دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION AND KNOWLEDGE

Irtiqa'a School Inspection

AY 2023/24

Aldar Academies-Al Yasmina School L.L.C.

Rating: Outstanding

Contents

School Information

General Information	
Name	Aldar Academies-Al Yasmina School L.L.C.
Esis Number	9096
Location	Abu Dhabi - Khalifa City
Website	http://www.alyasminaacademy.sch.ae
Telephone	025014888
Principal	Keith John Miller
Inspection Dates	08 to 11 May 2023
Curriculum	British

Information On Students	
Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	2320
Number of Emirati students	1122
Number of students of determination	55
Largest nationality group of students	UAE - Britain - Egypt

Information On Teachers	
Number of teachers	208
Nationalities	United Kingdom (UK) - Egypt - Ireland
Number of teaching assistants	10

Changes since the previous inspection

The school's overall rating has not changed since the last inspection in 2019, and students' overall achievement has remained outstanding since the previous inspection. Progress has improved in Islamic education from good to very good in phases 2, 3 and 4, in both Arabic as a first and an additional language from good to very good in phases 2 and 3, and from good to outstanding in Phase 4, and in UAE social studies from good to very good in phases 2 and 3. Attainment has improved in Islamic education from good to very good in Phase 2, and from acceptable to good in Phase 4, in Arabic first language from acceptable in all phases to good in phases 2 and 3 and very good in Phase 4, in Arabic as an additional language from good to very good in phases 2 and 4, and in UAE social studies from acceptable to good in Phase 3.

In English, mathematics and science, there were improvements, in progress in English in Phase 3 and mathematics in Phase 1 both from very good to outstanding. While progress has improved, attainment has declined from outstanding to very good in some subjects, notably English (phases 2, 3 and 4), and science (phases 1, 2 and 3). Attainment in mathematics in Phase 4 has improved to outstanding. Assessment data indicates that declines in attainment in English, and science are attributable to a doubling of the school's population in all phases, mostly students who speak English as an additional language. To redress this issue, there is a school-wide focus on reading and writing activities at home. Students submit book reviews of books they have been given to read and the students are given opportunities to share what they have read with their peers in class.

The improvement in achievement in all Arabic-medium subjects has come about after a concerted effort by the school to address the main recommendation from the previous inspection report. Actions taken by

the school to bring about these improvements to the MoE subjects included using learning platforms effectively to help in supporting the development of listening, speaking, reading, and writing skills, allowing teachers to assign the leveled tasks required for every student to secure progress. This system facilitated the extension of the learning progress of identified groups, including the gifted and talented and students of determination (SoD). Other actions undertaken by the school to raise the achievement levels of Islamic education, Arabic and UAE social studies include providing further opportunities to practice extended reading and writing in Arabic. Students participated in Aldar Education and Al Yasmina reading initiatives, which also involve parents who monitor and help students improve their reading skills at home. In addition, teachers tailored guided reading sessions in Arabic first language classes and involved parents and Post-16 students to help support the development of younger students' skills. There is a focus on the practice of reading sight words in the primary phase, enhancing reading accuracy and fluency.

To motivate learning, students are encouraged to become involved in many events, including Arabic language week and National Day, and in participating in competitions that lead to strengthening their reading skills in addition to their personal and social development. The students have also organized and led Arabic language book fairs at school. Leaders schedule guided reading lessons every other week for years 3 to 6 and every week for years 1 and 2. The impact of these activities became apparent with the implementation of a more regular assessment of reading and monitoring of what students were reading through both testing and platform reports. The positive impact of these strategies is reflected in the increased number of students attaining higher levels in reading. There is now and increasing the level of challenge in listening and speaking skills. Following recent training, teachers adapt the lessons and plan for at least 5 to 10 minutes of speaking using standard Arabic in every lesson. The teachers also stream the students according to their various learning levels for Arabic to tailor support for building students' skills, particularly reading and writing skills. The work in student copybooks shows their practice of writing skills, with more extended writing evident. Teachers give a greater focus to speaking standard Arabic in lessons was another strategy employed. Protocols have been put in place, and the language of instruction and conversation in lessons is now formal, standard Arabic. Even if they have difficulties, the students are encouraged to communicate and share their answers and ideas using standard Arabic. The speaking examinations are personalized, based on the different criteria for every year group, and feedback on how to further improve their speaking skills using standard Arabic is given. The online learning platforms are used to support students' learning and the application of speaking skills using standard Arabic, during lessons and even in their daily conversations as much as possible. Teachers are providing a greater challenge in Arabic-medium subjects to extend the learning of all students, particularly the more able. Increasing numbers of students participate in a number of competitions and events that support their speaking skills in classical standard Arabic, extended writing and analytical skills such as challenging reading competitions, British Schools in the Middle East (BSME) competitions in Arabic for non-Arabs, the time of changes writing competition, and Create in Arabic competition. Students take the lead in presenting their learning in these events. The gifted and talented students in particular take a leading role in speaking at such events. In campaigns celebrating the national culture and heritage, students participated in the 'Love him, follow him' campaign which is aimed at promoting Emirati values and traditions amongst their peers. This campaign has been incorporated into the high attainers' portfolio, which highlighted both their presentation skills as well as their leadership skills. In a few Islamic education lessons, the more able students role-play as religious scholars (Muftis) and present their learning using the academic Mufti language and the application of formal, standard Arabic. Talented students take the lead in the A level open evening to market Arabic subjects to Year 11 students and parents, as well as taking lead roles in official events and national identity events such as National Day, Martyr Day, National Education Day, Ramadan events and in celebrating Prophet Mohammad's (PBUH) birthday. Qur'an recitation, speaking using Standard Arabic and presentation skills are also strategies used by the school to advance Arabic language learning.

The previous inspection also recommended that the school develop a wider range of analytical skills in subjects at A level (Advanced Level of the General Certificate of Education), particularly mathematics and chemistry. The subject reports for science and mathematics show outstanding attainment in both these areas, which is an improvement in mathematics. From the lessons observed and examination results, it would seem that Phase 4 students now have a wider range of analytical skills to call upon in conducting experimental work in science, and projects in mathematics.

While teaching and assessment, the protection, care, guidance and support of students, and leadership and management have remained outstanding, there have been substantive improvements made in each of these areas, including the more rigorous use of data to personalize learning, the introduction of a high-performance learning framework (HPLF) to promote students' holistic development, the embedding of the

distributive leadership model and the introduction of action research projects as part of the school's community of practice. Leaders have been proactive in redressing all the recommendations from the previous inspection report. The school's capacity to improve is therefore outstanding.

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

The school participated in TIMSS examinations in 2019. Most students attained in line with national and international standards for mathematics, attaining the intermediate benchmark for both Year 5 and Year 9. In science, most students attained in line, attaining the intermediate benchmark for Year 5 and in Year 9 the majority attained above expectation, gaining the high benchmark. The school has recently undertaken TIMSS 2023 and is awaiting results.

PISA testing last undertaken in 2018, placed the school for reading, mathematical and science literacy slightly above the UAE average benchmark and below the international mean.

School leaders are fully aware of the TIMSS and PISA targets set for the school. School leaders are preparing most students to attain above the national and international standards in TIMSS and PISA assessments. To achieve and monitor these targets the school has reviewed the curriculum content and schemes of work to include TIMSS- and PISA-style questions into the teaching sequence. For example, in phases 2 and 3, the school has introduced a mathematics program to strengthen students' reasoning, critical thinking and problem-solving skills.

Heads of departments for English, mathematics and science include TIMSS and PISA targets in their plans and the whole school development plan, emphasizing the importance of teaching students how to solve problems and to think critically. Teachers work very effectively together to share their subject expertise and how to teach some aspects of the curriculum to meet the TIMSS and PISA expectations. English teaching is supporting students to read regularly and more proficiently, to strengthen literacy skills and to help raise attainment.

Students are provided access to past papers to help them improve their learning and scores. Teachers assess students' learning regularly and encourage them to assess the quality of their work. Continuous assessment is very well embedded in English, mathematics, and science; for example, in Year 13 mathematics students possess strong skills to check and triangulate the accuracy of their answers with those of their teachers and peers.

The school has yet to fully raise awareness of the importance of these international tests with all parents, as a few did not understand the value of their children participating and hence did not encourage them to take the preparation seriously.

Reading

The school has two libraries, in the primary and secondary schools respectively. Both are very well-resourced, with a wide range of books available in both Arabic and English, covering a range of fiction and non-fiction titles as well as reference books, magazines, encyclopedias, and specialist subject texts. Both libraries are staffed by qualified and experienced librarians who encourage all students to read and enjoy reading. The collections are neatly organized and easily accessible to students. The libraries are effectively used to support and enhance reading, providing comfortable spaces for students to read at their leisure as well as desk space for older students to study and research. In the primary phase, students have a timetabled lesson each week, where they can choose books to take home. The primary library gives

students access to early readers and fiction books, including Roald Dahl and adventure stories that appeal to boys. In the secondary school library, students have access to classic novels as well as books that appeal to both male and female teenage audiences. The school's plan to promote reading in both Arabic and English includes a range of in-school activities such as reading challenges, Drop Everything and Read (DEAR), and book-tasting sessions where students encounter new books. The school also uses reading campaigns to promote reading in both Arabic and English. This includes reading recommendations from staff and conversations inspired by the books that they have read. The secondary library provides support for students who are struggling with their reading, with identified students supported weekly by Year 12 students to encourage them to read. Both libraries are open during lunch times for students to have lunch, choose a book, and discuss reading. In addition, timetabled class reading sessions in Phase 2 allow students to have focused time to work on their reading skills. In Phase 1, children have access to books in their classrooms and open areas where they can select and read books on their own. The school's reading plan identifies improving student reading skills as a key focus across the school in both Arabic and English and Phase 1 and Phase 2 staff are to be trained in school-wide phonics programs. Progress in reading is assessed by staff, with students undertaking regular diagnostic reading tests in both Arabic and English and staff track reading development using an online record system. Reading skills are tested regularly and this information is used to provide targeted support to specific students. Reading skills are developed across subjects, including UAE social studies where students read presentations to their classmates, mathematics where they explain complex calculations and science where reading supports environmental topic investigations. All students also have access to online platforms which provide texts that students can read either in class or at home, as well as enabling them to test their knowledge of the book they have just read. When a student accesses a book, an electronic code gives access to relevant questions that are used to ascertain their understanding of what they have read. In Arabic, 'Bravo Bravo', Alef and Little Thinkers online platforms provide reading activities and interactive exercises aligned to the Arabic language for students in years 1 through to 13. There are also Aldar reading competitions and Arabic language week initiatives.

Strengths of the school

- The strength of the school is evident in the outstanding results in external examinations at (I)GCSE and A level. The school has improved progress and attainment in all MoE subjects and maintained outstanding progress in English, mathematics, and science. These gains in progress have occurred because teachers have developed more personalized learning for individuals and identified groups based on rigorous analysis of accurate data.
- The adoption of a High-Performance Learning Framework (HPLF) has seen the quality and consistency of teaching improve across the school. This framework systematically develops the cognitive skills, values, and attributes needed for students to thrive. By focusing on how to behave as well as how to think, HPLF enables students to develop personally and socially, as well as academically, preparing them very well to be successful in their chosen occupations and as active citizens.
- Modern, well-resourced facilities promote inclusivity and enable students to thrive. The vibrant and welcoming learning environment is richly decorated by high-caliber student work, which acknowledges the effort of those whose achievements are displayed and provides inspiration for other students to do their best. Wide halls, lifts, and ramps facilitate easy access for anyone with mobility difficulty. Open spaces adjacent to classrooms allow break-out groups of different abilities to work on tailored projects suited to their level or for specialists to provide additional support to extend the learning of those students with identified learning needs. Well-equipped science and technology laboratories and art, music and sports provide specialist areas where students can develop skills in areas related to their hobbies or future careers.
- An effective distributive leadership model and positive partnerships with parents have maintained excellent provision. Leaders at all levels are empowered to act, and they have a clear focus on ensuring that educational provision ensures that every child thrives to reach their potential.
- The active involvement of parents in their children's learning, in events, as first teachers, as role models in interesting occupations, has supported teachers in smoothing and accelerating the learning journey. Parents bring an international perspective that broadens the horizons of all within the school community

Key Recommendations

1. Improve achievement further to a consistently high level in all Arabic-medium subjects and raise attainment in English in all phases, mathematics in phases 1 and 2, and sciences in phases 1, 2, and 3 so that it is outstanding by:
• providing children and students with greater opportunities for writing for specific purposes in both Arabic and English, particularly in phases 1 to 3.
• enabling students to take a greater role in their own learning by providing more opportunities for student-led discussion and presenting their work.
• Setting expectations for students to prove their answers and provide reasons to justify their answers in mathematics.
• ensuring all students understand and apply scientific methods.
2. Further strengthen teaching and assessment by:
• extending the learning of higher attainers by developing more complex challenges as an integral part of every lesson.
• personalizing learning consistently to meet the needs of an increasingly diverse student population.
• using benchmarking information more rigorously to improve achievement in Arabic-medium subjects.
3. Further strengthen leadership by:
• working with parents and students themselves to develop more effective strategies to improve attendance and punctuality.
• checking to ensure that all teachers are consistently applying best practices in using assessment for learning to promote students' progress.
• embedding fully and integrating consistently the innovative initiatives designed to create an inclusive, holistic, and excellent educational environment

Overall School Performance: Outstanding

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

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

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

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Curriculum adaptation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

PS6: Leadership and Management	
The effectiveness of leadership	Outstanding
School self-evaluation and improvement planning	Outstanding
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding

Inspection findings

PS1: Students' achievements

Islamic Education

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


Holy Qur'an and Hadeeth


Islamic values and principles


Seerah (Life of the Prophet PBUH)


Faith


Identity


Humanity and the universe

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

Findings:

The school's most recent internal assessment information indicates that most students' attainment in the academic year 2021-22, in Islamic education is above the MoE curriculum standards in phases 2, 3 and 4. This does not match what was observed in lessons where the large majority of students in Phase 2 and the majority in phases 3 and 4 attain above curriculum standards. In Year 12 externally marked MoE assessments, students' attainment was seen to be outstanding in 2021-22 results. There is no external benchmark assessment data for this subject in other year groups.

