Data indicates that most high attainers make better-than-expected progress across phases. Progress of students with additional learning needs, including students of determination, is lower, with most in phases 1, 2 and 4, and less than three-quarters in Phase 3 making the expected progress. Additionally, while a large majority of gifted and talented students in Phase 4 make better than expected progress, most in phases 1, 2, and 3 make the expected progress. Data for low-attaining students' progress is only available for Phase 1, where most make the expected progress.

Next Steps:

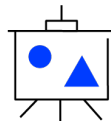
1. Conduct a comprehensive review and calibration of internal assessment tools to ensure they more accurately reflect students' demonstrated knowledge, skills, and understanding in lessons.
2. Introduce moderation practices and provide professional development for teachers to enhance their ability to align observed performance with assessment standards, particularly in Phase 1.
3. Develop targeted intervention programs to improve progress for Phase 3 students, with a focus on boys, students with additional learning needs, and gifted and talented students.
4. Implement personalized learning plans and differentiated strategies to better support these groups, ensuring progress levels align with expectations and mirror the performance of other phases.

Mathematics

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



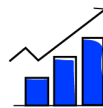
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's internal assessment data at the end of the AY2023/24 indicates that the large majority of students in phases 1 and 3, most students in Phase 2 and a majority in Phase 4 attain levels that are above curriculum standards.
- Ei-ASSET results of the AY2023/24 indicate that a majority of students in Phase 2 and a large majority in Phase 3 attain levels above national and international standards, however, less than three-quarters of Phase 4 students attain in line with the standards. In the CBSE external examinations in Phase 4, most Grade 10 students attained levels that are above curriculum standards, while most Grade 12 students attain in line with the curriculum standards. In PISA 2022, the school exceeded its mathematics target at 500 and the international standard with a score of 511.7.
- In lessons and their recent work, the majority of students in phases 1 and 2 and the large majority in phases 3 and 4 demonstrate levels of knowledge, skills and understanding that are above curriculum standards.
- The school's internal assessment data over the last three years indicate that in Phase 1, students' attainment regressed from outstanding in the AY2021/22 to very good in the last two academic years. Students' attainment in phases 2 and 4 has been consistently outstanding and good respectively. In Phase 3, however, attainment fluctuated, improving from good in the AY2021/22 to outstanding in the AY2022/23, and returning to very good in the last academic year. Ei-ASSET data indicates that the overall student attainment has been consistently good over the last three years, while in CBSE, students' attainment improved from good in the AY2021/22 and 2022/23 to very good in the AY2023/24.
- The school's analysis of students' progress indicates that the large majority of students in phases 1 and 3 and the majority in phases 2 and 4 make better than expected progress over time and from their starting points.
- In lessons and in their recent work, the majority of students in phases 1 and 2, the large majority in Phase 3 and most students in Phase 4 make better than expected progress in relation to appropriate learning objectives in line with the curriculum standards.

- The school's analysis of the progress of groups of students indicates that the majority of boys in phases 1, 2, and 4, and the large majority in Phase 3, make better than expected progress. Girls and low attainers make similar progress in phases 1, 3 and 4 where the majority make better than expected progress, however, most low attainers and less than three-quarters of girls in Phase 2 make the expected progress. Most high attainers make better than expected progress across all phases. Most students with additional learning needs, including students of determination, in Phase 4, the large majority in Phase 3 and the majority in Phase 2 make better than expected progress. However, most students with additional learning needs, including students of determination, in Phase 1 only make the expected progress. Most gifted and talented students in phases 1 and 2 make the expected progress, whereas most in Phase 3 and the large majority in Phase 4 make better than expected progress.

Next Steps:

1. Provide professional development for teachers focused on standardizing assessment criteria, moderating results, and using evidence-based strategies to ensure alignment with curriculum standards.
2. Develop targeted support programs for underperforming groups, such as low-attaining students in Phase 2, students with additional learning needs in Phase 1, and gifted and talented students in phases 1 and 2, to help them achieve better-than-expected progress.
3. Implement differentiated instructional strategies and personalized interventions to support these groups, while monitoring their progress through regular formative assessments and evidence-based evaluations.

Science

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

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

Findings:

- The school's internal assessment data at the end of the AY2023/24 indicates that most students in phases 1 and 2 and the large majority in phases 3 and 4 attain levels that are above curriculum standards. In grades 11 and 12 of phase 4, the school's internal assessment data indicates that the large majority of students attain levels above curriculum standards in biology and the majority attain levels above curriculum standards in physics and chemistry.
- Ei-ASSET results of the AY2023/24 indicate the majority of students in phases 2 and 4, and the large majority in Phase 3 attain levels that are above national and international standards. In CBSE examinations, the large majority of Grade 10 students attain levels above curriculum standards, Whereas the large majority of grade 12 students attain above curriculum standards in physics and most attain above curriculum standards in chemistry and biology. In PISA 2022, the school scored 515.6 which exceeds both the school target at 500 and the international standard.
- In lessons and in their recent work, the majority of students in Phase 1 and the large majority in phases 2, 3 and 4 demonstrate levels of knowledge, skills and understanding that are above curriculum standards. There are better opportunities for students in phases 2 and 4 to engage in practical work and investigations and explore science concepts whereas students in phases 1 and 3 work in groups to discuss theoretical concepts with occasional hands-on opportunities. Therefore, knowledge and understanding of experiential learning are better in phases 2 and 4. Students in phases 2 and 4 demonstrate strong science process skills by making meaningful connections across different areas of learning and relating their knowledge to real-life contexts. Although students can conduct experiments, their skills of setting up experiments, writing hypothesis, collecting and inferring data is less developed in phases 2 and 4.
- The school's internal data, over the past three years, indicates that students' attainment has been consistently outstanding in phases 1 and 2, and consistently good in grades 11 and 12 physics. In phases 3 and 4, attainment has been fluctuating, improving from very good in the AY2021/22 to outstanding in the AY2022/23 and regressing to very good in the AY2023/24. In grades 11 and 12, attainment has improved from acceptable in the AY2021/22 to good in the last two academic years in chemistry, and from good in the AY2021/22 to very good in the last two academic years in biology. In Ei-ASSET, the overall students' attainment regressed from very good in the AY2021/22 to good in the

