



Basic information about school inspections

School inspections are structured around six Performance Standards:

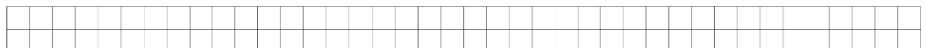
1. Students' achievement;
2. Students' personal and social development, and their innovation skills;
3. Teaching and assessment;
4. Curriculum;
5. The protection, care, guidance and support of students; and
6. Leadership and management.

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

School inspectors make judgements using these six performance categories:

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

To see the full UAE School Inspection Framework, please click here: [Framework Arabic](#) [Framework English](#)





INSPECTION SYSTEM

Basic information about the school

Name: Abu Dhabi Grammar School (canada) - L L C

I.D. number: 9049

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

Curriculum: Canadian

Fee category: High

Location: 8, Al Teejan St, Al Zahiyah, Abu Dhabi
22224

Web address: <http://www.agsgrmmr.sch.ae>

E-mail address: 9049@adek.gov.ae

Telephone: 026444703

Number of teachers: 65

Teachers' assistants: 1

Teachers' nationalities: Canada

Number of students: 929

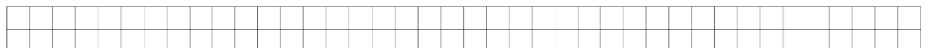
Teacher to student ratio: 1:14

Students' nationalities: Jordan)

Proportion of Emirati students: 3.77

Proportion of students of determination: 1.61

Dates of inspection: 13-Jun-2022 to 15-Jun-2022





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Summary of inspection judgements

PS1: Students' Achievements

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



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PS2: Students' personal and social development

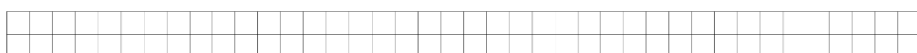
Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2.2 Islamic values, Emirati & world cultures	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2.3 Social responsibility & innovation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

PS3: Teaching and assessment

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

PS4: Curriculum

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





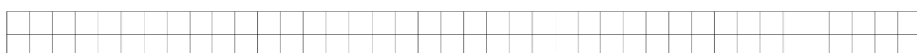
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PS5: Protection, care, guidance and support of students

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

PS6: Leadership and management

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





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Changes since the previous inspection

Since the previous inspection report, progress in English, mathematics and science has declined in the upper elementary, junior high and senior high phases of the school. It has remained the same in the lower elementary phase. Progress has also declined in Arabic as a first language in the junior high phase. These declines have been caused, in part, by the impact of remote learning during the global pandemic. Students had more distractions at home and students did not practice their English skills at home. With mathematics and science, students have few opportunities to practice their problem-solving and investigative skills. The laboratories are not open; hence students have not developed the skill of hypothesizing and scientific method. However, in Arabic as a first and as a second language, in the senior high phase, attainment and progress have improved and are now acceptable due to better teaching. Attainment and progress have remained static in Islamic education and in social studies, in part due to a lack of inquiry-based learning and links to real life. During the global pandemic, it was difficult to deliver professional development, but this has been recently introduced on a regular basis. Opportunities for children and students to take responsibility for their learning are not yet routine features of lessons. The youngest children have few experiences in terms of applying their learning, developing their skills and interests through independent play. Again, in part this can be attributed to the global pandemic as children were not in school. Assessment has declined from good to acceptable because there is no whole-school system of assessing students and tracking the progress of individuals and groups. Although there are internal assessments taking place, these are not consistent across the school. The Nova Scotia Provincial assessments have been reinstated in 2022, following a gap of three years due to the global pandemic. A new, whole-school system is due to be implemented from September 2022. This will enable leaders to track the progress of cohorts, individuals, and groups, providing valid and reliable information about progress and identifying gaps in learning. External assessments have more rigor. All eligible students were entered for PISA in 2018 and TIMSS in 2019. GL PT assessments in grades 3, 4, 5, 6, 7, 8 and 9 have been introduced in 2022. All eligible students were entered for PISA in 2022. Currently, there is no historical data to measure the attainment of students against other schools nationally or internationally. The school are keeping a wide range of work samples digitally and this supports the moderation of work between the different phases and grades, providing information about students' progress.

The health and safety of students, including child protection, continue to be strong features of the school. However, the care, guidance and support has declined. This is due to the fact that although there is a Special Educational Needs coordinator, (SENCo), this person is currently deployed as a class teacher to cover a long-term absence. The school is recruiting for a SENCo to take up the post from September 2022. The systems for identifying students of determination (SoD), as well as those who may be gifted or talented, are not robust. Currently, there are no formally identified SoD's in the school but there are students who are recognized by the school, as having special educational needs.

Since the previous inspection, a new principal and two new vice-principals have been appointed. They have clear ideas about how to take the school forward and what needs to be done for improvements to be evident. The impact of their work is beginning to be seen in the improvement in achievement in both Arabic as a first and second language in the senior high phase. Leaders are harnessing technology to keep samples of student work to aid them in monitoring a broader range of evidence. Leaders are providing more regular professional development for teachers. However, this could be extended to teaching assistants to support them in helping teachers secure more rapid progress for students, including those with special educational needs. Governors have advanced plans to improve the resources and facilities by providing a new school. However, governors do not have a thorough understanding of the school's priorities for improvement to enable them to monitor the school adequately and hold senior leaders to account. The school has good capacity to improve because, in conversation and discussion, senior leaders are clear about what the school needs to do to improve and how to achieve these improvements.

Provision for reading

There is no specific plan in place for the provision of reading, other than what is contained within the school



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development plan. The library is small for the number of students but there are well-stocked book corners in the classrooms in the lower elementary phase. The library is pleasant and offers a comfortable place for students to read and enjoy books, magazines, and other reading material. There are technology devices available for students to undertake their own independent research. There are approximately 8000 books in the library, of which 1500 are written in Arabic and 2000 in French, the remainder being in English. Students benefit from lessons in the library but only half a class can attend at any one time due to COVID-19 social distancing restrictions. Students can borrow books to take home and the librarian is introducing a system of volunteer helpers from September who will manage this, thus giving senior high phase students responsibility and leadership roles.

Students benefit from focused reading lessons, in English, Arabic and French, and develop reading skills, such as decoding unfamiliar words, using context and picture clues to determine meaning, and beginning to conduct independent research, as they move through the school. Students learn to extract information from a text and to express an opinion, using evidence from the text to explain and justify their views.

Students are assessed at the beginning of the academic year in reading. They complete a range of formative assessments, including their comprehension skills and these are recorded on running records, thus providing teachers with information about progress, up to Grade 6. From there, students develop higher order reading skills, such as inference, locating information from text using skimming and scanning techniques and justifying their views with detailed explanations, using evidence from the text. Students undertake formative assessment tasks, by which teachers check progress, in all three languages. There are also the Nova Scotia Education department examinations which provide summative assessments, in English and French. The Ministry of Education provides summative tests for Arabic.

Students have not recently been entered for any reading, writing, or speaking competitions, due to the restrictions imposed by the global pandemic.

What the school does to achieve its TIMSS and PISA targets

The school took part in the 2019 PISA assessments, for all fifteen-year-old students and most recently has just completed the 2022 PISA assessments, for which the school is waiting for results.

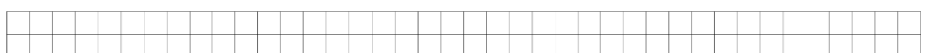
In the 2019 PISA assessments, results were highest in science, with a mean score of 512 against the UAE benchmark of 437. The lowest score was reading with a mean score of 491 against the UAE benchmark of 434. The school's mean score for mathematics was 508 against the UAE benchmark of 427. These scores place the school above the PISA OECD average, above the UAE benchmarks and well above local Abu Dhabi mean averages. Seventy-four students took the assessments.

To prepare for the tests the school participated in the 2018 PISA mock examination administered by ADEK, the results of these tests closely mirror the positions gained for mathematics and science in the final 2019 PISA assessments but are different for reading, which was rated highest in the mock tests. Fifty-five students took these assessments.

The school also participated in the TIMSS 2019 assessments, with results all placed in the intermediate benchmark range. In Grade 4, there were thirty-seven participating students and in Grade 8 thirty-one participating students. In Grade 4 mathematics, the school's score was 512, against a UAE benchmark of 481 and in Grade 8 mathematics, the schools score was 510, against a UAE benchmark of 473.

In science, Grade 4, the school's score was 517 against a UAE benchmark of 473 and in Grade 8, the school's score was 520 against a UAE benchmark of 473. In Grade 4, boys and girls performed similarly in both mathematics and science and in Grade 8, girls performed considerably better than boys in both mathematics and science.

Currently, the school is not preparing students for TIMSS and PISA assessment through any specific intervention programs, although it recognizes the importance of these tests for the UAE national agenda. The school has plans to prepare its students at a later time for participation in TIMSS 2023 assessment.





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Strengths of the school

Attainment and progress in Arabic as a first and second language have improved in the senior high school, as a result of better teaching.

Students' attainment and progress in English, mathematics and science across all phases are good.

The use of technology, by both teachers and students, in lessons from Grade 4 and above enhances teaching by providing additional information and visual representation. Students use technology to research topics, check spelling and find word meanings. They use the features available to improve their presentations.

Speaking and listening skills in English, particularly from the upper elementary phase upwards are strong.

Students' have positive attitudes and behavior and cordial relationships exist between students and staff.

The health and safety of students, including child protection, continue to be strong features of the school. There are comprehensive systems in place help to ensure that students and staff are safe from harm. There are clear lines of communication by which concerns can be reported.