In lessons and recent work, the large majority of students in Phase 2 and the majority in phases 3 and 4, demonstrate knowledge, skills and understanding of Islamic concepts, values and purposes that are above curriculum standards. In Year 5 in Phase 2 for example, the large majority of students know and understand the provisions of fasting and its purposes. However, a few were unable to recognize and list the validators of fasting. The majority of students in Year 10 in Phase 3, demonstrate knowledge and understanding of Islamic rules and purposes, and identify the meaning of legal rulings and recognize what is permitted and prohibited from mandated rulings. In Phase 4, recent work shows that the majority of students demonstrate knowledge of Islamic values and principles and show an understanding of the significance of the institution of marriage and family life. Students across the phases practice well guided recitation skills, with the support of a specialized assistant teacher, and follow the 'Tajweed' they acquire and learn. The large majority of students in Phase 2, for example, are able to recognize 'Qalqala' and 'Ghunna' letters and apply their rules in their recitation of verses from the Holy Qur'an. The large majority of students in Phase 2, and a majority in phases 3 and 4, are familiar with a number of verses from the Holy Qur'an and Noble Hadeeth, and apply Tajweed rules in their recitation. However, they do not always know the meaning of Qur'anic vocabulary. Overall, the students across the phases are able to link their learning to real-life practices and scenarios. They are kept up to date with current matters and understand how Islamic values influence their daily life. For example, conducting voluntary fasting on assigned days such as 'Arafah' and the three middle days of Hijri months.

Over the past three years, attainment in internal assessments has been consistently above curriculum standards across all phases. Further improved performance in Islamic education at all levels has been limited by lack of fluency in Arabic language skills.
The school's internal assessment information indicates that in almost all years across the phases, most students have been consistently making better-than-expected progress, over time and from their starting points. This is not observed in lessons and students' work, where the large majority of students in phases 2, 3 and 4 make better than the expected progress in relation to learning objectives aligned with the curriculum standards. In Year 4 in Phase 2, students build on recitation rules previously acquired, and recite verses from Surrah Al Balad, applying proper manners of recitation such as listening and reverence, as well as rules of 'Qalqalah', 'Mudood' and 'Ghunna'. However, a few struggled to recognize the letters of 'Qalqalah'. In Year 6, students build on their knowledge and understanding of the rules and etiquettes of performing Friday prayer and the merits gained. Through role-playing activities, the students identify how the prayer is performed and the roles and responsibilities of the 'Imam' and 'Mu'azzin. A few are unable to explain what happens when one arrives late to prayer and misses the sermon for example. In Phase 3, students in Year 7 make gains in their knowledge of Islamic rules of fasting and identify the purposes and benefits of voluntary fasting. They are able to distinguish the types of fasting, but a few find it difficult to list the recommended voluntary fasting days, other than Mondays and Thursdays of every week, such as 'Yaoum Arafah'.
Assessment information provided by the school indicates that there is little difference in the progress rates made between boys and girls. The students of determination (SoD) in phases 2 and 3 are supported well and they make similar progress to their peers against their individual education plans (IEPs). There is also no difference in the progress made by Emirati and non-Emirati students across the phases. However, without sufficient challenge in lessons, the progress of the high attainers, and their learning experiences are not always sufficiently extended and accelerated.

Next Steps:

1. Deepen understanding of the precise meaning of Qur'anic vocabulary acquired in lessons by routine use of interpretation books such as Tafseer books, in Phase 3 particularly.
2. Present well-evidenced arguments to support students' daily practices in all phases, by employing references from the Holy Qur'an and Noble Hadeeth when discussing Islamic practices and when making links to real-life experiences.
3. Expand the students' understanding of the rationale behind the setting of Islamic laws and regulations and their impact on society by deepening their understanding of the consequences of not following them, particularly in Phase 3.

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	Not Applicable	Good	Good	Very Good
	Progress	Not Applicable	Very Good	Very Good	Outstanding

Findings:

The school's internal assessment data for the academic year 2021-22 suggests attainment for most students in phases 2, 3 and 4 is above curriculum standards and is outstanding in Arabic first language. These standards are not observed in lessons where the majority of students in phases 2 and 3 and the large majority in Phase 4 attain levels that are above curriculum standards. In external assessments, students' attainment was seen to be outstanding overall. The attainment of students in externally marked Year 12 MoE exams in 2021-2022 was outstanding. In 2021-2022, the International General Certificate of Secondary Education (IGCSE) results indicate weak attainment, as only a large majority of Year 11 students attained levels that were in line with curriculum and national standards. The school's Year 13 A level attainment results for 2021-22 were outstanding, with all achieving above curriculum standards. The external Academic Benchmarking Test (ABT) data for 2021-22 indicates outstanding attainment in phases 2, 3 and 4 because most students attained above curriculum standards. In lessons and students' work, the majority of students in phases 2 and 3, and the large majority in Phase 4 demonstrate knowledge, skills and understanding that are above curriculum standards, and demonstrate secure speaking and listening, reading and writing skills.

In Year 3 in Phase 2, after students listen to a story read aloud to them, a majority can talk about the main events and key elements of the story. They are able to read short passages and rephrase the story using their own language, employing vocabulary words acquired in lessons. However, writing in lessons is mainly limited to filling in blanks or writing short answers. The majority of students in Year 7 in Phase 3 can analyze the artistic elements of a novel and identify the characteristics of the main characters and their impact on the course of events. A few students are not able to deduce the meaning of vocabulary words in context. In Phase 4, a large majority of A level students in Year 13 are able to discuss a play and analyze the techniques the author uses, such as imagination, personification and sounds to achieve an effect on the readers. The students hold discussions and justify their views and ideas confidently, using standard Arabic. Only a very few students do not show confident use of standard Arabic, tending to occasionally use words of colloquial language.

Over the past three years, the school's internal attainment data suggests that most students have consistently attained levels above the curriculum standards in all year groups. Similarly, A Level trend data show the maintenance of consistently outstanding results between 2019-20 and 2021-22. However, the IGSCE data for the previous three years show a declining trend, from very good in 2020-21 to weak in 2021-22. This is the result of the impact of the COVID-19 pandemic, which limited students' abilities to reinforce

their language skills, prompting the school's recent focus on reading and writing using standard Arabic. Internal assessment data indicates that most students across phases 2, 3 and 4 make better than the expected progress from their starting points and against curriculum standards.
In lessons and in students' work, the large majority of students in phases 2 and 3 and most in Phase 4, make better-than-expected progress in relation to learning objectives aligned with the curriculum standards. In Year 6 of Phase 2, a large majority of students develop very well the ability to read and analyze a short story about overcoming one's fears and enjoying life, and identify the genre being fiction or fact. They make progress in their knowledge of identifying the main elements of the story, such as setting, climax and resolution. They are able to rearrange the sequence of events by using their imagination and critical thinking skills. A few students write short simple sentences, rather than complex sentences as expected from them.
In Phase 3 Year 9, the large majority of students build very well on their improved reading skills and fluently read a narrative about the struggle for survival. They develop secure inference skills and are able to deduce the meaning of new vocabulary words in context. Even though writing skills have improved and students are now starting to write for specific purposes, a few students still produce less well-structured sentences when communicating and sharing their learning. Bookwork from Year 11 students who were on examination leave show that they have developed a strong understanding of analytical and comparison skills. Students at this level attending a revision lesson demonstrated higher order reading and speaking skills and the ability to compare two different narratives about the relationship between traditional Chinese medicine and modern-day medicine, providing strong arguments for which one they believe is more effective. In Phase 4, a large majority of students' make above expected progress in lessons and their recent work with, for example, Year 13 students showing that they are developing the ability to read and analyze an article to determine the writers' style in terms of word choice and the rhetorical styles used in the text.
The school's assessment data indicates that all groups of students make better-than-expected progress. Boys and girls in all year groups make similar progress in learning their reading, speaking and listening, and writing. In all year groups, there are no noticeable differences between the amount of progress Emirati students make compared with expatriate students. The school has identified students of determination (SoD), and with the appointment of a SENCO, provision is now focused on in-class learning, resulting in SoD making similar rates of progress to their peers, and against their IEP targets. In Phase 3, although lesson observations identified similar rates of progress for SoD, the school's SEF highlighted that progress for this group is only at the expected level. The school plans to use better-matched reading resources to lift performance in Phase 3. While most G&T make above expected progress according to SEF data, in lessons, the more rapid progress of higher attainers (including G&T) is hindered because of a lack of sufficient challenge in lessons.

Next Steps:

1. Engage in extensive writing activities for a range of purposes, such as writing narrative passages, rephrasing texts, and writing reports, to further develop extended writing, in phases 2 and 3.
2. Participate more confidently in conversations and discussions in phases 2 and 3 by reading aloud clearly and expressively, using standard Arabic, and applying correct grammatical rules.
3. Deduce more effectively the meaning of new vocabulary words in phases 2 and 3 by using clues in contexts of stories and different narratives.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Not Applicable	Very Good	Good	Very Good
	Progress	Not Applicable	Very Good	Very Good	Outstanding

Findings:

The school's most recent internal assessment data for the academic year 2021-22 indicates attainment for the large majority of students in phases 2, 3 and 4 is above curriculum standards. These standards are not observed in lessons and recent work where although the large majority of students in phases 2 and 4 attain levels that are above curriculum standards, only the majority attain above in Phase 3. In external assessments, students' attainment was seen to be outstanding overall. In Phase 4, in MoE externally marked Arabic as second language examinations, all the Year 12 students attained levels that are above curriculum standards in the 2021-22 results. In 2021-2022, IGCSE results indicated that most Year 11 students attained levels that were above curriculum standards and A level results indicated that all Year 13 students attained levels above curriculum standards. However, these outstanding attainment standards were not confirmed by lesson observations and recent student work, where only the large majority of students in phases 2 and 4, and the majority in Phase 3 demonstrate knowledge, skills and understanding that are above curriculum standards. Students demonstrate secure speaking and listening, reading, and writing skills. In Phase 2, students read short phrases and sight words, and they are able to sound out the letters. They listen to a story read aloud to them and talk about what they understand using familiar words and vocabulary they acquired in lessons. They apply phonic skills to read new vocabulary words and use picture words to consolidate their understanding. However, their writing skills lag behind their listening and reading skills. They mainly copy words rather than attempting to write them from memory. Writing in lessons is mainly limited to filling in blanks or writing short answers.

The majority of students in Phase 3 read and infer information from texts and are able to deduce the meaning of simple words from context. However, they are less confident to write their own original sentences and answers or create phrases using familiar words. A few students in phases 2 and 3 who have recently joined the school are not yet fully confident in comprehending what is said, when speaking is at pace, nor in reading.