last two academic years. In CBSE examinations, grade 10 students' attainment was fluctuating, it improved from very good in the AY2021/22 to outstanding in the AY2022/23 and returned to very good in the AY2023/24. Grade 12 CBSE physics and biology results indicate an upward trend from weak, to acceptable and very good in the last three years in physics, and from good to very good and outstanding in biology. Grade 12 CBSE chemistry results indicate that attainment has increased from weak in the AY2021/22 and AY2022/23 to outstanding in the AY2023/24.

- The school's internal progress data indicates that large majority of students in phases 1, 2 and 3 and in phase 4 physics and chemistry, and a majority in Phase 4 science and biology make better than expected progress over time and from their starting points.
- In lessons and their recent work, the majority of students in phase 1 and the large majority in phases 2, 3 and 4 make better than expected progress in relation to appropriate learning objectives in line with the curriculum standards.
- The school has disaggregated the data for different groups of students. Data indicates that while the large majority of boys in phases 1 and 3, and in Phase 4 chemistry, most boys in Phase 4 biology, and a majority in Phase 4 physics, make better than expected progress, less than three quarters in Phase 2 and in Phase 4 science make the expected progress. Most girls in Phase 3 and in Phase 4 physics, the large majority of girls in phases 1 and 2, and in Phase 4 chemistry and biology make better than expected progress. However, most girls make the expected progress in Phase 4 science. The majority of low attainers in phases 1 and 3, and in Phase 4 physics, and most low attainers Phase 4 chemistry and biology make better than expected progress, while most low attainers make the expected progress in Phase 4 science. Most high attainers across phases and sciences make better than expected progress. Most gifted and talented students make better than expected progress in Phase 3 and in Phase 4 science and physics, however most in phases 1 and 2 and in Phase 4 chemistry make the expected progress. Progress data of students with additional learning needs, including students of determination, indicates that most of these students in Phase 4 chemistry and biology, the large majority in Phase 3, and the majority in Phase 4 physics make better than expected progress, while most in phases 1 and 2, and in Phase 4 science make the expected progress.

Next Steps:

1. Increase hands-on and practical learning opportunities in phases 1 and 3 to enhance students' depth of understanding of scientific concepts and promote scientific skills.
2. Provide differentiated support and challenge to accelerate the progress of students with additional learning needs, including students of determination, and gifted and talented students, particularly in the lower phases.
3. Plan and implement targeted lessons and activities focused on the fundamentals of setting up experiments in phases 2 and 4.

Learning Skills

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

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

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

Findings:

- Students across all phases actively participate in assemblies centered on diverse themes and events, including STEAM projects and sustainability initiatives in the school, fostering a sense of responsibility and teamwork. Leadership roles develop young leaders' life skills of discipline and readiness to take on challenging roles in future. Students' engagement in lessons is strong in almost all subjects, including Islamic and Arabic where they discuss research-based questions. Regular self-assessment activities and daily reflections, promote students' self-awareness and ownership of their learning. Activities like "Glow and Grow" for younger students and DIRT (Dedicated Improvement and Reflection Time) for older students encourage continuous improvement.
- In KG, students start to develop interpersonal skills through collaborative activities. By the end of grade 2, students become familiar with collaborative processes and using rubrics for self-assessment and peer evaluation. Regular interactions with teachers facilitate constructive feedback that targets individual areas for improvement. This collaborative environment is further enriched by students' participation in debates and discussions in all phases and innovative project work in phase 4. Students further exhibit communication skills through their participation in assemblies, competitions and presentations across subjects.
- Students make clear connections across different learning areas. In Phase 4, comprehension tasks are planned in English, with geography and science integrated where possible to promote a more holistic learning experience. In Phase 2, students use pie charts, bar diagrams, and other visual tools in English to analyze texts. However, there is room to enhance interdisciplinary connections between subjects like social studies and English, and the integration of UAE context and SDG goals. Further strengthening these cross-curricular links and making connections to real-world contexts more meaningful could improve overall student outcomes.
- Students engage in a range of activities that promote innovation, critical thinking, and sustainability across all phases. They design sustainable cities, create models from recyclable materials, and participate in "best out of waste" projects, demonstrating a growing awareness of environmental responsibility. From KG to high school, students work on entrepreneurial projects, such as the GEMS Innovation Challenge and building F24 cars, showcasing their creativity and problem-solving skills. Additionally, students in higher grades conduct research, participate in hands-on initiatives like energy conservation, and apply critical thinking in argumentative essays and "opinion story" exercises. By utilizing digital tools, they enhance their independent learning, inquiry, and research skills, integrating technology to deepen their understanding and problem-solving abilities. However, there is scope to further integrate hands-on and research-based projects more consistently across all phases to increase student engagement and foster a deeper connection to real-world applications.