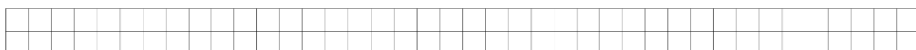
Recommendations for improvement

1. Raise the standards of teaching and learning, to improve achievement further in all areas of the school and in all subjects, but particularly the Arabic medium subjects, by:

- using a wider range of strategies, including role-play, drama and debate, and practical resources, to meet the learning styles and needs of all students across the school.
- providing more opportunities for students to engage in independent research, problem solving, investigations, critical thinking, and creative activities.
- creating a systematic reading plan to support the provision of reading for both pleasure and information, in both Arabic and English.
- ensuring that students know, and can apply, the features of different genres of writing, in their independent writing in both Arabic and English.
- ensuring that students in the lower and upper elementary phases, continue to build on their skills, and apply them consistently in their independent reading, in both Arabic and English.
- ensuring that teachers plan activities, which challenge and support the needs of all students.
- providing more opportunities for students to take responsibility for their learning.
- creating a more stimulating and supportive learning environment, using exemplars and vocabulary relating to current themes, across the school.
- using assessment for learning techniques in class to monitor progress within the lesson and adapt the content where necessary.
- consistently using developmental marking to ensure that students know how to improve their work and provide regular opportunities for peer and self-assessment.

2. Strengthen leadership and management, including governance and middle leaders by:

- providing training in the monitoring of teaching and learning for middle leaders to ensure that the focus is on student outcomes.
- training middle leaders in the analysis and use of assessment data to track the progress of individuals and groups across all phases of the school.





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PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The large majority of students attain levels that are above curriculum standards in Islamic education as measured in internal assessments end of term 2021-2022 in lower and upper elementary and senior high phases. Most students attain levels that are in line with curriculum standards in the junior high phase. The school does not have international external assessments for Islamic education. External assessment information from the MoE examinations for Grade 12, (2021-2022) indicates that most students attain levels that are above national standards.</p> <p>In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards across all phases. Most students in the lower elementary demonstrate an acceptable level in Holy Qur'an recitation skills; they rehearse verses they memorize from Holy Qur'an such as Al-Ikhlās, An-Nas, and Al-Mas'ad and explain their meanings. For example, children in KG2, can recite the dua'a for having a meal and recite short surahs from the Holy Qur'an like Al Feel correctly. In the upper elementary phase, most students demonstrate acceptable knowledge of Hadith; they can define Hadith, enumerate the classification of Hadith, highlight the criteria for the authenticity of Hadith and can recite it correctly. For example, most Grade 5 students can recite the Hadith on orphans correctly and identify the meaning of the new words; they are able to discuss the main idea in it, which is taking care of orphans, and list the things they can do to support and care for orphans like praying for them, and organizing a service project such as donating money, and fund-raising activities. However, a minority of students sometimes fail to relate what they are learning</p>



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to real-life situations and to their understanding of the world.

Most students in the junior high phase know about basic Islamic law and etiquettes. For example, Grade 7 students know how to take care of their physical health and follow healthy lifestyle as God ordered us; they identify the benefits of personal health care practices such as making ablution -wudua'- and bathing regularly although relating health-care practices to real-life situations independently is less developed. Students' recent work, data analysis and observations in the senior high phase, shows that most students have acceptable knowledge and understanding of Seerah (Life of the Prophet PBUH); for example, in Grade 11, the majority of students are familiar with the biography of Prophet Mohammad (PBUH), and can elicit lessons learnt from his life like mercy with people and even animals, and give examples from prophet's (PBUH) life to show this quality. Nevertheless, proving their answers by referring to verses and sayings from the Noble Qur'an and Hadeeth in lessons is less developed.

The school's available internal assessment data over the past three years 2019-2021, shows that the attainment of most students has been consistently above national and international standards across all phases.

Internal assessment data analysis for three years indicates that a large majority of students make better than expected progress in relation to individual starting points and the curriculum standards across all phases.

However, in lessons, most students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards across all phases. For example, in the lower elementary phase, most students make acceptable progress in their knowledge and understanding of Islamic values and morals. For example, children in KG2 begin to learn some Islamic values and manners like 'sleeping manners' as an application of the Sunnah in their daily life and memorize the sleeping supplication. They make expected



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progress memorizing short surahs from the Holy Qur'an like Surat Alnas and discuss Qur'anic stories. By the upper elementary phase, most students develop a deeper knowledge and understanding of Islamic etiquette like personal health care practices and start to appreciate the importance of applying them at all times. By the junior high phase, most students have made acceptable progress and understanding of the five pillars in Islam. They are more confident in making connections between areas of learning such as social studies and science for example they discussed the services UAE government provides to support orphans. Evidence gathered from lesson observations and the scrutiny of students' work shows that most senior high phase students have progressed as expected and have begun to read Al Hadeeth in more depth. They have developed their skills in Qur'an recitation and understanding and now identify and explain main ideas in the surah and read -Tarteel- of the surah with proper pronunciation observing the Tajweed rules. Their thinking has matured, and they now know the importance of understanding and applying the Qur'an teachings in their daily life. Nevertheless, research, critical thinking and problem-solving skills are not common features of lessons.

Currently, the school does not have a systematic system for tracking the progress of individuals and groups of students as they move through the school. In lessons, all groups of students make expected progress across all phases. Girls make slightly better progress than boys. The Emirati students progress at the same level as other nationalities. The school has not formally identified students of determination (SoD) or gifted and talented students (G&T). Consequently, individual education plans (IEP's) that track progress toward individual goals have not been prepared. Differentiation and support for the low attainers, including those identified with special educational needs, and high attainers is not consistent during

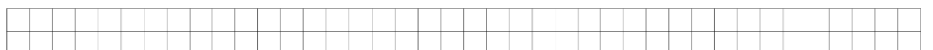


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lessons.

Islamic Education - Next steps for students:

1. Enhance students' understanding of what they learn in Hadeeth and Seerah through more research and project-based activities in all phases.
2. Advance students' understanding of the impact of implementing Islamic principles and values on society, by providing opportunities to analyze real-life situations in lessons in all phases.
3. Support answers to questions and research with evidence from the verses of the Holy Qur'an and the Noble Hadeeth in the junior and senior high phases.





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PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The large majority of students attain levels that are above curriculum standards in Arabic first language as measured in internal assessments end of term 2021-2022 results in lower and upper elementary and senior high phases. Most students attain levels that are in line with curriculum standards in the junior high phase. The school does not have international external assessments for Arabic first language. External assessment information from the MoE examinations (2021-2022) for Grade 12 indicates that a large majority of students attain levels that are above national standards. However, in lessons and in their recent work, the majority of students attain above curriculum standards in the lower elementary phase and most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards the upper elementary, junior high and senior high phases. The majority of students in the lower elementary phase acquire acceptable early basic literacy skills of letter-sound recognition and pronunciation. They are familiar with the letters and their phonics. A majority of children are working at a good level. They read letters and their associate sounds correctly and recognize them in words; for example, most children in KG2 recognize and pronounce the individual letters in words; they apply their phonemic knowledge of Arabic letters to decode words into syllables, read and write short three-word sentences, comprehend their meaning and use new vocabulary when speaking. However, minority of students' speaking and communication skills in using standard Arabic related to simple situations are less developed . The upper elementary phase students' comprehension skills are acceptable, and most students show secure knowledge and understanding of grade-appropriate</p>



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literary forms. In Grade 6, for example, most students analyze literary elements of the novel Label's Happy Dream, derive rhetorical pictures and figurative language from the literary forms they read like simile, metaphor, and personification, identify some of the literary elements used within it, including characterization, setting, plot, and theme and they can use context clues to identify and understand unfamiliar words. However, a minority of students cannot read texts expressively with proper intonation and correct diacritics. Most students in the junior high phase are familiar with the grammatical rules, they can give parsing of sentences correctly. For example, they can apply grammatical rules correctly to form sentences like passive and active, nominal, and verbal sentences. However, a few fail to structure their ideas effectively, and write narrative paragraphs with details, using the correct verbs tenses. From students' recent work and observations, most students in the senior high phase, demonstrate increasing ability to write. They know how to organize their ideas into sentences, organize sentences into paragraphs, they know the punctuation marks and apply them correctly in their writings.

The school's available internal assessment data over the past three years 2019-2021, shows that the attainment of most students has been consistently above curriculum standards across all phases.

Internal assessment data analysis for three years indicates that a large majority of students make better than expected progress in relation to individual starting points and the curriculum standards across all phases.