The very small number of A level students in Phase 4 demonstrate secure higher order speaking skills. They communicate their learning very clearly and apply the important rules of grammar and punctuation. They are able to expressively talk about personal matters in formal standard Arabic, making very few mistakes. Their written work in books shows higher-order writing skills and strong application of correct spelling and spelling rules.

Over the past three years, the school's internal attainment data suggests that most students in phases 2 and 4, and the large majority in Phase 3 have consistently attained levels above the curriculum standards in all year groups. This is because the assessments are not well-aligned to international standards. The school is currently seeking external assessments to measure the attainment of the students in Arabic as a second language against international standards.

Internal assessment data indicates that most students across phases 2, 3 and 4 make better than the expected progress from their starting points, and against curriculum standards.

In lessons and in students' work, the large majority of students in phases 2 and 3 and most in Phase 4, make better-than-expected progress in relation to learning objectives aligned with the curriculum standards.

The large majority of students in Phase 2 develop well the ability to understand short and simple texts and talk about key information related to personal topics such as family and life at home. In Year 5 of Phase 2, students confidently read sight words and short sentences and develop their use of pronouns, adjectives and simple verbs when talking about life at home and their family members. They demonstrate confidence

in singing a song in Arabic about their homes and consolidate their learning of new vocabulary words by using movements and role-playing.
In Phase 3, the large majority of students, build on their improved reading skills and confidently read narratives related to familiar social topics such as their aspirations for the future, and they can follow new technical language by considering the context. They construct short sentences and use words from their growing vocabulary. They develop secure inference skills and are able to deduce the meaning of words as they appear in context. Writing skills have improved and students are now starting to write independently. A few students still produce work with spelling errors or underdeveloped handwriting.
Bookwork from Phase 4, shows that Year 13 students, who were on examination leave, have developed a strong understanding of texts, showing high levels of analytical and comparison skills, as well as advanced writing skills. A very small number of students in attendance for additional tuition demonstrated higher order listening and speaking skills and were able to expressively talk about themselves, what their hobbies are, and their future plans to study at universities as well as their aspirations for the future. They employed strong use of standard Arabic and applied correct grammar and punctuation rules throughout their conversation. They answered the teacher's questions confidently and presented strong arguments defending their opinion.
The school's assessment data indicates that all groups of students make better-than-expected progress. Boys and girls in all year groups make similar progress in speaking and listening, reading, and writing. The school has identified students of determination (SoD), and most make better than expected progress against their IEP targets, except for in Phase 3, where only expected progress is made. The school is now focused on in-class learning rather than withdrawal, with the aim to help these students improve their speaking and listening skills. The gifted and talented students make above expected progress in phases 2, 3 and 4, according to the school's assessment data, but in lessons, the high attainers' progress was not accelerated because the differentiated activities were insufficiently challenging to extend their thinking.

Next Steps:

1. Strengthen speaking skills, particularly in Phase 2, by regular use of acquired Arabic vocabulary in daily communications.
2. Improve reading skills further by reading regularly and expanding the use of contextual clues to build fluency in Phase 3.
3. Maintain accuracy and fluency by practicing writing everyday familiar and memorized words and phrases in phases 2 and 3.

UAE Social Studies

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


National identity


Citizenship


Government


Values and ethics


The individual and society


The national economy

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

Findings:

The school's internal assessment information for 2021-22 indicates outstanding attainment in phases 2 and 3 because most students attain above the curriculum standards. There are no external assessment results for social studies. The outstanding attainment reported in internal assessment information was not observed in lessons and students' work, where the majority of students across phases 2 and 3 attain above curriculum standards. In lessons and their recent work, the majority of students demonstrate knowledge of UAE history, geography and the economy that is above curriculum standards. In Phase 2, the majority of Year 4 students have a sound knowledge base of the UAE, such as the founding fathers, and make use of a secure understanding of geographical concepts to explain the impact on features. They can apply sociological concepts to give reasons to explain how celebrations, such as National, Martyr and Flag Days, influence people's understanding of heritage and culture and society's day-to-day practices. The majority of students can read and analyze maps, such as the map of the UAE, using map keys and legends and the map-frame, explaining articulately the grid system in maps as well as the map scales. A few students are less secure in their ability to identify and compare natural geographical features seen in the UAE with neighboring countries beyond the borders. The majority of students in Year 5 demonstrate secure knowledge and understanding of annual and perennial plants found in the UAE such as 'Sidir', 'Ghaf' and Palm trees. However, a few students are not able to explain with confidence the process of desertification and identify the impact and consequences of it on plants, livestock, and humans.

In Phase 3, Year 7 students demonstrate knowledge and understanding of timelines and historical changes between past and present and can confidently discuss the change noticed in Abu Dhabi over time and recognize the Emirate's advancement within the society, culture and economics. They can identify cultural features and customs practiced today, but a few are not able to name them correctly. Students do not consistently consolidate their knowledge by conducting their own independent research. However, they can analyze and infer information from videos and documentaries shown in class.

Over the past three years, attainment in internal assessments has been consistently above curriculum standards across all phases. This outstanding trend is not promoting improved understanding of social studies concepts because the school's internal assessments are not rigorous enough to identify which areas are posing challenges for students.

The school's internal assessment information of 2021-22 indicates that in both phases, most students have been consistently making better-than-expected progress, over time and from their starting points. This outstanding progress is not observed in lessons and students' work, where only the large majority of

students in phases 2 and 3 make better than the expected progress in relation to learning objectives aligned with the curriculum standards. In Phase 2, a large majority of Year 4 students make better than expected gains in their knowledge and understanding of inventions seen in the UAE. They can make links with science, identifying those that are associated with electricity, such as electric cars. They can explain how the invention of electricity has changed peoples' lives and describe what they think life was like before and after electricity. A few students are still not fully aware of what inventions have had the most impact on our lives, nor which inventions in the 1900's were the most important. In Phase 3, the large majority of Year 9, students make good gains in their knowledge about the different economies in the UAE and can hold a debate defending their ideas and arguments about the advantages and disadvantages of the green and brown economies. In Year 10, the large majority of students have become more aware of social services in the UAE and the advancements witnessed in the education and healthcare sectors. The students were able to discuss how multicultural the UAE is, and the importance of maintaining and improving the education, healthcare, and social services systems to continue to provide care for both citizens and residents. A few students make slower progress in understanding how the improvement of specialist centers helps improve the economy.
Assessment information provided by the school indicates that all groups of students make better-than-expected progress, including boys and girls, Emirati and non-Emirati students and students of determination (SoD), who make similar progress to their peers against goals in individual education plans (IEPs). High-attainers, including the G&T, are not always given sufficiently challenging tasks to accelerate progress and extend their learning further.

Next Steps:

1. Establish a deeper understanding of the natural geographical features within and beyond the UAE borders in Phase 2 by researching and comparing topographical maps and using a range of tools to show similarities and differences.
2. Increase students' understanding of different economic models by comparing UAE economic strategies with those of different countries in Phase 3.
3. Extend their knowledge of UAE history by conducting research using a variety of sources to verify data in Phase 3.

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	Very Good	Very Good	Very Good	Very Good
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

The school's most recent internal assessment of 2021-22 indicates that the large majority of students in phases 1, 2, and 4 and most students in Phase 3 attain levels that are above curriculum standards. This is confirmed by lesson observations and work scrutiny for phases 1, 2 and 4, but not for Phase 3 where the large majority of students attain levels that are above curriculum standards. Results of CAT4 indicate that students' starting points in Phase 2 are at a much lower level than the UK National average. This is confirmed by phonics test results for 2021-22, which for Year 1 on entry indicate low starting points, with only a majority (57%) achieving the expected level. The NGRT (New Group Reading Test), a standardized reading assessment recently introduced by the school, indicates that for 2021-22, almost all Phase 2 students are in line with curriculum standards in years 3 to 6. Students have recently sat the PIRLs assessments, but the results are not yet to hand. External Granada Learning (GL) data for the academic year (2021/22) for students in phases 2 and 3, years 2 to 10 indicates very good attainment overall. In the 2019 PISA-based test for schools (PBTS), the reading literacy skills of students in Year 10 were benchmarked at below the standard (436) but just above the UAE average (432), suggesting that most students in Phase 3 are not yet at the international standard level. However, the numbers sitting were low. In Year 11, external IGCSE examinations, in both English language and English literature for the academic year 2021-2022 indicate that most students achieve above curriculum expectations. A level examinations in English language and English literature, 2021-2022, indicate that a large majority of students attain above curriculum expectations in Phase 4. The overall very good attainment in external qualifications is reflected in students' recent work and lesson observations. In lessons in Phase 1, the large majority of children show confidence in using familiar words in their spoken work during class discussions and interactions with teachers and teaching assistants. They use their phonic knowledge to read and recognize words and their initial sounds. They write the words clearly and form the letters in the words correctly. In Phase 2, students use a range of vocabulary when they speak and read, with younger students identifying words in reading and workbooks. In their writing, they competently use the vocabulary they have acquired, so for example, Year 5 students know about the component parts of a paragraph and are able to analyze and interpret texts and use them in their own writing. Writing samples seen during lessons for Phase 2 tended to be quite short with some evidence of spelling and punctuation mistakes. However, students do know what they need to do to review and edit their work and they make corrections without teacher intervention. In Phase 3, students are keen to talk, especially higher attainers, and they can articulate their ideas in class discussions. Some boys and students who are less confident in their reading and speaking abilities do not

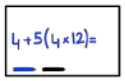
put themselves forward to join in discussions or to give their personal views. However, they are confident in talking to each other and making short statements during collaborative assignments. Both girls and boys in Phase 2 read and write sentences reasonably clearly, but, when writing assignments, they tend to make frequent punctuation and spelling errors. Year 6 students show secure skills in being able to identify formal and informal writing as well as using conjunctives in their writing. In Phase 3, the large majority of students very competently use age-appropriate vocabulary in speaking and reading. For example, Year 11 students can discuss character choice in their set text, showing appropriate skills using acquired vocabulary. In Phase 4, when producing short pieces of writing in lessons and more formally assessed extended pieces of writing, Year 12 students can identify semantics in language variations, making notes about what they have discovered and sharing these with their classmates. Over the last three years, the attainment of a large majority of students has consistently been above national and international standards. A 'Bridging the gap' project was implemented in 2021-22 as a result of GL testing results, and while this has improved progress, especially in Phase 3, it has yet to significantly impact attainment. Internal data indicates most students make consistently better-than-expected progress in relation to their individual starting points across all phases. This is confirmed by evidence in lessons and scrutiny of students' recent work in all phases. In Phase 1, most children make better than the expected progress in learning to read and can confidently identify characters in a passage and read common high-frequency words including dog, liked, said and look. In an FS2 lesson, children confidently recognize the beginning, middle and ending sounds in words and apply this knowledge when writing the words. In all other phases, most students make better than expected progress in their acquisition of age-appropriate vocabulary. For example, in class discussions in phases 2 and 3, students respond appropriately to questions. However, only a majority have the confidence to talk extensively about their ideas. A few boys and lower-ability students do not always speak sufficiently at length to fully embed their confidence and express their ideas. As a result, they do not progress as quickly as their peers. However, in phases 2 and 3 there are isolated instances of less good progress. For example, a few Year 2 and Year 8 students do not produce the higher level spoken and written work of which they are capable because they are insufficiently challenged by the work set.
In phases 2 and 3, most students can read for understanding, but in some instances, they do not consistently apply and embed skimming and scanning techniques that will help them apply literacy skills across all subjects, especially when they move into Phase 4. In Phase 4, Year 13, students show enthusiasm for the analysis of literary texts, making critical arguments when constructing an essay. Most groups of students, including Emirati, lower attainers, girls and boys make better-than-expected progress. As a result of the effective support provided, students of determination also make better than expected progress in relation to their starting points and IEP goals. For example, in Year 1 they make better-than-expected progress when using conjunctions to join words. Students of determination and those whose first language is not English, make notable gains in their reading skills in all phases as a result of the effective support they receive. For example, they quickly pick up the main ideas in texts, understanding the tone and drawing inferences from passages they read. In Year 4, Emirati boys make better than expected progress in reading a novel of their choosing. In Year 9, lower attaining boys make better than expected progress when they analyze a text, reflect on it and review how it affects an audience's perception.

Next Steps:

1. Strengthen the skills required for embedding scanning, skimming, and reading for detail, for middle and lower attainers in phases 2 and 3.
2. Ensure students practice, refine, and edit their work as well as produce more extended pieces of writing by managing time more effectively in Phase 2 lessons.
3. Enhance speaking skills in Phase 2, by increasing the number of opportunities for students to practice and present their work to others, including small group and whole class presentations.