Next Steps:

1. Strengthen interdisciplinary connections by integrating subjects like social studies, English, math, and science more consistently to deepen real-world applications and improve student outcomes.
2. Expand hands-on and research opportunities across all phases, ensuring regular student engagement in creative and problem-solving projects to promote critical thinking and practical application.
3. Enhance meaningful connections to real-world contexts including SDG goals and National Identity.

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

Personal Development

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

Findings:

- Students enjoy going to school and have a positive attitude to learning. They feel safe, supported, and appreciated by their teachers. They appreciate and respond well to constructive feedback on their contributions whether from their teachers or peers. As they progress through phases, students develop more confidence and can take leadership roles, actively suggesting ideas to improve the school. The majority of students show positive and responsible attitude.
- Most students demonstrate self-discipline, understand the school's code of conduct, and the consequences of breaking the school's rules both in and outside lessons, resulting in minimal bullying incidents. However, there are a minority exception to this among boys, particularly noticeable during transition between lessons and break times, jeopardizing their own and others' safety.
- Relationships between students and their teachers are respectful, kind, and supportive. Students are friendly towards others, offer support to those in need and warmly welcome newcomers to the school. They also show empathy and provide more support to students of determination.
- Most students understand the importance of maintaining a healthy lifestyle. Almost all students engage in a wide range of physical activities during the school day, and in after school clubs such as volleyball and football. Students generally make healthy food choices.
- Overall attendance rates are acceptable, standing at 93.2%. However, attendance is lower in phases 1 and 2. While students frequently arrive late to the school assembly, they are generally punctual to their lessons.

Next Steps:

1. Provide students in lower phases with more opportunities to develop self-reliance and independence.
2. Enhance attendance in phases 1 and 2, and improve students' punctuality, particularly at the beginning of the school day.
3. Increase students' awareness of the importance of consistently following the code of conduct to ensure their own and others' safety within the school.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students demonstrate an adequate understanding of Islamic values, as reflected in their work displays, morning assemblies, and celebrations of Islamic occasions, such as the Prophet's birthday (PBUH). They are interested in deepening their understanding of how these values shape everyday life in the UAE.
- Across all phases, students demonstrate basic knowledge and understanding of the UAE culture. They demonstrate their appreciation of the culture through participation in national celebrations, as well as in their work and displays around the school. However, there is scope to increase students' engagement in heritage focused activities, both within the school and beyond.
- Students demonstrate basic understanding of their own culture. They promote an understanding of other cultures by celebrating Culture Day, where they share aspects of their heritage such as food, dance, and dresses with peers from different cultural backgrounds within the school. They express interest in more cultural opportunities for various school initiatives and activities, both within and beyond the school.

Next Steps:

1. Enhance students' knowledge of other cultures around the world and provide more opportunities for various school initiatives and activities, both within and beyond the school.

Social responsibility and innovation skills

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

Findings:


- Students understand their responsibilities and demonstrate empathy towards each other, including those with special needs. They participate in initiatives that positively impact both the school and the wider community. Students participated in “Gift a Legacy” initiative in which they gifted their teachers and peers plants, developing awareness towards sustainability. However, students have less opportunities to engage in a wider range of volunteering activities within the local community.
- Across the school, students show positive attitudes and are enthusiastic about being involved in activities, however, often rely on their teachers. In higher phases, students occasionally lead flipped classroom lessons and support the students of determination. The students’ council takes the leadership on monitoring and guiding students during breaks. Across phases, students, with the help of their teachers plan and conduct thoughtful assemblies. They participate in activities that promote their entrepreneurial skills. Additionally, students represented their school in external activities and projects. Although the school provides opportunities for students to participate in external events, learning tasks that enhance their creativity and innovation skills are limited in lessons across all subjects.
- Students are aware of the importance of environmental sustainability. They promote this awareness through assemblies, competitions, by celebrating environmental events such as Earth Day, and participating in initiatives. However, these initiatives are mostly limited to the school and local region.