However, in lessons, the majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards in the lower elementary phase and most students make in line progress in relation to appropriate learning objectives aligned with the expected curriculum standards in



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the upper elementary, junior high and senior high phases. The majority of students in the lower elementary phase, for example children in KG2, begin school with limited knowledge of phonics but make good progress towards knowing the vowels, consonants, and their sounds, they now can blend short vowels with consonants and read one vowel words and short sentences. In the upper elementary phase, students' reading, speaking, listening, and writing skills are developed appropriately and students' use of vocabulary acquisition to help build deep, meaningful learning has also developed in line with expectations. Most students make expected progress in in knowing the meanings of new key words in reading comprehension texts and can use them in sentences of their own; for example, in Grade 4 most students made progress during the lesson moving from knowing the definitions of new words in the story Scarecrow and using them in sentences of their own to answering referential and inferential questions on the text and reading it correctly with diacritics. However, students make less progress in citing strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. In the junior high phase, most students are able to continue a discussion after reading a text. For example, in Grade 7, most students clearly understood the text because they could discuss the theme of the story, 'The boy who lives with the Ostrich.' They applied their skills of standard Arabic in expressing and justifying themselves, sharing ideas and developing their ability to infer and find evidence within the text to support their views. However, a minority of students do not have secure speaking skills while using standard Arabic, so they use colloquial language. From students' recent work and observations, most students in senior high phase, gradually demonstrate increasing ability to organize their writing, to write topic and supporting sentences, in knowing the grammatical rules and applying them correctly in their writings. In

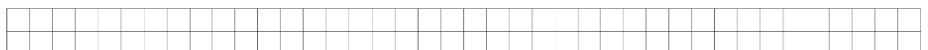


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work samples seen, students present their writing neatly with good handwriting and acceptable progress is evident as they develop their writing style. However, students make less progress in being able to write at length. Currently, the school has no systematic method of tracking the progress of cohorts, individuals or groups as they move through the school. In lessons, all groups of students make expected progress in Phases 2, 3 and 4. Children and students make good progress in Phase 1. Girls make slightly better progress than boys in lessons. The Emirati students progress at the same level as non- Emirati students. The school has not formally identified students of determination (SoD) or gifted and talented students (G&T). Consequently, individual education plans (IEP's) that track progress toward individual goals have not been prepared. Differentiation and support for the low attainers, students identified with special educational needs and high attainers is not consistent during lessons. Consequently, the progress of these groups of students is not as rapid as it could be. Higher attaining students do not always make the progress of which they are capable of, for example, in terms of articulating their thoughts in more noteworthy profundity or composing broader, point by point and exact pieces of writing.

Arabic First Language - Next steps for students:

1. Use standard Arabic consistently, at every opportunity, including group and paired work to support good speaking and listening skills, in all phases of the school.
2. Use the text to support inferential thinking and graphic organizers to enquire into how and why a character may change, or resolve a predicament, in all phases.
3. Create extended pieces of writing, using more complex sentences and rubrics of success criteria, to support independence in recognizing the features of high-quality writing, including the relevant skills, in all phases.





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PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The school offers Arabic as Second language in all phases from grade 3 to 12. Internal assessments indicate that a large majority of students are attaining levels that are above curriculum standards in Arabic as a second language across all phases. School has no national or international external assessments data for the Arabic as a second language.</p> <p>However, evidence gathered from lesson observations and the scrutiny of students' work shows that most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. Most students' literacy skills in the lower elementary phase are in line with curriculum learning standards. For example, most of the students in grade 3, demonstrate phonetic skills that are in line with curriculum standards. They know the difference between silent 'Al' and sound 'Al' as an article at the beginning of nouns. Students at this level can read basic words of three to four letters. They can speak about their relatives, education, and the surrounding environment in short sentences with limited vocabulary and in non-standard Arabic. However, they cannot yet read or write longer sentences correctly.</p> <p>Most students in the upper elementary phase can read short sentences and texts confidently, because they can accurately decode words by sounding out the letters, they can explain the meanings of simple key words and use them in sentences of their own, they write short sentences at the expected performance for their level. Though few are yet unable to write with correct grammar, spelling, and punctuation marks. In the junior high phase, most students can speak about familiar topics, express their opinion, and understand basic spoken standard Arabic. They can interact with native speakers but</p>



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with limited choice of vocabulary. Their proficiency in reading with proper intonation and vowel points is still underdeveloped. For example, in Grade 7 students were able to talk about friendship and describe their friends using simple descriptive words. However, their proper pronunciation and the use of grammar are less developed. From students' recent work and observations, most students in the senior high phase attain an acceptable level of reading, speaking, and writing skills. They are familiar with the important basic rules of grammar like the simple present tense of habitual actions and subject-verb agreement and can apply them when speaking and writing. However, a minority cannot write sentences and construct paragraphs with the proper structuring of ideas and details. The school's available internal assessment data for the last three years shows that a large majority of students has been consistently above national standards. Internal assessment information indicates a large majority of students make better than expected progress in relation to their individual starting points and the curriculum standards across all phases. However, in lessons, most students make in line progress in relation to appropriate learning objectives aligned with the expected curriculum standards across all phases. In lessons, most students in the lower elementary phase make expected progress in phonetics and can now relate letters to sounds, read words, and construct short sentences from them correctly which helps in improving their reading skills. For example, most students in Grade 3 can now explain the meaning of unfamiliar words and respond to questions about their school and favorite subjects using standard Arabic. In the upper elementary phase, most students listening skills have developed to a level that enables them to comprehend short narratives and identify the main ideas and supporting details. They have also made progress with speaking skills for example in Grade 5 most



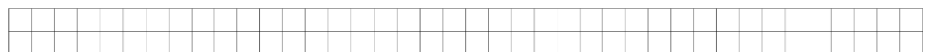
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students are able to explain what they know, want to know, and have learnt about topics being covered. Although they have developed acceptable ability to read texts correctly, this is still done without proper use of intonation and expression. In the junior high phase, most students show acceptable progress in literacy and spoken skills in Arabic in comparison to their entry level, they make gradual improvement in communicating their ideas using appropriate vocabulary, they make good progress in reading simple and complex sentences and can now construct short paragraphs from them accurately. They read and answer teachers' questions using correct syntax and pronunciation. However, only a few use standard Arabic.

From students' recent work and observations, most students in senior high phase, gradually demonstrate increasing ability to write in comparison to their entry level. They can now write complex sentences and paragraphs relating to the key points they have learned in lessons using grammatical rules they have learnt previously. Currently, the school does not have a systematic method of tracking the progress of cohorts, groups, and individuals as they move through the school. Girls make slightly better progress than boys in lessons, although overall, progress is acceptable. The Emirati students progress at the same level as non-Emirati students. The school has not formally identified students of determination (SoD) or gifted and talented students (GT). Consequently, individual education plans (IEP's) that track progress toward individual goals have not been prepared. Differentiation and support for the low attainers, including students identified with special educational needs and high attainers is not consistent during lessons because the work is not well matched to their needs.

Arabic Second Language - Next steps for students:

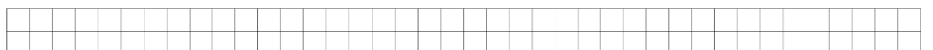
1. Enhance reading fluency through listening to recorded texts performed by professional and skilled readers, thus providing an excellent role model, and reading the same texts several times, increasing speed and fluency each time, in all phases.





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2. Promote spelling and writing skills through daily quick-writes and a weekly opportunities for more extended writing, giving students meaningful detailed feedback on their writing, in all phases.
3. Use standard Arabic routinely, especially in the lower and upper elementary phases, through role play, drama, and debate, to develop speaking and listening skills.





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PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students attain levels that are above curriculum standards in social studies as measured in internal assessments end of term 2021-2022 results in lower and upper elementary and senior high phases. Most students attain levels that are in line with curriculum standards in the junior high phase. The school has no national or international external assessments data for social studies. Evidence gathered from lesson observations and the scrutiny of students' work shows that most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. In the lower elementary phase, most students in Grade 2 know the definition and characteristics of new terms like production, consumption, natural resources, and labor as factors of production, and they can list items that their families like to buy and identify these items as being goods. In the upper elementary phase, most Grade 4 students show secure knowledge and understanding of economy. They define key words in the lesson like allowance, budget, save, and spend, divide their money into several categories, including 'spend' and 'save', and they understand that people may make different choices about how to save and spend money. Students make links to real-life and other areas of learning; for example, like mathematics through calculating their own spending and saving when describing their own spending patterns and integrating them into a written plan. In the junior high phase, most students show secure knowledge and understanding of the environment; for example, in Grade 8, most students can describe the importance of plants to humans, and animals. They can list and describe the common uses of plants and talk about the plants found in the UAE and what they are used for. From students' recent</p>



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work and observations, most students in the senior high phase attain an acceptable level of knowledge and understanding in National identity topic; for example, in Grade 9, students know the meaning of UAE Centennial 2071 and its four key goals, program and pillars. However, knowledge of UAE international relationships and the role of UAE partnering internationally to advance global civilization is less evident.

The school's available internal assessment data for the last three years shows that the attainment of most students has been consistently above national standards in the lower and upper elementary phase and senior high phase. Most students attain in line with national and international standards in the junior high phase. Internal assessment data analysis for three years indicates that a large majority of students make better than expected progress in relation to their individual starting points and the curriculum standards across all phases.

However, in lessons most students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards across all phases. In the lower elementary phase, in Grade 2 for example, most students made expected progress in the lesson moving from knowing new terms like government, citizen, rights and services, to differentiating between goods and services. By the end of the lesson, they can give examples of services offered by the UAE government to the citizens to satisfy their economic needs. In Grade 4, students are effectively engaged in learning, answering questions about Sheikh Zayed and his important role in the nation's development. Their progress is enhanced when links are made with other subjects such as Arabic by reading Shiekh Zayed's proverbs for comprehension, which also supports their literacy skills.

However, students' progress to connect past events in history to things that are happening is less evident. In the junior high phase, most students moved from knowing the definitions of new terms in the



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lesson to comparing and contrasting different kinds of plants like plants that live for a long period of time and those that live for a short time.

In the senior high phase, Grade 9 students show acceptable progress in understanding the important role of UAE leaders in developing their country. They moved from understanding the prospective impact of UAE Centennial 2071 on investing in the future generations, by preparing them with the skills and knowledge needed to face rapid changes and to make the UAE the best country in the world by 2071, to discussing how it forms a clear map for the long-term government work, to fortify the country's reputation and its soft power. However, students' progress is less secure in developing skills to work independently and to investigate, enquire and research.