Mathematics

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



Number and quantity and their use

Space and shape

Change relationship, algebra and trigonometry

Uncertainty, chance, data and data display

Mathematical thinking: formulating, employing and interpreting

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

Findings:

In 2021/22 the school`s internal assessment information indicates that a large majority of children attain above the curriculum standards in Phase 1 and a large majority of students attain above the curriculum standard in Phase 2. In phases 3 and 4 most students overall attain above the curriculum standard. This indicates very good attainment in phases 1 and 2, and outstanding attainment in phases 3 and 4 which aligns with standards seen in lessons and recent schoolwork.
In Phase 2, overall, GL-PTM results indicate that the large majority of students attain above curriculum standards and in Phase 3, most students attain above curriculum standards. A large majority of Year 11 students attain above curriculum expectations in IGCSE. In Phase 4, most students in Year 13 attain above curriculum expectations in A Level examinations. This profile for all phases is reflected in students' work and lesson observations. TIMSS assessment in mathematics taken in 2019 places the school for both Year 5 and Year 9 above the UAE benchmark, and at the international intermediate level. PISA testing undertaken in 2018 placed the school for mathematical literacy with a score of 471, much higher than the UAE average score of 435, but below the international benchmark.
In lessons and in their recent work, the large majority of children and students in phases 1 and 2 attain above curriculum standards and in phases 3 and 4 most attain above curriculum standards.
In Phase 1, children`s number and quantity knowledge are well developed because of the consistent use of manipulatives to build understanding of concepts. FS2 children can confidently share even numbers less than twenty into equal parts and explain the process for this. In Phase 2, students in Year 3 are able to sort independently various stone age artefacts into groups and from this produce a group pictogram of the findings. In Phase 3, most students are able to calculate the perimeters of complex shapes, containing both straight edges and curves. In Phase 4, most students are able to confidently demonstrate to peers the solutions to complex parametric equations. However, although evident in planning, opportunities for mathematical investigations are not often put in place to further develop higher order learning and critical thinking.
Over the past three years, the large majority of students in phases 1 and 2 have attained above curriculum standards and in phases 3 and 4 most students have attained above curriculum standards. This trend over time has remained consistent across the phases, indicating that attainment over time has been very good in phases 1 and 2 and outstanding in phases 3 and 4. In response to the GL-PTM data, the school has put in place a 'Bridging the gaps' program aimed at redressing any gaps in students' understanding and skills. While this has resulted in improved progress, it has yet to impact overall attainment results, as many of the students this year are new to the school.

The schools` internal assessment information aligned to the National Curriculum for England indicates across all phases that most children and students make better-than-expected progress from prior starting points. Over time this has progressed from very good to outstanding in Phase 1 and in the other phases has been consistently outstanding. In external measures of academic progress (GL) assessments, the large majority of students in Phase 2 make better than expected progress and in Phase 3, most students make better than expected progress. In Phase 4 most students make better than expected progress in external examinations. This concurs with progress seen in lessons and in their recent work where most children and students make better-than-expected progress in relation to lesson outcomes in all phases.
In Phase 1, most children in FS2 demonstrate better-than-expected progress in counting and recognizing number from the lesson objectives. However, children's ability to apply their conceptual understanding to investigate real-life problems using natural materials and the environment is less well developed.
In Phase 2, most students in Year 5 make better-than-expected progress investigating and calculating the perimeters of irregular shapes. Strong development of their knowledge and understanding of concepts through challenging problems promotes rapid progress.
In Phase 3, most students in Year 8, make better-than-expected progress finding and explaining the symmetry in regular shapes, including translation, reflection, rotation, and scaling.
In Phase 4, most students in Year 13 demonstrate better-than-expected progress in being able to differentiate cartesian equations proficiently. In all phases, children and students make slower progress in solving word problems, in developing specific mathematics vocabulary and completing open-ended investigations and enquiry projects.
The school's own aligned internal assessments show all groups of students make better-than-expected progress from their individual starting points in all phases. In external assessments, most groups of students make better-than-expected progress from their individual starting points over time in all phases. In lessons and in students work both boys and girls make similar progress. Most groups of students, including Emirati, SoD and EAL make better-than-expected progress through individualized and targeted support. However, in a number of lessons, higher attainers and academically gifted students would have benefited from greater challenge by task and particularly at an earlier stage in lessons to accelerate progress further.

Next Steps:

1. Strengthen further children's understanding of number in Phase 1, by engaging in practical activities and learning experiences.
2. Extend students' ability to tackle word problems by providing greater support with understanding specific mathematical vocabulary in all phases.
3. Broaden students' creative and inquiry skills in mathematics by engaging in more open-ended mathematical investigation opportunities in all phases.

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	Very Good	Very Good	Very Good	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

The school's internal assessment results for 2021-22 showed attainment is very good in Phase 2 and outstanding in Years 9 and 10 in Phase 3, against curriculum standards. The school did not supply data for the other year-levels and phases, but the SEF records that attainment is very good in phases 2 and 3, but outstanding in Phase 4 overall (very good in physics and chemistry but outstanding in biology). In Phase 1, a large majority of children attain above the expectations set out in Development Matters 'Understanding the World' so science attainment is very good. The school's self-assessment and internal data are confirmed by lesson observations and children's and students' recent work.

Results in IGCSE examinations for Year 11 indicate very good attainment in averaged data for biology, chemistry, and physics, with a large majority attaining above curriculum standards. In Phase 4, attainment in Year 12 Advanced Subsidiary [AS] level and Year 13 A level qualifications is outstanding, with most students attaining above curriculum standards in both examinations.

In the 2019 international assessment TIMSS, students' attainment in Year 5 was benchmarked at the intermediate level and Year 9 was at the high level. This indicates that attainment for most students in Phase 2 was in line with international standards, but for most in Phase 3, attainment was above. In both phase 2 and 3, the school's results were well above the UAE averages. However, the numbers sitting were low.

In the 2019 PBTS, the scientific literacy skills of students in Year 10 were benchmarked at slightly below the standard, suggesting that most students in Phase 3 are not yet at the international standard level. However, the numbers sitting were low.

In lessons and students' work, attainment is very good in phases 1 to 3 and outstanding in Phase 4. In Phase 1, a large majority of children attain above-expected levels of enquiry, with strong observation and sorting skills. This was shown in FS1 where a large majority of children could identify variations in the birds' eggs, both in color and size. They could guess that the very small eggs belonged to the smaller bird, the Quail. They were curious about whether the brown and white hens' eggs were the same inside, and when investigated, this was found to be correct, with both types having a yolk and clear surrounding when the shells were broken in a simple experiment. They know the names of the young of local animals, such as the camel, and make strong links with real life by recognizing the different ways that eggs are cooked and eaten for breakfast at home.

In Phase 2, attainment is very good, with a large majority of students demonstrating above-expected

knowledge of scientific principles, and above-level investigative skills. In Year 2, a large majority of students can sort pictures into piles to show which are living, and which are non-living, without teacher input, and from this they confidently discussed the characteristics of living things. This shows the students have strong observation and sorting skills, and the ability to think critically. They can identify the habitats of various types of animals and know the local animals that need protection to enable these species to survive in the UAE. The higher attainers were able to talk about the differences between the life cycles of different animals from pictures. In Year 4, a large majority of students can carry out an investigation to find out which is the quietest area of the school and record the results in a graph. They can explain how to read a chart, using above-level scientific terms, such as decibels to measure sound volumes. They can make a prediction and then analyse their results to conclude whether their results supported it. The library was predicted to be a quiet place, but this was not found to be as quiet as predicted. Students were able to come up with a range of reasons to explain their unexpected results.

In Phase 3, attainment is very good overall, with a large majority of students in a Year 8 class able to use their knowledge of body systems and properties of materials to show how gravity affects body systems and the solar system. They have strong investigative skills, writing up results typically using a worksheet to record findings, as well as drawing labelled diagrams, for example, to show that magnetic field lines have a direction and that the closer the magnetic field lines are the stronger the magnet. In Phase 4, most students have sound investigative skills and in physics, they can apply the concepts of absolute uncertainty, fractional uncertainty, and percentage uncertainty in their analysis of results from an investigation designed to ascertain the time taken for a falling object to reach various positions. In this revision exercise, they demonstrate their ability to apply mathematical formulae accurately, showing an above-expected understanding of how to draw and interpret graphs and make appropriate conclusions based on reliability.

Students have plenty of opportunities to develop their practical skills, so they demonstrate safe handling of equipment in science activities and laboratory experiments in all phases. The large majority of students have a very sound theoretical knowledge and understanding of scientific concepts that they expertly apply to real life in phases 2 to 4. While in phases 1 and 2, a few students are hesitant in using scientific vocabulary when communicating their learning to the class, their confidence improves in the senior school, where there are more opportunities to showcase their learning. In Phase 3, students' ability to write comprehensive scientific reports, including ideas for improving the experimental design, is less well-developed than their theoretical understanding, because they are frequently provided with worksheets on which to enter their results.

The last three years show an overall very good attainment trend. In internal assessment, school data indicates an improving trend towards very good attainment in phases 1 and 2 and improvement towards outstanding attainment in Phase 3. In external data, trends in IGCSE attainment show a decline from outstanding to very good in Phase 3 but the maintenance of outstanding attainment trending in AS/A level examinations. Given the proportion of students at each level, the trend overall is therefore towards very good attainment. The decline in Phase 3 is attributed to a change in the school's profile, as with the roll doubling, 90% of students now present with English as a second language. A 'Bridging the gap' programme put in place has accelerated the progress of these students but is yet to impact on attainment.

Students' progress against their starting points and over time is outstanding in all phases, with internal and external data showing that most students make better-than-expected progress in relation to their starting points and in relation to curriculum standards. Progress is outstanding in all phases overall, although there is some variation across groups. This judgment is supported by lesson observations and students' recent work.

In Phase 1, regular teacher observations are made of children's developing skills and competencies against this baseline. From the 'Understanding the World' strand, lesson observations and children's work science progress is outstanding in Phase 1.

Students' progress in the primary and secondary levels is tracked by subject teachers using the results of formative and summative assessments against baseline tests. This is confirmed by the results of GL-PTS (GL progress test in science), which also indicate that progress is outstanding across years 2 to 6 in Phase 2 and in Year 10 (Phase 3). Overall, in phases 2 and 3 progress is outstanding, as it is in Phase 4, where subjects are optional in biology, chemistry, and physics.

In lessons and their recent work, most children and students make better-than-expected progress. In Phase 1, most children progress well in learning how to follow instructions and use this information to conduct simple experiments. For example, children developed an understanding of how to solve the problem of releasing grass frozen into a cube. They were able to apply their learning about melting snowmen from a story. By the end of the session, children were able to record their results by drawing a picture of the grass trapped in the ice and by writing a simple sentence about how they will melt the ice, using newly acquired words provided as prompts. In another class, children developed their ideas for how

to build a model castle, using their knowledge of mathematical shapes, and the strength of materials, to make a resource list, identify tools they will need and draw a design for the project.
The practical skills developed in Phase 1 are further developed as the students move up the primary school so that in Year 3, most students can design an experiment to investigate the power of different types of vinegar on baking soda. As an outcome of their first trial, the students gain an understanding of the concept of a 'fair test,' which they then apply with clearer results. In Year 4, students develop an understanding of sound by measuring noise levels in different parts of the school, collating results, and recording them in a table as well as making a conclusion as to whether their prediction was supported. By the end of Phase 2, most Year 6 students make above-expected progress in using their knowledge of forces and air resistance to develop a mechanism to transport goods safely for disaster relief. They trialed their invention several times, adapting the design resulting from the trials.
By the end of Phase 3, students' knowledge and understanding of scientific principles have continued to develop above the level expected by the curriculum standards. For example, in a Year 10 lesson, building on foundational knowledge of the circulatory and immune systems, most students make better-than-expected progress in understanding how a vaccine leads to long-term immunity, applying this knowledge to deepen their understanding of the course of the recent COVID-19 pandemic. Their investigative skills also develop above expectations, so in Phase 3 they are able to conduct more sophisticated experiments, such as precipitation, where most students developed an understanding of how insoluble salts are formed and how they can be used to make a number of useful compounds such as indigestion remedies and fertilizer. They developed the ability to write complex equations that are balanced. This outstanding progress continues into Phase 4, where students studying for examinations demonstrated above-expected levels of progress in gaining a deeper understanding of scientific principles and their application. For example, in Year 13 biology, most students learn how to develop a null hypothesis for an unfamiliar experiment. They know what ethical aspects are involved in the experiments that they have conducted previously and the different tests for ascertaining the statistical significance of findings, so they deepen their understanding of where they should be applied by using new cases from previous examination questions.
In summary, students develop sound investigative skills over the course of study, beginning with observation and classification skills, and the ability to draw labelled diagrams to record their learning in phases 1 and 2. In all phases, students demonstrate how to conduct safe investigations and confidently handle equipment in science activities and practical laboratory tasks. From foundational knowledge of the world in general, students' knowledge and understanding of scientific concepts and the application of these to real life develops further in phases 2 to 4. However, a few students in phases 1 and 2, especially those for whom English is an additional language, are not confident in using scientific vocabulary when communicating their learning to the rest of the class. In Phase 3, students' results are often written on worksheets, with the result that their writing of scientific reports is rarely seen. Similarly, most of the science investigations are teacher-directed, stymying the development of students' enquiry skills in phases 2 to 4.
The progress of different groups of students is outstanding. Since the last inspection, the school roll has doubled, accompanied by a rise in SoD students (2 to 9%) and a 37% increase in those with English as an additional language. Despite these changes, school data show that science progress is outstanding for all groups in Phase 1, (boys, girls, Emirati, and English as additional language speakers [EAL]). Students of determination make very good progress with additional support. School data show progress is outstanding for most groups in phases 2, 3 and 4, including for SoD, although there is some variance across the years. Students of determination make similar progress to their peers against their IEP goals, with their progress in mainstream classes supported one-to-one by classroom assistants where appropriate. There are identified gifted and talented students, but they, and a number of the higher attainers are not always sufficiently extended in class because the planned activities in lessons are not always sufficiently tailored to challenge them to reach their potential.