Next Steps:

1. Expand the range of volunteering activities and initiatives, particularly outside school.
2. Improve students’ innovation and creativity skills particularly in lessons across all subjects.
3. Enhance students’ involvement in environmental preservation activities and initiatives within the school community and beyond.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers have a thorough knowledge of their subjects and in Phase 4, a very clear understanding of examination board requirements in their subjects. They understand how students learn and most effectively use a range of strategies to engage and motivate their students. Teachers vary their approaches successfully, in most lessons, they blend students' previous learning with their understanding of the world around them, to help them improve their achievement.
- Teachers plan for effective use of time and available resources. In Phase 1, teachers ensure a wide range of resources is available to engage students in learning. In a minority of lessons, teachers' explanations extend for a long time resulting in lost opportunities for student peer and self-assessment and reflection. Teachers make suitable use of interactive whiteboards in most lessons and frequently encourage students to lead parts of the lesson from the front. They do not always ensure that the classroom environment is sufficiently stimulating by displaying students' work or creating curriculum topic areas.
- Most teachers ask suitably focused questions in their lessons, to check students' understanding and to stimulate dialogue or discussion. Students often engage in interesting topic-related discussions in group work, as they try to develop answers to their teachers' questions, especially when questions integrate knowledge of their local environment. Most teachers ask skillful supplementary questions, to stimulate more accurate answers. However, in some instances, such as in science in Phase 2, prolonged questioning leads to distracting students as they wait for too long to participate.
- Teachers' planning meets the needs of most students in their classes illustrating their awareness of students' diverse needs. In a minority of lessons, teachers do not plan work to extend the learning of high attainers and gifted and talented students. Teachers are aware of the particular needs of low attainers and students with additional learning needs, including students of determination, but there is no consistent approach yet to planning work which focuses on the specific needs of these students.
- In most lessons, teachers plan work which promotes critical thinking, independent learning and problem solving. This is a strength particularly in phases 3 and 4. Teachers encourage students to use new technologies, though in a few lessons, there are not enough tablets for every student. There is an inconsistent approach to the use of new technologies within and between subjects, consequently students do not yet fully benefit from extensive online research facilities. In many lessons, teachers allow time for students conduct independent research.

Next Steps:

1. Enhance lesson planning to extend the learning of high attainers and gifted and talented students and provide the appropriate support for low attainers and students with additional learning needs, including students of determination.
2. Establish consistent practices for integrating technology across subjects to enhance students' learning, critical thinking skills and independent research.
3. Refine questioning techniques to maintain student engagement and allocate time for peer and self-assessment and reflection at the end of lessons.

Assessment

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

Findings:

- Internal assessment processes are coherent and consistent and are suitably linked to the school's Indian, Cambridge Board and MoE curricula. They provide valid information about students' achievements. However, in a few phases and subjects, assessment outcomes do not match school leaders' own evaluation of the strength of students' achievements. Periodic curriculum assessments are held in all subjects and phases. In KG, teachers use observations and dialogue to assess students' achievements. In other Phase 1 classes, and in Phase 2, curriculum assessments are devised by teachers based on their knowledge of curriculum standards. In phases 3 and 4, past papers and examination board approved assessments are used to measure students' progress.
- The school has effective arrangements for comparing students' performance against national and international expectations. This is as a result of their participation in external standardized assessments, including Ei-ASSET in grades 3 to 9 and CBSE examinations in Phase 4 for English Medium Subjects, and MoE exams for Arabic and Islamic education in Grade 12. The school benchmarks its students' performance against international standards through participating in Trends in International Mathematics and Science Study (TIMSS) and Program for International Student Assessment (PISA). The school carries out further benchmarking of students' outcomes against the outcomes of students of similar ages, in the GEMS group of schools.
- School leaders and heads of departments regularly analyze assessment data. There are systems for tracking students' progress over time in all subjects which are shared with teachers, students and parents. School leaders employ a color-coded approach that provides clear information about students' relative performance and how they are progressing in relation to expectations and predictions.
- School leaders ensure that teachers use information effectively in their planning, so that almost all students' needs are met and that they are provided with the appropriate support and/or challenge which helps them improve their achievement across the curriculum. Teachers understand the different levels at which students achieve, and they group students appropriately in lessons. They do not yet plan consistently well to offer sufficient challenge to gifted and talented students or high attainers. Teachers do not always plan lessons which fully support the additional needs of students of determination and low attainers. School leaders' plans to improve support to these groups of students are at the earliest stage as a result of the reorganization of the inclusion department and have yet to have the desired impact on students' achievement.
- Teachers have a good knowledge of the strengths and learning needs of individuals in their classes. They provide focused challenge for most as a result of the data they have of students' attainment and progress. Occasionally, teachers' feedback is too brief or general and students do not have enough information to reflect on their strengths and areas for improvement. There are suitable arrangements in most lessons for students to assess their own work and that of other students. In a few lessons, there is insufficient time allowed for self-assessment and students do not gain insights into how well they are doing.

Next Steps:

1. Improve the use of assessment data to provide well-focused challenge to high attaining and gifted and talented students, and targeted support for low attainers and students with additional learning needs, including students of determination.
2. Ensure that feedback is always comprehensive and personalized so that all students have a precise idea of their strengths the areas where they need to improve, and next steps to improvement.
3. Ensure that there is sufficient time for peer and self-assessment in all lessons.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum meets all statutory requirements for the MoE, CBSE, and Cambridge frameworks, ensuring comprehensive compliance and alignment with the UAE national vision. It effectively incorporates national identity and Sustainable Development Goals (SDGs), reflecting a commitment to holistic and forward-thinking education. The dual curriculum has a clear rationale that aligns with the school, Emirate, and national vision, offering a well-rounded education, balancing core subjects with scholastic and co-scholastic activities in the CBSE framework. This approach ensures a blend of knowledge and skill development, providing students with a broad and balanced educational experience that prepares them for future academic and personal success. Appropriate learning hours are allocated to all core curriculum subjects within students' timetables.
- The curriculum is planned to ensure continuity and progression across grades within the CBSE and Cambridge frameworks, supported by a well-defined scope and sequence. Strong collaboration between Early Years and Grade 1 teachers facilitates a smooth transition for young learners through academic readiness initiatives, familiarization activities, routine adjustments, and parent workshops. Schemes of work provide clear guidance for progression across units and inform learner-centered weekly and daily plans that incorporate practical, hands-on experiences and effective use of digital tools. The integration of the HPL methodology equips students with essential 21st-century skills. Transition between the two curricula is systematically planned through a three-month bridge program, ensuring students are adequately prepared for the next phase of their education.
- The school offers a range of subjects both in CBSE and Cambridge that provide older students with ample choices to develop their talents and career aspirations. The availability of various combinations in science, mathematics, and business studies allows students to pursue their preferred specializations. The courses offered by CBSE and Cambridge are nearly identical, providing a consistent and cohesive educational experience across both curricula.
- The curriculum integrates elements of the national identity domain and sustainable development goals (SDGs), establishing a foundational framework that aligns with these vital themes. However, its connections to other subjects, such as literature, mathematics, art and social studies remain underdeveloped, limiting interdisciplinary learning opportunities in all phases. In kindergarten, cross-curricular learning links vocabulary, numbers, and other subjects, including Arabic, Islamic Studies, and Social Studies. The planning documents particularly highlight these linkages to the national identity domain, but the consistent application of these elements in day-to-day lessons is limited.

- Regular curriculum reviews are conducted to ensure necessary adjustments are made. Essential skills and competencies in line with the TIMSS and PISA frameworks are incorporated in the curriculum. Middle leaders and Heads of Departments conduct reviews to maintain a whole-school perspective and ensure systematic progression. Annually, the curriculum is updated to meet board examinations requirements. The CBSE curriculum undergoes an annual review and aligns with ASSET and other benchmarking tests. Learning gaps are identified and objectives are revised to meet the expectations for all students. Additionally, Assessment for Learning (AFL) and CAT4 scores are also considered for curriculum revisions. New activities and events are regularly added to address students' social and personal aspirations.

Next Steps:

1. Conduct a comprehensive review of how curriculum adaptations based on CAT4 and AFL data impact student outcomes, refining these processes for greater effectiveness.
2. Strengthen cross-curricular links to encourage students to apply their knowledge and skills across different contexts for enhanced learning.
3. Ensure planned differentiation and tailored learning activities address the needs of diverse learners, including low attainers and gifted students, across all phases.

Curriculum adaptation

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

Findings:

- The school ensures the curriculum is adapted successfully to meet the needs of almost all groups of students. In lessons, activities are designed to challenge students and provide opportunities for progression, with high achievers infrequently engaging in extended tasks. Low-attaining students are closely monitored by teachers and supported by peer buddy systems, fostering collaboration and confidence. For gifted and talented students, the curriculum and lesson plans are tailored to extend and challenge their abilities. Training provided by GEMS central leadership supports the identification and development of these students, however, plans to meet their needs are not consistently applied. Students with additional learning needs, including students of determination are supported through individualized education plans, but these require further personalization to fully address their unique learning needs.
- The curriculum provides opportunities for students to engage in enterprise, innovation, and social contribution through initiatives like flipped classes, the HPL methodology, and inter-school competitions such as "8 Billion Ideas" and the F24 car race. Community-focused projects, including the Tarahum Initiative and family festivals, foster belonging and engagement. Student-led projects, such as an e-waste campaign and the creation of reusable shopping bags, highlight entrepreneurial and eco-friendly practices, while SEWA Day initiatives demonstrate social responsibility. However, teaching strategies and activities do not always enhance innovation skills.
- Appropriate links with Emirati culture are embedded throughout the curriculum, enabling students to develop a secure understanding of the UAE society. Lessons are thoughtfully connected to UAE heritage, and national identity is promoted through assemblies, the singing of the national anthem, celebrating national events and a range of extracurricular activities.

Next Steps:

1. Ensure the learning activities successfully challenge all groups of students.
2. Extend opportunities for enhancing the skills of enterprise and innovation in lesson for students in all phases.
3. Ensure that adequate resources, including teaching materials and technology, are available to support curriculum modifications.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has rigorous procedures for the safeguarding of students and child protection. Key elements of the child protection policy are outlined in the school handbook, which is provided to all students and includes a declaration form for parental acknowledgment. Parents of newly enrolled students attend online awareness sessions, with attendance monitored digitally. Anti-bullying initiatives, including assemblies and targeted in-class sessions, effectively address concerns, while regular training in safeguarding, including bilingual programs, ensures all staff remain updated. The school has effective strategies in place to ensure that all students are protected from all forms of bullying, including online. All members of the school community are informed about safeguarding procedures and students know whom to approach with concerns.
- All stakeholders are proactive in maintaining a very safe, hygienic, and secure environment for students and staff. Systematic safety checks and hazard identification are carried out regularly, with issues promptly addressed using the 'safeguard' application. The school meets all Civil Defense regulatory requirements, including conducting regular fire evacuation and lockdown drills. The health and safety committee, led by the manager of school operations, collaborates monthly with the principal to review policies and monitor progress on school development plan targets, such as cyber-safety and mental health initiatives. Enhanced procedures, like the new online science lab requisition system, have improved hazard identification and risk management in laboratories. Students are well-supervised during bus journeys and drop-off times; however, supervision during transitions and recess requires improvement to reinforce students' behavior expectations and ensure smoother movement, supported by staff training and improved directional signage.
- Despite being old, buildings and equipment are very well maintained. The school has a capital plan, with scheduled refurbishment of specialist facilities, such as the revamp of the junior science laboratory, recently completed. With the advantage of GEMS systems, the school can keep accurate, detailed, and secure records, including medical and pastoral care records, as well as records of incidents and subsequent actions. The record-keeping system is integrated but password protected, allowing authorized staff and teachers to keep up to date with any changes to the status of students under their care. The school contracts external organizations to manage various health and safety functions including the CCTV and alarm system, 24-hour site security, pest control, water quality testing and tank maintenance, laboratory chemical disposal, and the daily cleaning of the school. All the necessary regulatory checks for these essential functions are up-to-date and all contracts are with approved providers. The school has a well-equipped medical clinic staffed by two full-time qualified nurses, one for boys, and the other for girls. Essential medicines are locked in either

a secure refrigerator or locked cupboard within the clinic and nurses supervise the administration of required medication to students, based on parental consents, which form part of the clinic's secure records.

- The school premises provide a very safe environment for all members of the school community. Wide hallways and ramps provide ease of access on the ground floor, but with no lift, not all parts of the school are accessible to those with mobility issues. The school is in the planning stages for extensions and renovations of current facilities that will ensure greater accessibility for all. The school recognizes that with an increasing number of students requiring additional support, the refurbishment of the inclusion facilities needs to be a high priority.
- The school's promotion of safe and healthy living is very effective and systematically integrated into all aspects of school life. The canteen provides a variety of healthy food choices, and fresh drinking water is readily accessible in recreational areas. While most students bring lunch from home and demonstrate awareness of healthy eating, the school is promoting further sun-safety through circulars to parents and PE staff modeling practices. The school promotes fitness and exercise through its spacious outdoor sports facilities, including astro-turf for cricket and volleyball, and shaded play areas for younger children. Recently, shaded and air-conditioned outdoor spaces for senior students have been added, and all damaged shades have been replaced. Medical staff conduct regular health checks, including BMI calculations. Students enjoy PE classes, with more than 400 actively participating in after-school sports, reflecting their understanding of fitness as part of a healthy lifestyle.

Next Steps:

1. Implement the new online science laboratory requisition system to support hazard identification and risk management procedures.
2. Enhance supervision arrangements and hallway signage to ensure smoother movement and maintain consistently high levels of respectful behavior during recess and break-out activities.
3. Promote all aspects of safe and healthy lifestyles according to school policies, ensuring that safety measures for students on school premises are effective and enforced.

Care and support

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

Findings:


- Student-staff relationships are positive and supportive with a focus on students' well-being and their social and emotional development. The school's code of conduct is included in the student handbook. It sets clear expectations of how students should conduct themselves in school, and during school-associated activities. The policy is associated with rewards and sanctions based on a points system, with both positive contributions and infringements tracked by the school's learning management system (Phoenix classroom), encouraging students to take increasing responsibility for their own behavior. A few teachers are yet to develop positive behavior management strategies to deal effectively with misbehaviors.
- The school has systems for recording and monitoring student attendance and punctuality. However, the follow-up of unauthorized absences and lateness is not always effective, and the impact of strategies over time indicates minimal improvements in levels of attendance.
- The school has thorough systems for identifying students with additional needs, including students of determination. The number of students of determination is 12 at this stage. There is an additional number of students across school under observation as potential candidates for additional support. Individual education plans (IEPs) and updated information about students' specific needs for support are regularly shared with teachers. The school is in the process of establishing an inclusion team, having recently appointed a qualified special needs teacher, and providing training to several teachers to prepare them for the role of inclusion teachers. The school is yet to appoint and train the teacher assistants. The school has established criteria for the identification of gifted and talented (G&T) students, using CAT4 data and teacher recommendations, but parent recommendations are not yet part of this process. Only 20 G&T students have so far been identified, with external assessment currently in process, and no advanced learning plans (ALPs) have yet been developed.
- The school provides effective support for most students with special education needs, with after-school interventions and parental engagement supporting progress. Adapting learning tasks to meet the needs of students with additional learning needs, including students of determination, is inconsistent, and the impact of pull-out sessions by the newly appointed special needs teacher is yet to be observed. Though working towards establishing an inclusion department, the school does not offer In-School Support Services (ISSS) for the students with additional learning needs. Gifted and talented students participate in diverse co-curricular and interschool activities. However, Advanced Learning Plans (ALPs) are not yet finalized, and these students are not consistently challenged to extend their learning. The school recognizes the need for broader extracurricular opportunities and greater in-lesson extension activities to better support higher attainers.
- Under the Vice Principal's supervision, the guidance team, including a specialist counselor and two career advisors, provides comprehensive support for students' personal, social, and career needs. Pastoral care is central to the school's holistic approach, with initiatives like the 'Let's Talk Teenage' event involving parents in student well-being. A well-being application tracks health, attendance, and behavior effectively. Career guidance plans for Phase 4 students include fairs, virtual events, and personalized sessions, complemented by student-driven research using school-provided software and library resources. Recent appointments to the team have enhanced academic and career support, fostering regular, personalized interactions for senior students planning their next steps.