Currently, the school has no systematic method of tracking the progress of cohorts, groups, and individuals as they move through the school. Girls make slightly better progress than boys in lessons. The Emirati students progress at the same level as non- Emirati students. The school has not formally identified students of determination (SoD) or gifted and talented students (GT). Consequently, individual education plans (IEP's) that track progress toward individual goals have not been prepared. Differentiation and support for the low attainers, students identified with special educational needs and high attainers is not consistent during lessons because the work is not sufficiently personalized.

Social Studies - Next steps for students:

1. Connect past events in history to things that are happening now so that it becomes more memorable, in all phases.
2. Find out how the UAE's international relationships help to advance global civilization, particularly in the junior high phase.
3. Increase awareness of UAE international relationships and role of UAE partnering internationally with other countries by inquiry-based instruction, research and report writing to advance students' knowledge of global citizenship, in all phases.



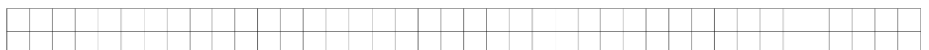
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PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

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

Instructional Language - Next steps for students:



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PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>Internal assessment data has been analyzed by the school and suggests attainment for the large majority of students in grades 1 to 12 is above curriculum standards in all phases of the school. The school does not analyze attainment data for children in KG in English; analysis begins in Grade 1. This high level of attainment was not observed in lessons or in students recent work where the majority of students attained above curriculum standards.</p> <p>The school have recently entered, (2022), all students for the GL assessments in grades 3 to 9. Outcomes from these examinations suggest that attainment, when benchmarked against national and international standards, is within the average band. Students are usually entered for the Nova Scotia provincial external examination in Grade 10. However, due to the global pandemic, students have not taken these examinations since the academic year 2017/18, when outcomes suggested average attainment. In 2018, eligible students took PISA exams and performed above the average for Abu Dhabi and the UAE, in reading.</p> <p>In lessons and in their recent work, the majority of students attain above curriculum standards. In the lower elementary phase, the majority of children attain above curriculum standards. They recognize, read, and write a range of high frequency words such as 'have,' 'like,' and 'can.' Children use their phonic skills to decode unfamiliar words. They can organize words to make sentences and copy them using well-formed handwriting. In Grade 2, the majority of students can write a sequence of sentences and use ambitious vocabulary choices, such as 'phenomenal.'</p> <p>Sentences are consistently, correctly punctuated with capital letters, periods, or question marks. Students can express their opinions,</p>



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using mainly simple sentences. They read fluently, following the text with accuracy to enable them to know when it is their turn to read.

In the upper elementary phase, the majority of students attain above curriculum standards. In Grade 6, students confidently identify the features of a non-fiction text. They demonstrate good speaking and listening skills as they explain whether or not the text is credible. Students use the skills of inference to justify their views,

In the junior high phase, students in Grade 8, students write persuasively, using the features of persuasive writing, such as rhetorical questions, emotional language, repetition, and alliteration. They use connectives, such as however and therefore, to link their ideas. Students organize their writing into paragraphs. Students discuss their arguments using a range of sentence structures, speaking clearly and with appropriate vocabulary. In their reading, students are beginning to read with expression and intonation, although it would be beneficial if they had more opportunities to listen to professionals modelling good reading. Students continue to build on these skills as they move into the senior high phase. Students in grades 11 and 12, write well organized narratives. They use the full range of punctuation to add meaning and effect to their writing. Students have an extensive vocabulary and, depending on the genre of writing, employ a wide range of literary devices to ensure that the writing is interesting for the audience. Students in this phase were not observed as they were taking external examinations or were on study leave. Consequently, it is not possible to comment on their speaking and listening skills or their reading skills. However, in their persuasive writing, students include evidence from the text which suggests that they have developed higher order reading skills, such as skimming and scanning, to locate information.

Over the past three years, internal assessment data, aligned to curriculum standards, indicates that most students across the school



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attained above the curriculum standards. External assessments indicate that most students are broadly in line with others nationally and internationally. In lessons and in recent work, the majority of students attain above curriculum standards, in all phases of the school.

For students in grades 1 to 12 attainment is measured against the Nova Scotia provincial curriculum standards. Teachers prepare and mark internal assessment papers that are aligned to the Nova Scotia curriculum expectations in each grade. Internal assessment data has been analyzed by the school and suggests attainment for most students in grades 1 - 12 is above curriculum standards in all phases of the school. In KG classes, which form part of the lower elementary phase, children's skills are observed, evidence is captured by teachers and records are kept in class grade books. The school does not analyze attainment data for children in KG in English.

Over the past three years, internal assessment data, aligned to curriculum standards, indicates that most students across the school attained above the curriculum standards. External assessments indicate that most students are broadly in line with others nationally and internationally, although the data is not recent. In lessons and in recent work, the majority of students attain above curriculum standards, in all phases of the school.

The school's curriculum-aligned internal assessment information indicates that the majority of children and students across the school have been consistently making progress above the curriculum expectations over time. However, assessment data for the lower and upper elementary phases is underdeveloped in terms of the information it provides. There is no recent progress data relating to external examinations because GL PT have only been taken once, in 2022, and the Nova Scotia Province examinations have not been taken since 2018.

In lessons and in their recent work, the majority of children and



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students make above the expected progress in relation to lesson outcomes, which are aligned with curriculum standards.

In the lower elementary phase, the majority of students make above expected progress in their understanding of the use of imagery in poetry, describing different colors, such as 'blue is the ocean.' Others make good progress following a text, understanding when it is their turn to read, but at times, not using segmenting and blending skills to decode new words. Students are better able to recognize, read and write high frequency words. The majority of students have made good progress in their speaking and listening skills. However, more opportunities to engage in role play, drama, discussion, and listening to professionals reading stories and poetry, would further enhance progress in speaking and listening. The majority speak clearly, using full sentences, which are sometimes, but not routinely, compound and may include adjectives.

In the upper elementary phase, the majority of students make above expected progress in their understanding of skimming and scanning to locate information to include in their autobiographies. At times, they do not use their decoding skills, or context clues, to read unfamiliar words. Students apply research skills, evaluate the information, and decide whether or not to include in their writing. Writing shows evidence of progress over time. Students in the upper elementary phase have developed the skill of organizing their writing into paragraphs, which follow a chronological order. However, they continue to make some errors in the use of punctuation and tense. Spelling is accurate, particularly common words. Students continue to build on their speaking and listening skills, beginning to justify their opinions with simple explanations. However, more opportunities for debate and discussion would support students' in making better progress to explain their views, using evidence from the text.

In the junior high phase, the majority of students make above expected



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progress in their understanding of how to construct a piece of persuasive writing. Their progress is enhanced because of the detailed feedback they receive from their teacher and the modelling of expectations provided. They are helped to better construct sentences correctly and to vary their use of vocabulary and sentence length in order to have impact. Students are beginning to use link words such as, however, therefore, and moreover to connect their ideas together. Students discuss their ideas with each other, expressing themselves well and using an increasingly wider vocabulary.

In the senior high phase, the majority of students make above expected progress in their writing. Students now write well-organized pieces of writing in a variety of genres. They express themselves clearly, using more ambitious vocabulary. Writing is more consistently punctuated correctly; spelling and grammar are accurate. Students in grades 9 to 12 were not in school, due to study leave and examinations, hence it is not possible to comment on their speaking, listening or reading skills. However, given the quality of content in the writing, it is reasonable to assume that these skills are above curriculum levels.

The school's own curriculum-aligned internal assessments, where groups are identified, show the majority of groups of students make above expected progress from their individual starting points over time in all phases. There is no evidence of progress from external assessments because GL have only been taken in 2022 for the first time and the Nova Scotia provincial assessments have not been taken since 2018, due to the global pandemic. The results of the most recent Nova Scotia assessments are not yet available. Tracking is inconsistent across the whole school. In lessons, high attaining students in the lower elementary phase make better progress in Grade 2 because they know to pause at commas and full stops to support expressive reading. However, in other lower elementary classes, low attaining students

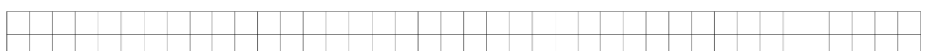


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make better progress because the tasks are scaffolded to match their ability, whereas high attaining students are not challenged. The school has not formally identified any students of determination, nor any who may be gifted or talented. A student with additional needs was observed in this phase, for whom the teacher had assigned her teaching assistant. Consequently, this student was able to make good progress because the teaching assistant supported the student in maintaining focus on the task in hand. In the upper elementary phase, boys make better progress than girls. They use a wider range of non-fiction features in their writing, such as a glossary and a contents page. In the junior high phase, girls make better progress than boys because they present more logical arguments, using evidence from the text and their own inference skills, in discussing whether a text is credible or not.

English - Next steps for students:

1. Systematically build on reading strategies as students move through the school, alongside greater use of role-play, drama, and debate, to further support fluency and expression in reading, speaking, and listening, particularly in the lower and upper elementary phases.
2. Apply the features of a specific genre of writing, in independent writing, across the whole school.
3. Apply the rules of grammar, punctuation, and spelling to all writing, ensuring that handwriting is correctly formed, across the whole school.