Next Steps:

1. Increase students' confident use of scientific vocabulary when communicating their learning by participating in more regular opportunities to present findings to the rest of the class in phases 1 and 2.
2. Strengthen Phase 3 students' writing of scientific reports by routinely writing these after conducting practical experiments.
3. Encourage students' inquiry skills in phases 2 to 4 by regularly conducting investigations based on their own research and ideas to solve scientific problems related to technology, the environment and

society.

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	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

Students are mostly engaged, enthusiastic, and motivated to learn at all ability levels and subjects. In English, as in most subjects, students have very positive attitudes towards learning in lessons. Most students understand what they must achieve as the objectives are shared by their teachers and reflection on learning is a key feature across the school. Students taking responsibility for their learning improves as they move up the school. In Islamic education, as in most other subjects in phases 2 to 4, most students are capable of leading learning for themselves, choosing between tasks that vary in difficulty and challenge — the bronze, silver, and gold activities. While self and peer evaluation are sometimes (but not regularly) seen and it provides opportunities for students to reflect on their learning, there is some inconsistency in how this reflection is then taken to the next level to identify the next steps in their learning. Across phases 2 and 3 in all subjects, books are marked with questions in pink that students respond to in purple, showing that they are reflecting on their feedback. For example, in Year 6 science, bookwork shows evidence of self-reflection and records that students are thinking about how to improve experimental design. By Phase 4, students have identified their strengths and areas that need improving, as they prepare for forthcoming examinations. For example, in science, students in years 11 and 13 in biology, chemistry and physics were all looking at keywords in examination questions, so that they could improve their understanding of what was required and so learned how to manage time allocations better. In some books across a range of subjects, there are tables for students to write their goals, but these are completed infrequently. In English, taking responsibility for their own learning is well developed across all phases in particular correcting work, doing activities without teacher direction or using resources to practice writing. As a result, most students across all phases know specifically what they need to do to get better in English and what their strengths are. In AFL, students are taking increasing responsibility for their learning, but there is some reliance on their teachers' instructions in all phases.
Students interact and collaborate very effectively in a wide range of learning situations to achieve agreed goals. For example, in Phase 1, children have positive interactions, but they are learning to share and support each other, as shown in a Phase 1 science lesson about animal lifecycles, where a few children are still learning to share and need to be guided to take only the animals that fit their life cycle and leave the others for the rest of the table. However, in phases 2 to 4, students regularly work together to conduct experiments and develop findings. In English, across all phases, there were numerous opportunities seen for students to work productively in groups, and as a result, they can communicate their thoughts, learn with others, and share ideas. However, there were few instances seen of confident presentations and speaking to an audience in Phase 2 English.
Similarly, in science, most can communicate their learning very clearly, but in phases 1 and 2, a few are not confident using scientific vocabulary in front of the class, as they have not had much opportunity to make presentations. In social studies, students demonstrate confidence when sharing and presenting their ideas in front of their class and teacher, especially during debate exercises and when sharing work completed in groups. They interact purposefully, collaborate during group work, contribute their ideas, and listen to one another, confidently using keywords acquired in their lessons to explain their learning and ideas. In both UAE social studies and Islamic education, students enthusiastically collaborate in pairs on tasks and activities, but in a few lessons, there are missed opportunities for discussions to develop oral

communication. In the better lessons in Islamic education, students demonstrate confidence when sharing and presenting their ideas in front of their class and teacher, particularly during debate exercises and when sharing work completed in groups, or when conducting role-playing activities to show the steps and etiquettes of performing Friday prayer. In AFL, students' interactions, collaboration, and communication skills are very good in both phases, with two-way communication, between teachers and students as well as students with one another. They interact purposefully, collaborate during group work, contribute their ideas, and listen to one another. Applications of learning to the world and making connections between areas of learning is a strength of the students in the school. Links made are superficial in some subjects such as the link made between an astronaut and food in Arabic. In science, students across the phases regularly make effective links with other subjects, especially English (reading, researching, writing, and speaking), mathematics (tabulating and graphing results and in Phase 4 statistically analyzing results), and UAE social studies (applying their scientific knowledge to real life and the local region). For example, in a Year 6 STEAM (science, technology, engineering, arts, mathematics) class, students made parachutes with boxes to carry food (an egg) using mathematical shapes to strengthen the model, debating the different properties of triangular reinforcement versus squares. In UAE social studies, students make links with mathematics and science, for example when measuring the length and height of plants and when talking about perennials and annual types of plants in the UAE. Students consistently make strong connections in mathematics lessons, with links to real-life contexts, such as in a Year 6 lesson, where they produce bar graphs from a real Year 3 school data set and in Year 5 by calculating the parameters of buildings and finding the perimeter of irregular shapes, constructed from rectangles. Islamic education students made links with mathematics by calculating the merits gained by reading a letter from the Holy Qur'an and they regularly make links to daily life, with discussions about topics such as voluntary and mandatory fasting in Year 7.

Innovation, enterprise, enquiry, research, critical thinking, and the use of learning technologies, varies across the phases. Critical thinking and problem-solving are very strong in mathematics, supported by STEAM activities. In English, students regularly demonstrate the use of critical thinking skills to solve problems, for example, identifying how to use verbs in sentence construction or how to draw a reader into an article by using headlines. In Islamic education, students are creative and practice independent thinking and problem-solving skills, discussing solutions to a problem about the rules one needs to follow in case a person arrives late to the mosque and misses Friday prayer. In Year 1 science, students apply critical thinking to design a method to get the grass out of an ice block, and in Year 3, they have to work out what was wrong with their first attempt at finding out which type of vinegar made the most foam when added to baking powder. The use of technology in lessons is a common feature across all lessons. Students use devices to check their own learning as well as a resource for research and learning unfamiliar vocabulary. It is used across the phases, for example, in Phase 1 science, in a lesson about the lifecycle of a hen, children can use technology to take a picture of their results and use the chatterbox app to make the chicken parts, and in Phase 2, Year 4 students use technology to measure the decibel levels in different parts of the school, after predicting that the library will be the quietest place. The use of technology is less evident in the Arabic-medium subjects, although flipped learning is sometimes used, where students do their research at home with results discussed the next day. The use of technology is more evident in Phase 2, where although students' computer skills are highly developed, the use of technologies in lessons is limited to using the devices to watch short videos and documentaries or conduct basic research to answer questions in worksheets. For example, in social studies, in Year 4, the students were asked to conduct research about the inventions made with electricity in the UAE. In science, most students have well-developed investigative skills, and they can think critically to solve problems and come up with innovative solutions. For example, in Year 6, students developed models of a mechanism to supply disaster-stricken regions with aid, without damage. This used knowledge of earthquakes (social studies and earth sciences) as well as science (forces and materials) and mathematics (triangular structures having greater strength) to come up with innovative solutions. The students showed high levels of critical thinking in devising changes to their structures when they failed the first test. Enterprise skills and entrepreneurship are developing features, but there were a few examples provided by the school of photographs showing students developing skills with chocolate sold to make money for charity, buying and selling vegetables in the Phase 1 lessons, and budgeting for a luxury henhouse in Phase 2. While clearly embedded in the curriculum, this skill set was not observed in the lessons observed during the inspection.

Next Steps:

1. Promote students' enquiry skills in phases 1 and 2 by participating in regular opportunities to explore and experiment with minimal supervision.

2. Enable students to take greater responsibility for their own learning by using the results of peer and self-evaluation to identify knowledge gaps and the next steps in skills acquisition, especially in phases 2 and 3.
3. Develop students' innovation and enterprise skills more consistently by participating in more regular opportunities to work on authentic real-life community projects that develop entrepreneurship skills across all subjects within phases 2 to 4.

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

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Social responsibility and innovation skills

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

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

Most teachers expertly apply their subject knowledge to support students' learning and development. Teaching in English, mathematics and science is outstanding, and it is very good in the MoE subjects. Teachers' use of appropriate pedagogy to deliver very effective learning experiences and new knowledge, skills, and difficult concepts is outstanding. For example, in Year 13 mathematics, teachers demonstrate to students how to solve problems related to parametric algebraic equations by breaking the process down into clear and structured steps. In mathematics, teachers are highly skilled in helping students improve their reasoning and analysis skills. In Year 6 mathematics, teachers show students how to interpret and compare information in a bar chart based on information they have analyzed from one of the school's year groups. As a result, students are able to make informed deductions from the data set and find out more about their own school. Science teachers expertly apply their knowledge of science and understanding of how students learn to plan inspiring lessons, where students have fun learning through hands-on-activities, such as in Year 1, where students work on a problem of how to get a plant released from its ice covering, to Year 5, where making a device to ferry material in times of a disaster sees students trialing their models down a stairwell. A range of learners are well catered for, with plans including plenary sessions to reinforce learning. Group members often have roles in taking responsibility for resources, including packing up without being asked. In UAE social studies, Year 7 students are interested to learn about their own region, through the teacher's use of a timeline as a mechanism to map changes in the economy and society. In Arabic as a first language, teachers in Year 3 explain to and model for students how to construct sentences using the grammatical rules of past and present tense.

Teachers provide an exciting and engaging environment for students to learn. They plan imaginative lessons with clear learning objectives that are aligned to the core curriculum standards in the English-medium subjects and to the MoE sequence and scope for the Arabic subjects. Lesson planning consistently follows an agreed school format. Teachers share the learning objectives with students routinely in most subjects, so that they are clear about the expectations. For example, in Year 3 mathematics, teachers explain the learning objectives very clearly to students and support them on how to construct and interpret pictograms. In English, in Year 3, a well-planned session actively engages learners in learning how to analyze a newspaper article, with clear learning objectives, so students understand the key questions to ask of themselves.

In Arabic as a first language teachers plan engaging lessons and use resources effectively to ensure students attain learning intentions. The resources are varied according to the lesson and needs of students. For example, in a Year 6 Arabic class, students throw around a phrase ball to see who will next read an Arabic phrase aloud. In science, a group of specialist teachers plan the lessons to secure science expertise and high- quality learning experiences where resources are often used creatively. Science resources stimulate innovation and creativity; for example in a Year 6 natural disasters topic, students design a mechanism to safely deliver rescue supplies, using their understanding of forces and materials. Time is used well in most lessons to maximize learning for all students. Teachers demonstrate very good use of pace, adhering to planning and ensuring appropriate learning experiences are covered, including a secure introduction and purposeful plenary session.

Teachers interact very well with students, consider their views, and promote strong dialogue about learning. As a result, students are mostly active and focused learners with the ability to communicate

highly effectively. For example, in a Year 13 mathematics lesson students are able to verbally articulate in front of peers the functions of equations and to describe in terms of mathematical formula a curve or parabola. While in science, students share ideas about their experiments confidently in small groups and pairs, they only occasionally present the results of their research or investigations to the class, because teachers have not planned for this opportunity.