Next Steps:

1. Provide new teachers with a range of positive behavior management strategies to ensure consistency in students' adherence to the school's high standards of behavior.
2. Improve attendance and punctuality to a consistently very good level by raising awareness of the importance of regular attendance to raise achievement.
3. Provide more rigorous identification and effective support and challenge within lessons for students with additional learning needs, and those who are gifted and talented, to extend their learning progress and optimize their potential.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good 


Findings:

- The school's senior leadership team, with the active support of the Governing Board, sets a very clear direction and promotes a vision that is shared by the whole school community. Senior leaders share a clear commitment to the UAE's national priorities and the national agenda. The principal and school leaders ensure that the school maintains an inclusive admission policy and effectively supports students with additional learning needs.
- Senior leaders demonstrate a thorough knowledge and understanding of the curriculum and best practices in teaching, learning, and assessment. The school is incorporating best teaching practices into its curriculum and conducting teacher's training focused on responsive teaching focusing on increasing students' achievement, personal development and learning skills. The school culture focuses generally on being inclusive and on students' learning and personal development.
- Relationships and communication with all stakeholders, including parents, are consistently professional and highly effective. Leaders delegate roles and responsibilities across the school, including phase and subject leaders, fostering a culture of shared responsibility. Middle leaders know their roles and are accountable for raising student achievement, though their impact is yet to be seen. Morale throughout the school is very positive.
- Senior leaders demonstrate a clear and accurate understanding of the actions required to improve the school. They have identified key areas for development, including holding middle leaders accountable for their responsibilities and impact on students learning. Another key area is enhancing the processes for identifying students of determination and gifted and talented students. Additionally, leaders acknowledge the importance of enhancing the provision for these groups to ensure the needs of all students are met effectively. Staff recognize the value of external evaluations and integrate their findings directly into the school improvement planning process, reflecting a commitment to continuous improvement.
- Leaders hold staff accountable through formal and informal lesson observations. Leadership has demonstrated success in raising students' achievements, particularly in Islamic education and Arabic as a first language, across almost every phase. Achievements in other subjects have shown improvement in Phase 4. Leaders are aware of the need to hold middle leaders fully accountable for their responsibilities to ensure sustained progress. The school remains fully compliant with statutory and regulatory requirements.

Next Steps:

1. Sustain and enhance the quality of provision across all subjects to ensure continuous improvement in student outcomes.
2. Strengthen the processes for identifying students of determination and gifted and talented students, and enhance the support provided to meet their diverse needs effectively.
3. Establish robust accountability measures to ensure that all middle leaders fulfill their responsibilities with consistency and impact.

School self-evaluation and improvement planning

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

Findings:

- The school employs a systematic and rigorous approach to self-evaluation by utilizing various sources for its review. Information is analyzed and used to assess the quality of the school's provisions. The senior leadership team collaborates with middle leaders, who then engage their departmental members in the process. The school is aware of its strengths, weaknesses, and areas that require improvement. The insights gained from the self-evaluation process, coupled with issues highlighted in the previous inspection report, contribute to the school's development planning. This planning accurately identifies the school's priorities.
- Teaching and learning in the school are effectively monitored and systematically managed by senior and middle leaders. They conduct both informal learning walks and formal lesson observations, providing feedback to teachers afterward. The monitoring processes focus on student outcomes as well as the quality of teaching. However, these processes need to be strengthened, as the quality of teaching varies across different subject areas and throughout the school.
- School improvement planning is coherent and well-structured, and considers a wide range of evidence, including results from international assessments. Senior leaders regularly meet to discuss progress toward agreed-upon targets. Recent improvement plans have led to significant enhancements in various aspects of the school's operations. However, some areas of the school improvement plan would benefit from clearly defined success criteria to specify the intended outcomes of the proposed developments.
- Significant progress has been made in addressing recommendations from the previous inspection report, with the school demonstrating sustained improvement in many areas. While several recommendations have been implemented, their full impact on students' achievements has yet to be realized.

Next Steps:

1. Strengthen the monitoring processes for teaching and learning to ensure greater consistency in the quality of teaching across all subject areas and phases of the school.
2. Refine school improvement plans by incorporating clear, measurable success criteria that explicitly outline the expected impact on student outcomes.
3. Continue to focus on the implementation of recommendations from the previous inspection, ensuring their sustained impact on students' achievements is fully realized.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school effectively engages parents as partners in their children's education. Parents are invited to participate in various school events, and they express high satisfaction with the regular opportunities provided for them to be involved in the school community. The school actively seeks parents' opinions on important matters and takes their feedback seriously, implementing changes when possible. Parents' support has positively impacted their children's learning, helping to maintain high standards and facilitate improvements in certain areas.
- The school's communication with parents effectively ensures they are consistently well-informed about their children's learning and development. Different platforms are used to ensure parents are well informed, including online and face-to-face communication channels.
- The comprehensive and detailed reporting system provides parents with regular updates on their child's attainment, progress, and personal development. Reports are issued termly and include both written feedback and face-to-face meetings, offering a holistic view of social, personal and students' academics. Senior leaders emphasize proactive communication, ensuring that parents are promptly informed of any concerns related to behavior, demeanor, or progress, which may result in more frequent reporting, particularly with parents of students with additional learning needs. This approach ensures that parents are well-informed and actively involved in supporting their child's development.
- The school has made some links with the local community involving mainly the older students. These include local environmental groups and a local technology company. There are few national and international links, apart from students entering competitions in which they compete nationally or internationally.