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PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>For the end of the academic year 2020/21, the internal end of year marks for mathematics entered on ESIS and aligned with curriculum standards indicated that attainment was outstanding in grades 1 to 6, very good in Grades 7 and 12 and good in grades 9 to 11. However, this historical information has not been updated for 2021/22, with no internal assessment information for Grades K to 6 currently available. For grades 7 to 12, the schools internal assessment aligned to curriculum standards indicates for the first two terms of 2021/22 attainment was outstanding in all grades. No information was made available to inspectors on attainment in the kindergarten grades.</p> <p>Recently introduced external GL PT assessments for mathematics' attainment indicate that for Grade 3 attainment is below average. Grade 5 below average and Grades 4, 6, 7, 8 and 9 average. Overall, these assessments indicate that attainment is in line with curriculum standards.</p> <p>The school recently undertook Canadian, Nova Scotia Education Department external assessments for Grade 10 in mathematics but is waiting for results. Historically, these assessments were taken in 2018/19 for Grade 6 in mathematics only, with an expected level attained. No other Canadian assessments have been taken by the school, or for other grades for three years due to pandemic disruption. However, the school does have plans to fully re-introduce these in the next academic year.</p> <p>TIMSS assessments taken in 2019, indicate that the schools' position is intermediate in mathematics. PISA testing undertaken in 2019, ranked the school for mathematics in the middle range internationally and above the UAE mean average. PISA tests were undertaken recently but the school is waiting for results. Attainment in lessons and students work does not align with the</p>



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schools` internal assessment results. Attainment information for Grades ten, eleven and twelve was gathered through scrutiny of students work as these grades at the time of inspection, were on study leave.

In lessons and in their recent work the majority of students attain above curriculum standards in all phases.

In the lower elementary phase, the majority of children and students attain above curriculum standards. For example, in a Grade 2 class, the majority of students are able to construct simple bar graphs working in collaboration with their peers and label the different parts of a bar graph correctly. This indicates good attainment against curriculum standards.

In the upper elementary phase, the majority of students attain above curriculum standards. For example, in a Grade 4 class, students independently collect information from their peers on their favorite movies and ice creams, to produce their own tally charts and then bar graphs.

In the junior high phase, the majority of students attain above curriculum standards. For example, in a Grade 7 class, students can articulate the strengths and weaknesses of pie and bar charts and complete calculations based on data, using digital platforms.

In the senior high phase, the majority of students attain above curriculum standards. For example, In Grade twelve, students work clearly demonstrates that the majority of students have a secure understanding of complex calculus problems and attain above curriculum standards.

The schools` current internal assessment data shows that the trend in attainment of students for grades 7 to 12, over the last three years is outstanding in all phases. For all other grades attainment information was not available to make these comparisons.

This does not match with what is currently seen in lessons and when looking at students work, which shows that the majority of students, across all phases for which data is available, attain above curriculum



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standards.

External attainment information over time including the academic years 2019/20 and 2020/21 is not available from the school.

The schools' curriculum aligned internal assessment information indicates that most students have been making better than expected progress across all phases. Progress information regarding the kindergarten was not made available during the inspection but progress in lessons was observed to be good. However, this does not match with what is currently seen in lessons and in looking at students work, where the majority of students make better than expected progress, from prior starting points.

The school currently uses no external measures to benchmark students' progress rates in mathematics.

In a KG lower elementary class, the majority of children make better than expected progress in their tasks because at the start of the lesson the majority of students were not secure on how to sort different shapes according to their attributes but through the provision of manipulatives to sort shapes by color, shape and size, provided by the teacher, they are more fully engaged in their learning and they secure good progress.

In a Grade 4 upper elementary class, the majority of students secure better than expected progress. At the start of the lesson, students have a developing understanding of how to construct bar graphs on favorite items from their peers but because they are provided an engaging maths task related to real life, a road trip across North America and linked with other subjects, they secure good progress to complete the task.

In a Grade 8 junior high class, the majority of students make better than expected progress. At the start of the lesson a number of students in the class demonstrate a developing understanding of how fractions, decimals and percentages relate to each other. By the end of the lesson these students have a more secure understanding of concepts



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because the modified tasks for the work matches their learning needs well.

Work made available for students in the senior high phase, indicates that the majority of students make better than expected progress across the curriculum. For example, students work in calculus, from pre-calculus to calculus across the phase shows secure progress and good learning outcomes.

The school has no reliable internal and external information to monitor the progress of different groups of students from individual starting points, over time and in all phases. In addition, the school has not identified any gifted and/or talented students (G and T) and does not provide students of determination (SOD), with individualized plans with measurable targets for progress. Also, the school has thirty-one Emirati students (3%) This group of students is not tracked effectively for progress

The school has not identified any SoD students and therefore reliable information on their performance in comparison with other groups was not available. However, the school has undertaken some recent work in the progress of boys and girls in mathematics. This analysis based on internal assessment information indicates that boys and girls make similar progress in phases 1, 2 and 3 but in the senior high phase girls make better progress than boys in mathematics. This position could not be verified from the scrutiny of boys' and girls' books in the senior high phase.

Lesson observations and reviews of students' recent work indicates that many higher attaining students make less progress than other students from their starting points because they are not challenged sufficiently to make noticeably more progress in lessons. For example, in a Grade 4 class, students undertake the same task, collecting information from peers to construct simple bar graphs. Higher attaining students are not challenged enough in the task, for example, by being provided with more complex bar graph criteria or contrasting two different data sets.

Although the school has not

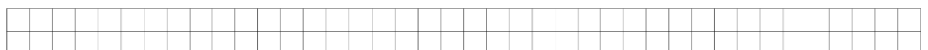


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		<p>identified SoD, it has identified students with special educational needs; the support for these students and for lower attaining students, is not fully developed. Work in lessons is not always modified appropriately to meet their needs, thus enabling them to make more rapid progress. For example, in a Grade 4 class, all students are undertaking the same numerical calculations as part of an interactive cross-curricular activity.</p>
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Mathematics - Next steps for students:

1. Engage in problem solving and investigative activities to support the application of calculation skills in all phases.
2. Apply the learning of mathematical concepts to real life, through play-based learning and practical activities, particularly in the lower and upper elementary phases of the school.
3. Use concrete materials and manipulatives to build understanding of mathematical concepts, such as counting, sorting and measuring through imagery particularly in the elementary phases.



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PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>For students in grades 1 to 12 attainment is measured against the Nova Scotia provincial curriculum standards. Teachers prepare and mark internal assessment papers that are aligned to the Nova Scotia curriculum expectations in each grade. Internal assessment data has been analyzed by the school and suggests attainment for most students in grades 1 to 12 is above curriculum standards and is outstanding in all science subjects. In the senior high school, internal assessment data suggests that most students in the science stream attain above Nova Scotia curriculum standards in physics, chemistry, and biology. In the business stream in senior high, most students achieve above the Nova Scotia curriculum standards in Ocean and Food sciences. In KG, children's skills are observed, evidence is captured by teachers and records are kept in class grade books. The school does not analyze attainment data for children in KG in science.</p> <p>For all grades, there are no externally set Nova Scotia provincial examinations in science.</p> <p>The school has recently conducted GL PT standardized assessments to benchmark students' attainment in science against international expectations. Results in term 3 for the 2021/22 academic year indicate that most students' attainment is in line with curriculum standards in Phase 2 and Phase 3. A few are below. This suggests attainment is acceptable in the upper elementary phase and junior high phase.</p> <p>In the 2019 international assessment TIMSS, students' attainment in Grade 4 and Grade 8 was benchmarked at the intermediate level. This suggests that attainment for most students was in line with international averages.</p> <p>In the 2019 PISA-based test for schools (PBTS), the scientific literacy skills of students in Grade 10 were also benchmarked at the</p>



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intermediate level indicating that most students in Grade 10 achieved levels of attainment that were in line with international averages.

In lessons and their recent work, the majority of students in all grades demonstrate scientific knowledge, skills and understanding that are above curriculum standards. In KG, children know and understand the differences between living and non-living things and can articulate that living things breathe, grow, and can change. In the elementary phase, Grade 6 students connect their scientific knowledge to the real world and can describe different animal habitats. During the virtual tour of the Toronto Zoo, elementary students understood that not all animals at the zoo were native to Canada and that the natural habitat of reptiles is in much warmer climates. In physics in junior high school, Grade 8 students know and understand that the oscillation of waves continually changes direction in alternating electrical currents. In senior high school, Grade 12 students understand complex scientific phenomena and that the origins of an electrical field are a direct result of negative and positively charged particles that occupy a given space.

Over the past three years, the school's internal attainment data suggests that most students have consistently attained levels above the Nova Scotia curriculum standards in all grades.

In all grades, teachers assess students' individual starting points in diagnostics tests at the start of each unit of study. End-of-unit tests aligned to curriculum standards are also conducted. However, the school does not set expectations or track the amount of progress that students make over time or from their individual starting points. The school does not hold or capture data to track progress in grades 1-12. In KG, as children develop skills over time, this is regularly captured and recorded by teachers. Qualitative evaluations are made for individual children about their progress over time in KG. There is no analysis to summarize the amount of progress made by all children collectively in KG.