Teachers' use of high-quality questioning is a strength in teaching practice. Most teachers demonstrate a strong range of questioning skills, including open, probing, and critical-thinking questions. For example, in a Year 9 English lesson on creative writing where questioning is open-ended and teachers use higher-order questioning, it allows students to explore their ideas, develop their writing skills and communicate their opinions with others. In the Arabic first language, strong open-ended questioning builds student confidence in recalling the main elements of a story and proposing alternative endings. In science, challenge questions are routinely included in the lesson plans, with teachers prompting for more information to deepen thinking about, for example, the use of chromatography in forensic work in a Year 10 practical investigation.

Most teachers have high expectations of what their students can achieve and learn. In most lessons, modification of learning experiences is effective because it matches the needs of individuals and groups of students. Teaching strategies target these individual groups through the application of 'bronze, silver and gold' groupings with specific tasks and questions related to each group's abilities. This includes support for lower-attaining students and those with EAL. The use of online platforms, quizzes and differentiated worksheets help meet learning expectations. In most lessons, classroom support staff provide strong specific support related to students' learning needs, especially for those students requiring specific support. For example, in Year 8 mathematics, a high level of support, challenge and enabling students to take a greater degree of ownership over their learning ensures they make significant gains in their understanding of how to calculate the perimeters of irregular shapes containing straight edges and curves. In science, in Year 9 the teacher finds innovative ways to get students interested, such as big birds and page posters, using outside space to engage students in a range of activities. However, across the school, the differentiated tasks for higher attaining and gifted and talented students are not always given to them early enough in lessons, which results in them waiting for the challenge they need to make even faster progress. The school has recognized that there remain inconsistencies in the levels of appropriate challenge to support more rapid progress in the MoE subjects. In addition, the school continually reviews teaching strategies to include contemporary practice that supports even higher performance in learning.

Teachers provide strong opportunities for students to develop their innovation, critical thinking, problem-solving and higher-order thinking skills, particularly in English, mathematics, and science, which are systematically developed. For example, in science the Year 4 students are provided with the resources to design their own experiment to work out which is the quietest place in the school, and in Year 5, similarly, the students are provided with the opportunity to solve a problem related to a natural disaster. In Arabic first language, students are encouraged to 'think` and 'consider` as well as explore. For example, in a Year 2 lesson, the students were given opportunities to link their learning and explain it against familiar examples from their real-life experience when discussing a story about a girl who overcame her fears. In science and mathematics, opportunities are routinely provided for students to critically think and solve problems.

Independent learning is developed from an early point in the school. Children in the foundation stage are provided learning experiences which foster this skill. From this positive start, learning independence is developed consistently in lessons and becomes more embedded as students progress through the school. To support learning independence use of open, break-out learning areas is a strong feature in Phase 2. However, opportunities for students to take more risks and have full ownership of their learning need to be expanded, for example, by providing more open-ended learning opportunities, so that higher-order thinking can be developed further.

Teachers provide very consistent opportunities for students to use technology to help solve problems. For example, students use various online learning platforms to select their own challenges and complete tasks. In the most effective lessons, teachers encourage students to be independent in their work and to find out things for themselves. Teachers encourage, for example, senior students to solve problems independently, using the knowledge and understanding they have. For example, in higher levels, such as Year 11, chemistry students are given very little in the way of instructions to conduct a titration, as the teacher wants to provide them with the opportunity to plan an experiment themselves, and to think critically about the method and predicted outcomes. The development of higher-order learning skills and independence are sometimes inconsistently addressed in the MoE subjects.

Next Steps:

1. Ensure that higher attaining and gifted and talented students are more challenged in their learning by providing specifically tailored tasks suitable to their level.
2. Enable students to take risks and to be more innovative and creative in their learning by providing more opportunities for open-ended and higher-order learning experiences.
3. Ensure the quality of teaching in the MoE subjects is fully aligned with other subjects by sharing best practices within the school and wider Aldar community.

Assessment

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

Findings:

The school's internal assessment processes are fully coherent and consistent across all phases and are directly linked to the school`s curriculum standards for both English, mathematics and science and MoE subjects. They provide reliable and valid information on students' outcomes and personal and social development. For example, baseline, formative and summative judgements aligned to curriculum standards are collected on tracking documents for all year groups. From this, teachers strongly monitor and measure student achievement against curriculum objectives and levels of achievement through bronze, silver, and gold-rated success criteria. The collected assessments are then analyzed, and summarized to give teachers and leaders of subjects a clear picture of the attainment and progress of the students they teach. In addition, a robust assessment timetable reviews the tracked information at designated data points and through termly student performance meetings, where student targets and interventions for support are set. In Phase 1, formative assessment information on student performance is collected daily to inform an ongoing learning profile of every child. This information is fully shared with parents to support the learning and development of their children. It is also used well in most subjects, to adapt the lesson plans, such as by adjusting groups. For example, in a Year 3 science lesson on lifecycles, effective use was made of teaching assistants and outdoor spaces as a result of the assessment of what students knew and informed their allocation into three groups with different scaffolding requirements to enable them to meet the success criteria.

The school rigorously benchmarks students' outcomes against national and international standards. It uses a number of external examinations to benchmark, such as the International General Certificate of Secondary Education (IGCSE) results, A level (Advanced Level) results, GL (Granada Learning) progress tests, the NGRT standardized reading assessment and CAT4 indicators to provide formative, diagnostic and triangulated assessments in English, mathematics, and science. The school fully utilizes data from these tests to analyze the progress of students to identify any gaps in students' understanding or knowledge and to set targets for improvement. The school uses IGCSE examinations in Arabic as a first and second language to compare students' attainment with other schools both nationally and internationally. Also, to externally benchmark Arabic, ABT testing has been recently introduced but needs to be developed further, to include all MoE subjects and provide more consistent and reliable information. Additionally, the school has undertaken the Trends in International Mathematics and Science Study (TIMSS) international assessment in 2019 where it achieved intermediate-level results in Year 5 and Year 9 was above UAE average scores. The school undertook the Programme for International Student Assessment (PISA), which measures 15-year-olds' ability to use their English reading, mathematics, and science, in 2018, achieving levels above the UAE average. In addition, the school recently undertook PIRLS assessments for English reading proficiency and is awaiting results. MoE subject assessment data is rigorously analyzed and monitored effectively. The use of benchmarking assists the school to ensure that its own internal assessments are valid and reliable. Benchmarking strongly supports the school's gap analysis, enabling a comparison of the performance of different groups of students in the school, including boys, girls, Emiratis, SoD, lower and higher attainers and the gifted and talented. The school continuously reviews this assessment information to identify ongoing trends and or patterns in students' performance, including their emerging strengths and weaknesses. For example, in mathematics, Phase 3 leaders convey that they need to carefully monitor the attainment and progress of new students arriving at the school with low levels of English language proficiency so that they rapidly close gaps in their learning.

The analysis of both internal and external assessment data is regularly shared with teachers and leaders of subjects through a range of procedures. This information is then skillfully and effectively used by the

school to inform teachers' planning and adaptation of learning sequences. The use of assessment to inform and support different groups of learners is outstanding in the English medium subjects and very good in MoE subjects, supporting overall, outstanding progress for most students. For example, in Year 8 mathematics, assessment is carefully used to place students into learning groups with modified tasks on finding areas of compound shapes, enabling them to develop strong knowledge and maximize their progress. In Phase 1, children work in ability groups to learn about the lifestyle of chicken, using a thumbs up self-assessment to identify which of the success criteria they have achieved. In MoE subjects, assessment processes effectively support stronger lessons and learning outcomes.
Teachers have an in-depth knowledge of the strengths and weaknesses of their students. They provide verbal feedback to students in lessons and consistently offer personalized support to improve the quality of their work. Frequently in lessons, students use learning technologies to assess their work. For example, in Year 6 mathematics, an online program that can level tasks, is used to quickly assess the levels of knowledge and understanding of students at the start of the lesson. However, formative assessment from these activities is mainly used by the teacher and not students who would benefit from building their own targets and pathways from this information. Teachers mark students' written work regularly both in their workbooks and online through learning platforms. Feedback is constructive and includes the next steps for learning. Teachers support students with clear targets and guide them in achieving them. The school fully involves parents in their children's targets, a practice that starts strongly in the foundation stage. Teachers and the inclusion leader support SoD and their parents in developing, reviewing, and implementing their personal targets. Students' self-review, including discussion on each other's contributions and presentations is strongly developed. However, the practice of peer assessment in lessons, although routine in science, is not consistent across the school.

Next Steps:

1. Ensure formative assessments in class are regularly used by students to set and monitor their own targets for learning by revising and improving the current system to become more effective.
2. Ensure students are provided with more regular opportunities, especially in Phase 3 lessons to review and assess the work of peers by leaders monitoring lesson plans and lesson sessions to ensure these are included.
3. Further improve the use of external benchmark tests in Arabic and Islamic education by reviewing best practices and implementing appropriate assessments.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

There are rigorous procedures for the safeguarding of students including child protection. These procedures are reviewed regularly. All staff, including administration and support staff, receive child protection training as part of their induction program when joining the school and there are regular updates. This training is recorded in staff files and centrally held. Child protection policies are shared with parents, as well as a range of specific policies including anti-bullying, inclusion, health and safety through the website and parent portal. These policies are implemented effectively, with all students receiving talks and support about how to stay safe online as part of lessons and the principles of care and respect for others being embedded in all lessons. As a result, staff know what they need to do if they have safeguarding concerns, while students are fully aware of who they need to talk to if they have any issues. The school is split over two sites, and both sites provide a consistently safe, hygienic, and secure environment for students and staff. Visitors are greeted and their details are checked and recorded in a visitors' book. When parents pick their children up, especially in phases 1 and 2, they wait in designated areas for their children to arrive. Entrances have security guards, and gates are kept locked during the school day. There are regular cleaning schedules in all areas, and staff always supervise students effectively, including during breaks and between lessons. All fire prevention equipment, including extinguishers and exit signs, are in order and are checked on the required basis. The school also carries out regular fire evacuation drills, under the direction of the civil defense. The arrival and departure of students by both bus and car are very well marshalled and controlled with dedicated staff as well as trained bus monitors who know what they need to do if students are absent or if there are any issues on the bus. All daily routines are managed by key staff including operations and transport managers and there are risk assessments in place that are recorded and regularly reviewed. There are approval forms for trips and activities, including excursions outside Abu Dhabi, such as the World Scholar's Cup, and sporting fixtures outside the region to extend the gifted and talented. The school ensures that the safety of students and staff remains very effective as strict approval processes are adhered to and all trips and activities are risk assessed and recorded. As a result, the policies and procedures ensure that all students are safe. A key strength is the quality of facilities. This is due to the regular maintenance schedule and the processes that identify if any areas or equipment are in need of repair. Both the operations and support teams maintain comprehensive records that show what has been done and the actions taken. In addition, comprehensive records are kept for other areas including fire safety, swimming pool maintenance and water testing. To ensure that students receive appropriate medical care when needed, there are clinics on both sites staffed by qualified nurses. The clinics include treatment rooms, equipment to monitor students' health and locked cabinets where student medication is kept. The nurses carefully record any students who use the clinic, and they have processes in place to inform teachers and parents if there are any concerns about a student's health. The nurses train staff in the management of any issues which arise for

individual students. The nurses also carry out regular health checks on students including weight management and they provide appropriate vaccination programs for groups of students. The clinic on the main school site does need to be expanded to cater for the large number of students in the school. The premises, equipment and resources are excellent and very well suited to the needs of nearly all students, including those with special educational needs and children in the early years. There are specialist laboratories for science, music, art and drama rooms, media and technology rooms, two well-resourced libraries, and outdoor areas that allow students to learn and play independently in Phase 1 facilities, as well as develop gross motor skills of climbing, hanging, and swinging. There is also an indoor sports hall, swimming pools, outdoor Astro turf pitches and cricket nets. In addition, students with special educational needs are able to access dedicated sensory and support rooms where their specific needs can be met. In each classroom, there are computers and SMART boards that enable both staff and students to use and access technology, as well as resources to ensure that students' learning is effectively supported. The facilities and resources ensure that students are always safe, and they are challenged and motivated to learn. Healthy living is promoted very effectively. There is a wide range of sports clubs and activities that promote competition, physical activity and health including swim clubs, basketball teams, cricket, rugby, and football, for both boys and girls in each phase. Students also have a planned program of physical education each week and, along with health education, forms an integral part of the curriculum. In addition, there are regular competitions against other schools in Abu Dhabi and across the Gulf region. Student mental wellbeing is a key focus, with all students completing a regular wellbeing survey, that is monitored by staff and, where appropriate, student counsellors provide support to classes and individual students. Parents are provided with information sheets as to where they can access additional help and support outside of school. The school canteen provides students with a range of healthy meals and snacks, and students say that they enjoy the variety and quality of food. In addition, students are also given dietary advice in lessons and the school clinic regularly provides support and advice to students and their parents who have concerns about their diet and lifestyle.