Next Steps:

1. Strengthen partnerships with the local, national, and international communities by developing more student-led initiatives and expanding opportunities for meaningful engagement beyond competitions.
2. Continue to enhance proactive communication with parents by ensuring all platforms are consistently used to provide timely updates and feedback on students' progress, behavior, and development.
3. Foster greater and further involvement of parents in the decision-making process by creating structured opportunities for their input on school improvement initiatives.

Governance

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- Governance includes wide representation from all stakeholders, ensuring that diverse perspectives are incorporated into decision-making processes. The structure includes parent and teacher representatives, providing a direct channel for their input on important matters related to the school. Arrangements are also in place to gather the views of students, teachers, and parents through formal surveys, alongside communication facilitated by stakeholder representatives. These mechanisms ensure that governors maintain a comprehensive understanding of the school and effectively address the needs and expectations of the school community.
- Governors are in regular contact with the principal and with relevant members of the GEMS organization and are very much involved in the school's ongoing development. They systematically monitor the school's actions and hold the senior leaders accountable for the quality of the school's performance, including the achievements and personal development of all students. However, more focus is needed on the role of middle management in the school.
- The Board provides appropriate staffing and resources for the school, although a few posts are currently unfilled. They are effective in ensuring that all statutory requirements are met.

Next Steps:

1. Strengthen accountability measures by holding both senior and middle leaders responsible for their roles in improving school performance, particularly in relation to student achievements and personal development.
2. Provide increased expertise, particularly in the area of inclusion, to support further development within the school.
3. Address the current staffing gaps by prioritizing the recruitment and retention of qualified personnel to ensure consistent delivery of high-quality education and support.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the daily functioning of the school are well organized, with the school's day-to-day management procedures and routines, including timetabling, creating an environment conducive to learning. However, the school's monitoring of policies, especially those covering aspects such as health and safety and student supervision arrangements during breaks and between classes, requires continued rigor and vigilance to ensure smooth and safe operations continue. Given the recent influx of new students at all levels, policies such as those covering behavior management, and attendance and punctuality, require more effective strategies to be developed in consultation with parents, staff, and students, in order to ensure an ongoing positive impact on students' achievements and personal development.
- The school is appropriately staffed with suitably qualified personnel who are appropriately deployed to align with the mission and vision of the school, although there are a number of posts currently unfilled. Teacher retention has improved, and turnover is now only 5% from 18 % previously. Staff benefit from regular professional development that is tailored to the specific needs of the various divisions, focusing on the implementation of high-performance learning (HPL) to improve teacher quality, as well as ensuring the health and safety teams have the knowledge and skills that they require to continue to provide a safe and secure learning environment. Where there are vacancies, such as in the inclusion team, SLT encourages internal applicants to upskill, as well as bringing new expertise, enabling educational continuity through coaching and mentoring whilst also building leadership capacity and capability to ensure career succession. However, the school needs to strengthen the newly formed inclusion team by appointing a full-time, appropriately skilled and qualified SENCO, to better cater for the learning needs of an increasingly diverse student population. The school also needs to ensure there are adequate numbers of suitably trained teacher assistants to support the learning progress of students with additional learning needs who will be identified, given the full implementation of the recently revised inclusion policy.
- The older, but well-maintained school premises include specialist facilities to effectively deliver the curriculum, courts to engage students in physical activity, a canteen to provide healthy food choices, and clinics that address their health needs. Some of the classrooms are small to accommodate the number of students, especially when cooperative projects are planned. While there are ramps and wheelchair-friendly wide corridors, there are currently no lifts to allow access to upper-level facilities for individuals with mobility issues. The school has plans for further refurbishment, as well as extensions, to cater for projected senior phase roll growth that include more classrooms, and a music and arts suite.
- Classrooms are adequately resourced with digital teaching technologies and the school has adopted a bring your own device (BYOD) policy to allow students access to technology to support their education. The school has access to ample local resources to support curriculum delivery, but the degree to which teachers use these to meet the needs of a growing diversity of learners, stimulate problem-solving and innovation, and raise awareness of the importance of environmental sustainability, is variable.

Next Steps:

1. Strengthen the inclusion team by appointing a full-time, qualified Special Educational Needs Coordinator (SENCO) and sufficient teaching assistants to support lower-achieving students, including those with additional learning needs.
2. Plan for expanded facilities to accommodate current and future senior school enrollment, ensuring access for students and staff with mobility issues.
3. Provide training for teachers to more effectively utilize the school's range of resources, particularly the use of locally contextualized resources, and those that promote the school's focus on sustainability, to better meet the learning needs of the school's increasingly diverse student population.

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