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In KG, the majority of children make better than expected progress in sorting activities and grouping objects and artifacts with similar characteristics such as color, shape, size, and sound. They make progress together working collaboratively through integrated learning across the curriculum. They sing and recite rhymes about birds that breathe, sing, grow and change color. In elementary, the majority of students make more than the expected amount of progress in categorizing rocks and minerals according to their physical properties of luster, crystallization, hardness, streak, cleavage, and color. More rapid progress is hindered because of a lack of hands-on rock and mineral samples. In junior high school, the majority of students make more than the expected progress in virtual laboratory experiments to prove that energy is transferred in waves through air and water. In senior high, the majority of students in Grade 12 make more than the expected amount of progress in individual and personalized assignments. They work with teachers to close identified gaps in their knowledge in biology and chemistry through highly personalized support. More rapid progress for older students is hindered because students do not plan and conduct their own laboratory experiments or use scientific methods to analyze results and derive their conclusions. The school's assessment data indicates that boys in higher grades make more rapid progress than girls, especially in physics. In lessons in all elementary grades, boys and girls, high and low attainers in all grades, make similar amounts of progress in learning related to climates, human and animal habitats and rock formations and landscape erosion. In all grades, there are no noticeable differences between the amount of progress Emirati students make compared with other students. The school has no formally identified students of determination (SoD) or gifted and talented students (G&T). Consequently, individual education plans (IEPs) that track progress toward individual goals have not been prepared. However, the

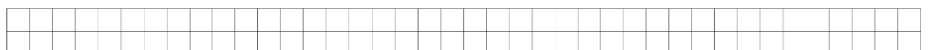


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		progress of students identified with special educational needs is good because teachers of science make appropriate adaptations to the lessons.
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Sciences - Next steps for students:

1. For students in junior and senior high schools, apply scientific principles by posing hypotheses and making predictions. Design and conduct experiments, especially those in a laboratory environment. Interpret the data scientifically to justify conclusions using and applying scientific methods.
2. For students in the elementary phase, use a range of hands-on resources such as rocks, minerals, and fossils specimens to support more rapid learning and understanding of earth science and rock formation.
3. For all children in KG, explore different ways to sort and group objects and artifacts such as by texture and smell.





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PS1: Students' Achievements

1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
	<p>1.3.1 Engagement and responsibility</p> <p>1.3.2 Interactions, collaboration, communication</p> <p>1.3.3 Application and connections</p> <p>1.3.4 Innovation, enterprise, enquiry, research, critical thinking, use of I.T.</p>	<p>The majority of students, across all phases, have positive attitudes towards their learning. The majority of students across all phases, dependent on their age and stage of development, can work independently for varying periods of time without supervision. Due to a recent outbreak of COVID-19, remote learning has been re-introduced, hence in some lessons, there is hybrid learning. The majority of students know what they are learning but do not always follow guidance when it is provided. Students are not provided with enough opportunities to challenge themselves or take responsibility for their own learning, such as hypothesizing and testing their ideas in science.</p> <p>Students work collaboratively together in pairs and groups, within break out rooms, discussing, debating, and communicating their learning to their peers. However, a minority of students are not consistently given the opportunity to acquire confidence in speaking at length, to express their own ideas, opinions and understanding. For example, when teaching becomes more formal in the upper phases of the school, students, including those finding tasks more difficult, often work individually on computer tasks, without the opportunity to break out in collaboration activities to discuss concepts and build understanding. Consequently, a minority of students are not actively engaged in the learning. Students regularly make connections between areas of learning and to their own lives. For instance, in a Grade 6 English lesson, students wrote an autobiography. In Grade 8, students applied their persuasive writing skills to justify why prayer spaces should be provided within the school. In a Grade 4, social studies lesson, students can define key words relating to personal finances and understand the choices people</p>



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make about how to spend their money. In science, students go on a virtual tour of Toronto Zoo to find out about the habitats of the different animals. In mathematics, students link their understanding of trigonometry to features within their own homes.

Students, particularly from Grade 4 and above, regularly use technology to undertake independent research. They check their use of punctuation and grammar and search for the meanings of unfamiliar words. Students record their work on their devices and receive evaluative comments from most teachers. However, this good practice is not evident below Grade 4. Students' abilities to demonstrate their creativity or enterprise, together with problem solving or engagement in independent investigations, are underdeveloped in all subjects, but particularly in mathematics and science. The skilful questioning techniques used by the majority of teachers, supports the development of students' critical thinking skills as they are required to explain and justify their responses.

Next steps for students:

1. Understand how to improve work in general terms, apply the guidance provided by teachers and take responsibility for their own learning, in all phases of the school.
2. Use the independent skills of problem solving, creativity and innovation and enterprise, consistently, across the whole school.
3. Ensure that all students within groups, collaborate in group work and take an equal part in communicating their learning, in all phases of the school.



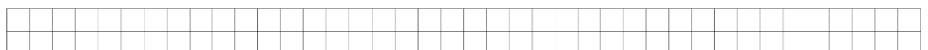
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PS2: Students' personal and social development

2.1 Personal development

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

Next steps for students:





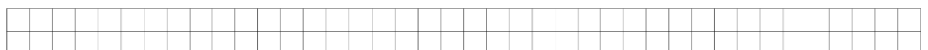
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PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

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

Next steps for students:





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PS2: Students' personal and social development

2.3 Social responsibility & innovation

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

Next steps for students:

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PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
	<p>3.1.1 Subject knowledge and how students learn them</p> <p>3.1.2 Lesson planning, the learning environment, time and resources</p> <p>3.1.3 Interactions, questioning and dialogue</p> <p>3.1.4 Strategies to meet the needs of all students</p> <p>3.1.5 Developing critical thinking, problem-solving, innovation and independent learning skills</p>	<p>Teachers throughout the school use their secure subject knowledge effectively to ensure students learn in an interesting and meaningful way. For example, teachers in the KG in lower elementary, show a skilled approach in a mathematics lesson, with helping children on how to sort a set of objects, according to attributes of color, shape, and size. Teachers' confidence in their subject knowledge enables them to provide clear explanations for all tasks, so students know what they have to do. Teachers successfully tackle difficult areas, such as assisting students develop confidence in deepening their understanding. For example, teachers of physics in junior and senior high have expert subject knowledge and access to virtual laboratories to convey difficult concepts. Teachers, skilfully convey that electric fields originate from positive and negatively charged particles. However, opportunities for the youngest children in the lower elementary phase to engage in play-based learning are not yet fully developed.</p> <p>Teachers plan purposeful lessons and where possible ensure learning is interesting and engaging, for the students. In a Grade 4 class, students undertake a class project and learning journey based on a road trip across North America. Different challenges from different subjects are involved to get from one side of the country to the other. Additionally, students in Grade ten mathematics construct their own trigonometry projects based on objects around their homes. They produce good quality work as a result of engaging learning tasks. Students in Grade 6 in English apply their understanding of the features of non-fiction texts to decide whether an article is credible or not. Lesson objectives are clear, and each lesson usually starts with the teacher ensuring that students are familiar with these and the</p>



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intentions for learning. However, too often modified tasks for different groups come too late in the lesson, are not modified enough or are not in place. This means that too often higher attaining students are doing the same work, at the same time as their peers and not therefore, sufficiently challenged to work at a higher level. Additionally, the school has not identified those students that are gifted and/or talented (GT), so appropriate modification of tasks for greater challenge is not yet in place. Low attaining students and those identified with special educational needs are not consistently provided with modified activities to meet their needs, leading to inconsistent progress. Teachers use time well in lessons, but not always with consistency, to help students learn. For example, higher attaining students are not always challenged. and the use of resources, particularly concrete materials, and manipulatives to enhance learning is inconsistent across subjects, classes and phases. This position is partly due to pandemic protocols that stipulates certain materials should be stored for safety. In stronger lessons, concrete materials are used effectively to engage learning; for example, in a KG lower elementary mathematics class concrete materials are used effectively to secure children`s understanding of how to sort different shapes into categories. However, from upper elementary and above the use of manipulatives to secure students understanding of mathematics reduces. For example, in a Grade 7 junior high mathematics class, students undertake work on properties of shapes with parallel and perpendicular lines. Much of the work is task based on laptops with no use of materials to support imagery and mathematical reasoning, particularly for those students requiring further support. However, in most lessons teachers do use an appropriate range of video clips and multimedia and through digital technology sources and links to learning platforms to support learning effectively. Sometimes, the tasks set by teachers do not provide enough



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opportunity for students to acquire confidence in speaking at length, to express their own ideas, opinions and understanding.

In all phases, lesson objectives are closely aligned to the Canadian curriculum state standards in the English medium subjects and the MoE programs of study in the Arabic medium subjects, thereby ensuring students cover all areas of work required.

A feature of the school is the very positive relationships that teachers have with their students. Teachers capitalize on this by interacting very effectively with students in lessons, asking incisive and probing questions that motivate students to think more deeply. Also, follow up questioning is undertaken to drive students' progress further. For example, in a Grade 4 upper elementary mathematics class, students are undertaking word number problem calculations, that are appropriately modelled by the teacher. During this modelling she carefully asks probing questions to support student understanding and address misconceptions.

Teachers enable students to work together in groups, collaborating effectively, which benefits them, ensuring they are motivated learners and provide support for each other. However, these practices are more consistently developed in the elementary phases of the school, with more formal learning practices in the junior high phase. Group work was not observed in the senior high phase as the students from grades 9 to 12 were either on study leave or taking examinations. Lessons were not observed in these grades.

Appropriate levels of challenge and support in learning need to be put in place for both higher attaining and lower attaining students. Lower attaining students are inconsistently supported, although most teachers are good listeners and will support and adjust teaching when they can. Lower attaining students would benefit from more scaffolding and prompts in their tasks and greater opportunity to work collaboratively with peers to secure better understanding and learning. For example, in a Grade 7 mathematics



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lesson lower attaining students convey that they find the tasks difficult but are not supported appropriately with modified tasks or collaborative opportunities to build understanding with peers.