Care and support

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

Findings:

Teachers know their students very well and, as a result, they are very aware of their individual needs. This is because they work closely with parents, use assessments to identify needs, and have purposeful and very positive rapport with students. Students comment that relationships are very positive, and they are confident that staff are there to support them. They know that they can speak to any class teacher or specialist support teacher at any time to discuss an issue and know that they will be helped to address the issue. The 'school culture for learning' policy is shared with parents, staff, and students. The approach taken to behavior management is a restorative justice approach where students are encouraged to regulate their own behavior. As a result, the school offers a very calm and welcoming environment, where bullying and misbehavior incidents of any kind are very rare. Students confirm that they feel safe and able to learn without any distractions. There are accurate records of attendance and punctuality and there are improved and effective systems in place that highlight students who are not present and those that are late. Average attendance is currently good at 94 %, with absence rates higher in phases 1 and 4. For absence, the school contacts parents using a messaging service and a letter is sent home explaining the impact of absence on students' education. For lateness in the morning, students' names and reasons are recorded. There are occasional issues with students arriving late to class, with a few Phase 3 students arriving late to lessons during the school day, especially from physical education. The school has implemented a reward system for attendance, for both individuals and classes across the school. A strength of the school is the informed procedures for identifying students of determination and those with special educational needs. This is because the school's entrance procedures are wholly inclusive. There are a number of students with varying needs including physical, behavioral, social, and emotional needs. Using a range of teacher observations, diagnostic assessments and external information, staff provide targeted and specialist support. The school has appointed high-level teaching assistants (HLTA's) to work with year groups, and parents provide teacher assistants for their child who has any specific need as well as providing specialist external occupational therapists, speech, and language specialists. Teaching assistants provide varying levels of support to students in phases 1 and 2. For gifted and/or talented students the school uses a broad range of criteria to identify these students, including results in classroom assessments and teacher observation. The school meets their needs effectively and supports these students through an extensive extra-curricular program for talented students, including in arts, drama, sports, and music. In addition, extra support and challenge are planned for within lessons, where students' identified needs are academic in nature. However, in some lessons, there is variability in meeting their needs effectively. The support offered to students of determination and those with special educational needs is highly focused, through the work of the HLTA's. There is support including small-group and individual work with specialist staff that is timetabled and that makes use of dedicated facilities. Much of the focus of the work is embedded in Individual Education Plans (IEPs) that identify the learning strategies and approaches required for the students. Support in lessons includes one-to-one support and small group work. As a result, students make outstanding progress. Through the school counsellors, students have access, at their own request, to trusted adults who they can get well-informed advice and guidance from on a range of matters including how they are progressing, their health and future careers. This includes year 12 and 13 students who are supported in their applications for university. Support is in place for students and their parents as they look to future education and careers, including an international network of contacts who provide information about courses and universities and track the progress of students once they leave the school. Older students report that the counsellors support them with any concerns that they have as well as being a trusted source. Younger students say that they are happy to

go to their class teacher who they know will help them.

Next Steps:

1. Implement more effective strategies to ensure that students in all phases arrive in good time for lessons and that attendance is improved to at least 98% across all phases by working closely with students and parents and gaining their commitment.
2. Provide the level of support required to students of determination by regular training of appropriately appointed classroom assistants and their involvement in IEP reviews.
3. Ensure that all students have prompt access to medical support by expanding the main school clinic so that it has the capacity to deal with all students.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Outstanding

Findings:

Leaders at all levels in Al Yasmina Academy, including the early childhood center, Brook, promote an ambitious vision 'to see every learner thrive'. This is reflected in high-level strategic plans, as well as day-to-day practices, and seen in plans for personalized learning in every classroom. The overall mission of Aldar Academies, which is to 'empower the next generation to shape our future,' umbrellas the school's mission as 'an inclusive learning community inspiring citizens of the world.' Inspired by the principal, the school has established an exceptionally clear strategic direction through detailed plans that support the six strategic arms (community, academic excellence, sports, arts, innovation), as well as running workshops for middle leaders and introducing a continua template to measure progress in this area. Senior leaders are committed to the UAE's national priorities, with planning and monitoring focusing on the advancement of Emirati students, the encouragement of all students to do well in internationally recognized benchmarking exams, such as PISA and TIMSS, and improving Arabic language provision. A publication 'National Identity at Al Yasmina' outlines the range of strategies the school employs to raise students' awareness of their own identity and to appreciate the UAE heritage, and the cultures of others. The school's commitment to inclusiveness is reflected in roll growth since the previous inspection, accompanied by an increase in SoD from 2% to 9% and many more English as additional language learners. To ensure the success of a now more diverse school community, a raft of new appointments have been made including a head of Inclusion, counsellors, and a Special Educational Needs Coordinator (SENCO) with other appointments in the pipeline. With the recent adoption of many new strategies, the rapid uptake of technology accelerated by the pandemic, and the shift to a new campus in 2024, senior leaders acknowledge it is now timely to revisit the school's vision and mission to review its currency. Leaders at all levels have a thorough knowledge of the National Curriculum for England and international best practices in teaching, learning and assessment and this is evident in any discussions. The leaders' focus on ensuring all learners thrive, is shown in the way that the school is organized to promote the learning progress of the diversity of students, as well as reflected in the continuous professional development (CPD) offered to staff. The focus on optimizing students' performance is clearly shown in the data trends available to staff, and these form the basis for personalized learning plans and purposeful teaching. Such strategies contribute to the establishment of an inclusive school, where no child is left behind. These strategies are effective, as seen in the school's overall outstanding achievement. Although attainment has declined in a few phases since the previous inspection, the significant progress made from students' starting points by the increasingly diverse range of learners is well-documented.

Relationships with staff and stakeholders are consistently professional, a point noted by parents at their meeting. The school's distributive leadership model is creating a succession plan. The leaders at all levels understand their responsibilities and accountabilities and feel empowered to take the required action to smooth the learning path and get jobs done. Morale throughout the school is highly positive. Teachers and other staff enjoy their work and willingly give time to help the students.

Leaders at all levels have an accurate and very clear understanding of the school's priorities and what needs to be improved, and these areas are shown in strategic plans, the school improvement plan (SIP) and action plans. Staff are highly effective in anticipating any barriers to sustained improvement, and this is shown in the school's self-evaluation (SEF), which has a list of steps that need to be taken to maintain outstanding provision/service, but also in discussions with staff about their priorities. An example is the

change in the student population profile, which has been followed by the expansion of the range of pastoral care services available by specialist appointments. On a day-to-day level, although a group of specialist teachers write comprehensive lesson plans for each level, teachers are encouraged to modify and adapt these to suit the needs of their particular class of learners. The school's capacity to innovate and improve is sustained at a very high level through continued monitoring of the impact of improvement strategies through the FADE system (Focus, Analyze, Develop, Execute). This thorough review system ensures that resources are targeted where they are most needed, and that action plans are adjusted if the required changes are not occurring in a timely manner. Recent examples include the review of the teacher coaching program's impact and the development of classroom assistants. Such reviews are key to identifying potential barriers and mitigating any risks to the timely completion of a project. Robust quality assurance policies, the establishment of communities of practice, and collaboration with reputable international organizations are just some of the strategies that Yasmina uses to cultivate reflective practice, continuous improvement, and the promotion of innovative practice.
Leaders have been innovative and highly successful in developing the school. The provision of Arabic-medium subjects has improved substantially, resulting in significant increases in student achievement. A community of practice (COP) is in place and teachers select one of the key themes to contribute to. This model creates an ethos of collective accountability. As the school's enrolment has risen, attainment has declined in a few phases, although student progress remains robust. The challenges posed by an increasing diversity of students have been addressed by appointing specialist staff and putting in place more robust systems for language and literacy development, and personalizing learning based on assessment data. Also, the school has continued to promote academic excellence by putting in place the HPLF, which is driving the action research and reflective practice needed to ensure consistently high performance across the school. A focus on innovation using education technology, accelerated by the pandemic, continues in order to enhance teaching and learning. The other areas of innovation are sustainability and the culture of learning. The changes emanating in delivery from these COPs have occurred whilst maintaining accountability and regulatory compliance, as shown by the results of recent health and safety and other compliance audits conducted by the ALDAR group.

School self-evaluation and improvement planning

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

Findings:

The school uses a systematic and very comprehensive self-evaluation process, informed bottom-up and top-down, to identify priorities that need to be addressed. All staff, parents and the student council play a full role in feeding information into the self-evaluation form (SEF), which is periodically reviewed as the results of both assessment (internal and external data) and monitoring that indicate needed adjustments. As a consequence of this consultation, the school knows its strengths and areas for improvement exceptionally well. The rigorous processes for self-evaluation ensure all priorities are accurately identified and the SEF judgements align well with the UAE inspection framework and inspection findings. Informing this rigorous process is data from the ALDAR group, whose own audits of the schools that it oversees provide a triangulation. Whilst the SEF is comprehensive, spanning 157 pages, the findings are not consistently presented to facilitate easy access to key findings. For example, the teaching and assessment section concludes with a summary of strengths and areas for improvement, whereas the leadership section did not have this within the document itself. While the information on key priorities emerging from the latest SEF revision was provided as a separate document, it would be better incorporated within the SEF as a summary page. The findings from the school's periodic self-reviews inform the strategic plans and detailed action plans for each area. The school has a highly effective performance management system (monitoring, evaluation, and review [MER]) in place, which ensures that there is an accurate evaluation of the quality of teaching and learning and the impact on students' progress. This formal system, which involves a range of leaders at different levels, is triangulated by the ALDAR Group's reviews, and supplemented with a range of less formal monitoring activities that range from walk-throughs to collegial peer feedback of lessons. This comprehensive information is well-utilized to inform the content of CPD events, as well as to allow the teaching coaches to know the areas of focus for further development. Where teaching is not of the required high standard inherent in the HPLF, steps are taken by senior leaders to redress the identified issues with a closely focused improvement program (which could end in contracts not being renewed if there is no improvement). The previous inspection report noted some issues with the quality of provision in senior chemistry, with 'older students' deep understanding and scientific skills in chemistry' of concern. The current review found these concerns to have been resolved.

The school improvement plans are coherent and informed by regular and accurate self-review. The school has an overarching high-level strategic plan covering each of the framework standards. There are a number of improvement plans that sit underneath this, including one for the primary school (including Brook campus), one for the secondary school, and a health and safety plan. Each of the areas identified has a more detailed action plan that operationalizes these objectives as discrete tasks assigned to specific people, with key performance indicators (KPIs) and time targets. While this system is very comprehensive, and clearly has had an impact in improving areas of concern in the previous inspection, such as Arabic and provision in some senior chemistry and mathematics classes, the documents indicate some duplication and inconsistency in approach. For example, the KPIs in the primary SIP are generally more clearly detailed and quantified and thus more easily measured than those in the secondary SIP. While the processes of school improvement planning are seen to be exceedingly effective when the impact on progress is considered, the plans, and those who need to access them, may benefit from a more consistent style that integrates planning horizontally across the years and vertically through divisions such as pastoral care and wellness.

All the recommendations in the previous inspection report have been implemented in full, with the result that achievement in Arabic-medium subjects has improved, and students in the senior school now have

the opportunity to develop a wider range of analytical skills, especially those studying subjects at A level. The school has continued to improve, putting in place a number of initiatives to maintain the outstanding rating in the previous inspection. The most important of these is the establishment of five communities of practice to promote sustainability, establish a culture for learning, embed HPLF, develop oracy and literacy to support the increasing EAL cohorts to reach excellence, and innovation, which is focusing on using technology to enhance teaching and learning. Attendance has improved from the last inspection but is still not at an outstanding level, so this is an area that the school is currently focusing its effort, together with parents. Achievement in the school remains outstanding overall, despite an apparent decline in attainment in some phases and subjects due to an influx of new students at all levels. The presentation of disaggregated data to show the attainment of 'homegrown' students already identified on class lists would better indicate that this is not an actual decline in performance.

Next Steps:

1. Update the information shared with stakeholders to better reflect the focus on high-performance learning, inclusivity, and other current initiatives by consulting with staff as well as wider stakeholder groups.
2. Ensure the self-review documentation is more consistently presented to facilitate easy access to key findings by developing a template and providing training to middle managers.
3. Integrate the primary and secondary improvement planning documents into a single, coordinated whole-school improvement plan.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Outstanding

Findings:

Meetings with parents indicated that the school is highly successful in extensively engaging parents as partners. Parents are actively involved in their children's education, especially in phases 1 and 2, where there are invitations to end-of-unit displays to see student work, as well as to events such as National Day and International Day. Parents also get involved as speakers, such as in a recent career week, where parents shared stories about what it was like to be an engineer or a doctor. Parent involvement in their children's education is encouraged through online applications, with SeeSaw (primary) and MS Teams (secondary) being the main conduits for parents to find out about activities. The views of parents are frequently sought and fully considered when shaping school improvement priorities. The school hosts a parents' group, 'Yalla Yasmina' which is an important link between all school parents and the governing body and school management. Parents' membership on the governing board's five sub-committees enable them to bring any issues of concern directly to the governing body about the Academy culture, curriculum, inclusion, our community and learning and teaching. The views of parents are regularly sought through formal mechanisms such as surveys, but the principal also hosts coffee mornings, and has an open-door policy to meet with parents at any time if they need to raise concerns. That parental involvement makes a highly positive and effective contribution to raising standards was shown by the parents' meeting where examples were given of aspects where their feedback had been taken onboard by the school, with positive results, such as solving parking issues, attendance, and study leave. As a result of highly effective communication, parents feel consistently well-informed about their children's learning and development. However, a few parents at the meeting held during the inspection were not as aware as others about the value of their children sitting external examinations. The mechanisms the school uses to communicate ranged from formal systems including parent portal, newsletters, parent information, meet the teacher sessions, and emails to more informal contact such as through WhatsApp class groups, and direct messages via MS Teams or SeeSaw. The parents of children with identified learning needs also felt very well informed, being an integral part of the review, development and monitoring of Individual Educational Plans (IEPs). Parents are contacted if their child does not arrive at school in the morning, and they are also contacted if attendance is unexplained. Although the school has worked with parents to raise attendance levels from the previous inspection, there is still more work to be done to improve attendance, especially on Fridays. All parents who attended the meeting were very pleased with the school's efforts to communicate. Indeed, one laughingly said that with three children, she sometimes feel that she receives too much information. From their stories, it seemed that parents felt that they were empowered as partners with the school.

Reporting on students' academic progress and personal and social development is ongoing, comprehensive, and detailed. Parents are informed each term of their child's progress through comprehensive termly reports that include the next steps in learning. Parent-teacher meetings provide the opportunity for parents to discuss how they can best support their children on the next leg of their learning journey. As well as these formal events, parents receive updates via SeeSaw and MS Teams, and if there are any concerns, the school calls the parents to follow up. Parents can also request more regular progress reports. For example, one parent had asked for monthly reports as her daughter had recently transitioned from another school and she was worried about her settling in. As a result of parent feedback, the reporting format has been revised and is now in a more user-friendly format that includes attitudes to learning as well as a progress tracker. From the examples shared, the school was quick to respond and put in place an improvement plan if a child was falling behind or had missed school due to ill health.

The school makes sustained social contributions to the local, national, and international communities. The

school has links with other schools through the ALDAR group, which provides expertise, as well as promoting sporting and cultural exchanges for students, and professional development (PD) for staff. The school's newly established guidance team has forged strong links with a range of universities, to help students gain admission to further their education. The careers development program involves parents as professionals, as well as other community members, in giving 'job talks' to students as yet undecided on a career path. Parents and members of the community are also involved in special events, ranging from International Day to UAE National Day, and World Book Day. Partnerships include the Duke of Edinburgh Centre, the World Challenge Initiative, and the Model United Nations Conference. Student leadership committees include the Sports Council Academic Mentoring and the 'Giving Back' committee, where students devise ways of giving back to the community. Despite all these activities, the parents indicated that they would like to see further opportunities for them to engage as appropriate, within the senior school. Discussions with senior leaders suggest that, as the school is moving to offer a vocational route in the near future, in order to offer a choice of qualifications outcomes in senior school, this will open up further opportunities, such as internships and work shadowing, to extend community partnerships. Students' enterprise skills and skills for life can be further developed by facilitating their greater involvement in volunteer and charity work opportunities, especially in phases 2, 3 and 4.

Next Steps:

1. Extend community partnerships to broaden students' skills for life by facilitating their greater involvement in volunteer and charity work opportunities, especially in the senior school.
2. Work with parents to help them to understand more deeply the link between attendance and achievement to improve punctuality to school and attendance rates, especially on Fridays.
3. Raise awareness amongst parents of the importance of students' participation in external benchmarking examinations to help the UAE achieve national agenda targets.

Governance

Performance Indicator	Quality judgement
Governance	Outstanding

Findings:

Governance includes wide representation from almost all stakeholders through the ALDAR company board and the school's Strategic Governance Group (SGG). The SGG includes four parent representatives (both primary and secondary), two staff representatives, a representative of the business community, and an appointed ALDAR academies director. Whilst there is currently no student representative, the board meets with the student council twice a year to seek their views. The SGG has various sub-committees, such as Student Support and Health and Safety, which feed back into the governance meetings. The students' voice is represented informally through committees such as sports. The governing board, which includes the school's owners, consistently seeks, and thoughtfully considers stakeholders' views, through which it gains a comprehensive and accurate knowledge about the school. The views of staff and parents are gathered formally via annual in-depth quantitative and qualitative surveys organized through the ALDAR Group but also more informally through the community networks. The board uses an online platform, which generates a user satisfaction survey if someone logs onto the school's site. This mechanism generates a net promoter score, with positive or negative sentiments being followed up by an action plan as required to address any concerns. Students' surveys are conducted by the school, and the outcomes are relayed to the board.

The Aldar Group board ensures accountability for the school's actions and outcomes by systematically monitoring the school's actions. In this way, the school's senior leaders are held fully accountable for the quality of the school's performance, particularly the academic achievements and the personal and social development of the students at Al Yasmina. Accountability is ensured by the regular conduct of audits, plus a requirement for the principals of the Aldar Group of schools to take part in a self-review. There is a rigorous system of school-wide reviews that ensures human resources, health and safety, and leadership accountability. Combined with the results of surveys, these processes ensure that both management and wider stakeholder concerns can be raised. The SGG and the Aldar Group both receive reports about the school's performance, so accountability is from commercial and educational perspectives. In this way, the board acts as a highly effective and constructive critic to help the school improve.

The ALDAR Group board, together with the SGG, makes a significant contribution to the school's leadership and direction, based on ethical principles. The ALDAR Group board, through the executive director of education, provides advice and guidance, based on detailed knowledge of educational trends both in the UAE and internationally. All members of the ALDAR executive leadership team are very well-qualified and experienced educators or educational administrators.

The ALDAR Group has a whistleblowing procedure in place, which is outsourced to a separate company, thereby allowing anyone with a concern about a breach of ethics to raise this issue in full confidence and without fear of reprisal. In this way, the board's influence is assured of being ethical. The ALDAR network also provides support and advice from across the network of schools within the group.

The ALDAR Group board sets targets to ensure that the school is very well staffed, very well-resourced and that all statutory requirements are met. The school is set to move to a new campus in September 2024, so the Board will need to ensure the school has appropriate staffing and resources to cover the staged move and support the innovation initiatives within the approved school improvement plans. The board has established clear policies and procedures for all aspects of the operations of the school, including quality assurance and health and safety compliance. The board conducts regular compliance audits in areas such as health and safety. As a result, the board makes a significant and effective contribution to the overall performance of the school. The SGG provides an objective and independent view of the school, quality assures the decision-making process and provides strategic guidance to its

leaders. Group heads lead areas of school development such as assessment and inclusion, providing vital expertise which influences the school's development. Governors' input supports the school through activities such as planning of facilities development, evaluation, and review, securing visiting speakers, stakeholder consultation, Post-16 plans, parking and traffic improvements, and rebranding, to name but a few areas. It is suggested that the school seek ALDAR Group level support to help the school meet ADEK attendance expectations.

Next Steps:

1. Ensure wider stakeholder representation at the governance level by formalizing student representation on appropriate board committees.
2. Prioritize the smooth transition to a new campus in September 2024 by ensuring the school has appropriate staffing and resources to cover the staged move and support the innovation initiatives within the approved school improvement plans.
3. Seek Aldar Group-level support to help the school meet ADEK attendance expectations.

Management, staffing, facilities and resources

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

Findings:

All aspects of the day-to-day management of the school are highly efficient and contribute to raising achievement levels for all students. In particular, there has been improved attendance since the previous inspection due to improved systems. Further improvements have not yet been realized, as the shift to half-day school on Friday impacted attendance on that day. The house system provides an appropriate mechanism for encouraging students' punctuality and attendance. On a couple of occasions during the inspection, students were late from physical education, but this was promptly responded to by classroom teachers concerned, and apart from this, systems to ensure classes started on time were fully adhered to. In general, students are keen to learn, so are well-motivated to move quickly to the next lesson when this was necessitated. Timetabling is efficient and makes the best use of time and resources, with the only issue being a lack of clarity on the timetables about the staggered departure timings. While staff are clear about the procedures, which seemed sensible to avoid traffic congestion, visitors to the school would benefit from this small change being noted. Morning bulletins keep staff aware of any changes to the daily routines, ensuring the smooth running of the school. The school is appropriately staffed to fulfil the vision and mission of the school. Staff are well-deployed to optimize students' achievements. To enable every student to thrive has required the appointment of suitably qualified and caring staff who actively promote the well-being of students and support their personal and social development as well as their academic progress. This aim has been furthered by the recent appointment of the head of inclusion and a counsellor, resulting in very positive feedback from parents about the impact these appointments are generating on student wellbeing. Students of determination now have additional support and interventions planned by a well-qualified SENCO. However, despite a recent review and the provision of specialized training, there is still some degree of inconsistency in the nature of the classroom assistant support provided for students of determination.

More effective performance management systems have identified staff who require additional training and support. The coaching scheme to support teachers, combined with a tailored continuous PD program, has resulted in the production of more effective learning programs designed to meet the identified needs of an increasingly diverse student population (a school priority). The school's distributive leadership model builds capacity and capability at all levels. Succession planning is supported by the Aldar Group, which runs leadership programs for staff identified as ready for career progression. The appointment of a new operations and support services manager has ensured ongoing compliance with health, safety, and other regulations.

Modern, well-resourced facilities promote inclusivity and enable students to thrive. The premises are easily accessible, providing a warm, friendly environment conducive to learning. The well-designed premises are of the highest quality, with break-out rooms and specialist facilities (such as science and IT laboratories, gymnasiums, and art and music areas), promoting an active learning environment. Colorful displays of student work in corridors and classrooms show pride in achieving a quality product and set aspirational standards to interest and motivate others . Full-time onsite medical services are provided to students and staff across three clinics. However, the waiting rooms are very cramped at peak times, posing a potential risk of infection spreading. Since the previous inspection, the school has opened a new student and parent café, established Yasmina Brook Phase 1 premises, and provided a new primary (Phase2) playground. The school has plans to move into a new purpose-built campus in September 2024, adjacent to Yasmina Brook. This will also house a post-16 (Phase 4) vocational training Center.

An extensive range of the highest quality resources is well matched to the National Curriculum for England requirements and the needs of students, promoting excellent teaching and learning. However, many of

the resources in phases 1 and 2 are not in keeping with the school's sustainability focus. The school's bring your own device (BYOD) policy, as well as the flipped-classroom approach, ensure that students can use technology to support their learning, as well as conduct research online. This is in keeping with the school's innovation focus, and investigations into the more extensive use of education technology to personalize learning.

Next Steps:

1. Ensure consistency in support for students of determination (SoDs) by providing ongoing training to classroom assistants and monitoring the effectiveness of their role in raising achievement levels for SoDs.
2. Review the allocation of space for medical services in the interim period, pending shift to new facilities, to reduce the cramped waiting rooms observed at peak times.
3. Investigate the provision of more authentic and sustainable resources, particularly in Phase 1, to promote more environmentally sustainable practices.

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