In the best lessons seen teachers adjust the pace of their teaching delivery, according to how well students manage their work. For example, in a KG lower elementary mathematics class, the teacher skilfully moves onto the next stage of the lesson on sorting shapes, using criteria, when she knows the majority of students are secure in their understanding of taught concepts, at different stages of the lesson. However, this approach is not consistent across all lessons and in many teachers talk for too long, reducing the structure and pace of the learning. Additionally, higher attaining students are not fully challenged because tasks and questions are not appropriately modified for them. Currently, in lessons, there are too many occasions where the challenge level is either too great for lower attaining students or too low for higher attaining students.

Teachers provide some opportunities for students to develop their critical thinking, problem-solving and higher order thinking skills but these are inconsistently applied across phases. Teachers do recognize the importance of developing these skills and in better lessons they are well included. For example, in a Grade 7 mathematics class, the teacher carefully supports students in their understanding of probability word problems, securing their understanding of how to complete these correctly. This work is challenging and supports well the learning needs of higher attaining students.

However, in most lessons teachers need to purposefully develop more opportunities to develop higher order learning skills, including opportunities for innovation and creative thinking. This could be provided to students through further opportunities to develop projects and presentations on the areas of learning covered both inside and outside the classroom.

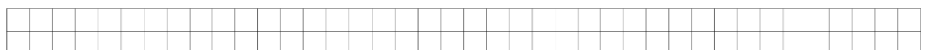


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Additionally, teachers are more successful in utilizing cross-curricular learning and relating lessons to real-life situations in the elementary phases. Lessons in the junior high phase of the school would benefit from greater use of this practice to fully support all learning needs.

Next steps for teachers:

1. Ensure that lesson activities consistently provide work that challenges the higher attaining students from an early point in all lessons and all subjects by planning purposeful and challenging activities for these students into every lesson.
2. Ensure sufficient time is always provided in lessons for students to acquire confidence in speaking at length and expressing their ideas, opinions and understanding in all phases.
3. Ensure teachers purposefully develop critical thinking, innovation, and independent learning skills more fully in all phases and all subjects by ensuring regular opportunities for students to practice these skills are planned into lessons in all subjects.





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PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
	<p>3.2.1 Internal assessment processes</p> <p>3.2.2 External, national and international benchmarking</p> <p>3.2.3 Analysis of assessment data to monitor students' progress</p> <p>3.2.4 Use of assessment information to influence teaching and the curriculum</p> <p>3.2.5 Teachers' knowledge of and support for students' learning</p>	<p>Internal assessment procedures currently are mostly consistent for Grades 7 to 12 and developing for Grades KG2 to 6. Those assessments in place are generally well linked to the schools' curriculum standards and are used to monitor students' attainment and progress. However, although teachers have an acceptable overview of students' learning and achievement needs from regular formative assessments they are, currently, inconsistently developed across the different phases of the school. A new, whole-school assessment policy is to be introduced in the school from September 2022. This will allow the school to track the progress of individuals and groups, thus providing leaders with valid and reliable assessment information about students' progress. .</p> <p>School internal assessment consists of formative running records and observations from teachers in class and termly tests in writing, mathematics, science, and Arabic. In addition, in previous years the school has provided ADEK with end of year marks for English, mathematics, science and social studies. However, assessment information for this academic year based on the school's confirmed assessment practices was not available for grades KG2 to 6. For grades 7 to 12, internal assessment information is available for core subject areas for terms 1 and 2 for the academic year 2021/22 but is often too generous in measuring attainment and progress across these phases. In addition, end-of-year marks provided to ADEK also conveyed an over generous view of the schools' attainment and were not available from the school for this academic year.</p> <p>The school has a developing set of assessment processes to benchmark students' performance against national and international averages. However, this is not consistently applied across the</p>



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school and no external measures are currently in place for Grades K, 1, 2, 8, 10 and 11. The school has recently undertaken external assessments administered by the schools' Canadian state authority after a delay of three years due to the pandemic. The results of these assessments for Grade 10 are still to be published. The full range of these assessments were last taken in the academic year 2018/19 and consisted of assessments in reading and writing for Grades 3, 6, 8 and 11 and mathematics assessments for Grades 4, 6, 8 and 10. The school plans to re-introduce these tests next year alongside a revised plan for external assessment that will be introduced by the Canadian state. In addition, to address the need for further external measures, the school has recently introduced GL PT attainment assessment for English, mathematics and science across selected grades. These assessments currently cover grades 3, 4, 5, 6, 7, 8 and 9. They provide more secure information on the schools' attainment position in English medium subjects. The school participates in the TIMSS and PISA international assessments and fulfils the UAE national agenda. TIMSS taken in 2019 indicates that the school is in the intermediate band category for both mathematics and science, for both grades 4 and 8. In PISA taken in 2019, the school was ranked in the middle band for English, mathematics, and science. Despite the schools growing range of assessments, practice is inconsistent across the school and underdeveloped. A number of assessments are very new and are still to embed within the school's practice and other tests are held irregularly or only provide historical information. The schools internal and external assessment data is analyzed to provide levels of students but is not used well to monitor individual and groups of students' progress. The use of data is rudimentary. It is not carefully analyzed to measure student progress accurately and no system of tracking students' progress, including different groups of students, has been established.



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Currently, the best practice in the school enables subject leaders to identify some trends across subjects, to identify improvements. The analysis of data is confined to some staff but is not understood or used well across all staff. Teachers are aware of assessment information but do not use it purposefully or sufficiently to support the needs of individuals, groups of students and particularly those learners that are higher attainers, gifted and/or talented and those low attainers, including students with special educational needs. There are no formally identified students of determination. Teachers often plan for different levels of student but are not using assessment information intuitively to adapt the curriculum or modify learning experiences, to ensure appropriate progress is made by all students.

A small range of formative assessment strategies were evident in lessons but mostly consisted of teacher questioning to elicit student understanding. In better lessons, for example in a Grade 7 mathematics lesson assessment for learning consisted of a starter question linked to both previous and intended learning. From this the teacher could accurately gauge student understanding. However, such developed practice is inconsistent across all classes and phases. Most teachers have reasonable knowledge of the strengths and weaknesses of individual students and provide some support and challenge, mostly through feedback and secure questioning. However, practice is inconsistent across classes, resulting in support that is not adequately personalized to match the learning needs of those that are higher and lower attaining, ensuring secure progress. Relationships between peers and with adults is highly positive across all classes, fostering strong dialogue and good levels of learning. Written tasks produced by students are corrected but secure practice varies across classes and phases. In the best teaching practice, constructive comments for improvement are provided with next steps for learning.



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		<p>In a small number of lessons, students were encouraged to peer assess others work. However, this practice alongside student self-assessment is not consistently adopted across the school and needs to embed further.</p>
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Next steps for assessing learning:

1. Ensure there are secure internal assessment systems, including assessment of groups of students for all phases and all subjects by reviewing internal assessment procedures for accuracy against other benchmarks and including measures for different groups of students.
2. Ensure students are provided more opportunities in lessons to self-assess and peer assess their work and for students to practice these assessment skills.
3. Ensure there is clear tracking of individual student progress in all subjects, across all school phases by implementing an appropriate system for the school and its designated curriculum.



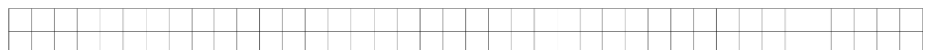


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PS4: Curriculum

4.1 Curriculum

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





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PS4: Curriculum

4.2 Curriculum adaptation

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

Next steps for curriculum leaders:



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PS5: Protection, care, guidance and support of students

5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
	<p>5.1.1 Care, welfare and safeguarding</p> <p>5.1.2 Arrangements to ensure health, safety, security</p> <p>5.1.3 Quality of maintenance and record keeping</p> <p>5.1.4 Suitability of premises for all students</p> <p>5.1.5 Provision for and promotion of safe and healthy lifestyles</p>	<p>Abu Dhabi Grammar School (Canada) has rigorous procedures for the safeguarding of students including child protection. Child protection and safeguarding arrangements are clearly defined in a written policy that is shared with all stakeholders. All employed staff sign a copy to confirm they have read and understood this policy. The school provides training for all employed staff in child protection and safeguarding and their attendance in this mandatory training is recorded. The school takes steps to ensure that all students are protected from all forms of bullying, including online. The school helps and informs students about how to stay safe using the internet and social media. The mobile devices provided for students in grades 7 to 12 are equipped with safeguarding controls and have restricted access to the internet. All staff, students and parents are aware that the school is fastidious about health and safety ensuring all members of the school community feel cared for and are safe. The health and safety committee meets formally bi-monthly to review and plan well ahead. The health and safety committee has 18 members with representation from all subjects and phases of the school. In addition, committee members are in daily contact in case any health and safety concerns are raised and need immediate attention. Staff receive regular health and safety updates about changes to protocols and most recently, these relate to COVID-19 guidelines. Staff and students understand the rules and their responsibilities in ensuring the school is a safe environment for all. Bus routines are exemplary and the youngest children and students at the school are safe and well cared for as they travel backward and forward to school. The three robots in KG are best described as 'mini clinics'. The main purpose of</p>



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the robot is to check the temperature of the youngest children on arrival at school each day. The impact of robots is considerable and has led to the smooth, and successful integration of stringent health and safety protocols for the youngest children at the school who have struggled to understand why these changes are essential.

The school conducts regular emergency fire evacuation drills and is compliant with the Civil Defense regulatory requirements. The school contracts external organizations to manage various health and safety functions including the CCTV and alarm system, a fully operational medical clinic, 24 hours site security, regular pest control, routine water quality testing and tank maintenance, laboratory chemical disposal, and the daily cleaning and sanitation of the school. All the necessary regulatory checks for these essential functions are up-to-date and all contracts are with approved providers. Risk assessments are regular, and mitigating action is taken to ensure that the highest expectations for health and safety are met.

The school has a well-equipped medical clinic staffed by two full-time qualified nurses. There is an additional separate infection isolation room in case there is a member of the school community that presents any symptoms of COVID-19. This facility has a separate washroom. Nurses carry out regular medical checks including weight, height, and BMI calculations, signposting students, and families to further support if this is deemed necessary. Essential medicines are locked in a secure cupboard within the clinic and nurses supervise and administer essential medication to students. Nurses are diligent in maintaining accurate records, including details of all staff and eligible students who are vaccinated against COVID-19. Records show that in the last 3 years, there have been no emergency incidents that have required the urgent emergency arrival of an ambulance. Nurses have established a strong relationship with a local hospital



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PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
	<p>5.2.1 Staff and student relationships and behaviour management</p> <p>5.2.2 Promotion and management of attendance and punctuality</p> <p>5.2.3 Identification of students with special needs, gifted, talented</p> <p>5.2.4 Support for students with SEN and the gifted and talented</p> <p>5.2.5 Guidance and support for all students</p>	<p>Teachers and adults have established positive relationships with students at the school who they know extremely well. There is a climate of trust and respect between students and adults. Expectations for all students' good conduct and behavior are clear and understood by all, and expectations are shared with parents and families. This is evident as all members of the community operate strictly within bubbles, with restricted access to many smaller inside spaces within the school. The school has effective protocols to record staff and student attendance and punctuality. Systems are routine and well embedded. The follow-up of unauthorized absences and lateness is efficient and effective. For term 2 of the academic year 2021/22, students' attendance to lessons overall was at 96%. More recently, this has declined and fluctuates daily due to the impact of COVID-19.</p> <p>The school has formally identified zero students of determination (SoD). However, there are 16 students identified as students with special educational needs and the school holds records that include medical assessments with specific diagnostic assessments. There are no individual education plans (IEPs). The school has appointed a special educational needs coordinator (SENCO). However, the redesignation of various post holders, including the SENCO, to cover staff absence because of the impact of COVID-19 has led to a lapse in 1:1 and small group interventions. The school has not yet identified any gifted and/or talented students.</p> <p>To support vulnerable students, summaries of medical assessments and learning needs have been prepared electronically and made accessible to teachers. Teachers are encouraged to provide inclusive support for students with special</p>



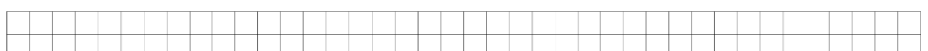
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educational needs through adaptations of learning tasks during lessons. 1:1 and small group intervention is minimal. Consequently, not all learning needs are met, and students with special educational needs make only sporadic progress. Teachers are not always sufficiently trained in best practices in inclusive education. This aspect of the school's work has lost momentum since the time of the last inspection and the school are aware of the need to strengthen provision and support for vulnerable students and those that are gifted and talented.

The vice-principal provides trusted, respected, and well-informed advice about the academic and personal development of students. This is especially valued by those families with children in KG and the elementary phase. The care and guidance provided by the school counselor to support the wellbeing and personal development of older students at the school are exemplary. The open-door policy and the highly personalized support, including the guidance for those students who leave the school planning their next phase of learning, are highly valued by students and families.

Next steps for leaders:

1. Provide an appropriately qualified special educational needs coordinator, (SENCo) to ensure that students with special educational needs are supported. Strengthen the protocols for the identification and support of students of determination (SoD), to ensure that the most vulnerable students at the school receive effective support to overcome their barriers to learning and carefully track their progress towards individual goals.
2. Train teachers in all phases in the best practices for inclusive education and equip them with effective strategies to use in lessons. Provide opportunities for teachers to improve their awareness of significant barriers to learning, including attention deficit hyperactivity disorder (ADHD), the symptoms of autism and difficulties in communication and language.
3. Identify students in all phases who are gifted and talented so that innate natural talents are recognized and can be nurtured. Support gifted and talented students so they can excel and realize their full potential.





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PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
	<p>6.1.1 Vision and Direction</p> <p>6.1.2 Educational Leadership</p> <p>6.1.3 Relationships and Communication</p> <p>6.1.4 Capacity to Innovate and Improve</p> <p>6.1.5 Impact on and accountability for school performance</p>	<p>The majority of leaders set a clear direction and vision for the school which embraces the priorities of the UAE in terms of external benchmarking against national and international standards. The school is committed to its students achieving high academic standards to gain entry into prestigious universities across the world. The commitment to inclusion is less well defined. There is a special educational needs coordinator, (SENCo), but she is currently deployed as a class teacher to cover a long-term absence. One of the vice principals is covering the SENCo role until the end of term, when a new SENCo is due to commence work at the school. Students of determination are not formally identified, although students with special educational needs are recognized and are provided with individual education plans. However, these plans are generic, lack precise actions and are not currently, monitored. Students with special educational needs do not have 1-1 lessons outside of the classroom, although teachers make efforts to meet their needs within lessons. The school has no lift but does have ramps into all buildings. Students with a physical disability are educated on the ground floor, which allows them access to classrooms, PE facilities and to the library but not to the science laboratories or art rooms. The majority of leaders have a secure knowledge of the curriculum. However, not all middle leaders recognize best practices in teaching and learning. They focus too heavily on what the teacher is doing, rather than what the students are learning. The school has a strong focus on students' personal development. Relationships are positive and professional. Communication is usually effective. Middle leaders, many of whom are new to their roles, are not yet clear about their</p>



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PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
	<p>6.2.1 Processes for self evaluation</p> <p>6.2.2 Monitoring and evaluation of teaching and learning</p> <p>6.2.3 Processes and impact of improvement planning</p> <p>6.2.4 Improvement over time</p>	<p>The principal and both vice principals are new to the school since the previous inspection. Senior leaders have not evaluated the work of the school. However, they do have a realistic view of the school and recognize the key issues to be addressed. New, inexperienced teachers to the school are provided with a mentor to support their professional development. Teachers identify their own growth plans. These are submitted to senior and middle leaders who provide internal professional development. External trainers have not been used due to global pandemic restrictions. Middle leaders conduct 'walk throughs,' at regular intervals. The feedback provided to teachers from these visits is not sufficiently focused on student outcomes. Senior leaders evaluate a third of their teaching staff each year. Senior leaders listen to, and act on, parental concerns about the quality of teaching. Where incompetency is identified, contracts are terminated. The school development plan is based on the recommendations from the previous inspection. There are appropriate time scales, required resources, and the personnel responsible for achieving the targets and monitoring the progress are identified. However, senior leaders have only recently, (April 2022), begun to monitor and address the targets within the school development plan. As a result, progress against the targets has not been rapid. There has been limited progress in addressing the recommendations of the previous inspection, in part due to the impact of the global pandemic. There have also been changes to the senior leadership team. Some improvements are evident, as in attainment and progress in Arabic as a second language in the junior and senior high phases of the school. The high standards of health and safety, including child</p>



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PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
	<p>6.3.1 Parental involvement</p> <p>6.3.2 Communication</p> <p>6.3.3 Reporting to parents</p> <p>6.3.4 Community partnerships</p>	<p>Parents believe they are involved in helping to establish school improvement priorities. They have been consulted regarding the change in uniform and the policy on late arrivals. Recently, they have had limited involvement in school life. However, prior to the pandemic, parents helped to organize celebrations and events, such as the 'Culture Day,' and were welcomed into the school. During the times of remote learning, parents supported their children's education. The school communicates with parents in a variety of ways. This may be via social media sites, such as WhatsApp, email, telephone, the newsletter or by letter. Parents are very happy about the frequency of the communication they receive and consider themselves to be well-informed about what is happening within the school. Parents are appreciative of the time teachers make available to discuss concerns parents may have about their child. Parents are provided with details of their child's progress and next steps. Teachers provide parents with an action plan as to how the students next steps are to be addressed in lessons. However, a number of parents would like more information about how they, as parents, can support their child at home. Parents receive a report card each term, with their child's marks, together with information about personal and social development. Parents are very happy with the information because it is personalized for their child. Those parents who have children in the junior and senior high phases of the school are pleased with the comprehensive advice they receive concerning academic choices and the impact of these choices on future career paths. Before the pandemic, parents worked with their children to raise funds and make donations to Red Crescent. Students participated voluntary community events, such</p>



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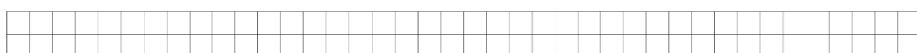
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6.4 Governance

Internal Evaluations	Elements	External Evaluations
	<p>6.4.1 Involvement of stakeholders</p> <p>6.4.2 Ensuring accountability</p> <p>6.4.3 Influence on the school</p>	<p>The governing board consists of the owner, the school principal, and a representative from the parents. The views of parents have not been formally sought. Stakeholders can express their views on social occasions, visits to the school or via word of mouth. There is no formal mechanism for parents and other stakeholders to contact the school. The owner visits the school two or three times weekly. These meetings do not include other governors, hence they do not all have the opportunity to monitor the work of the school. At these times, the owner holds discussions with the principal about school targets and priorities. The owner is keen to forge teamwork between the governors and senior leaders in the school. However, there is no system by which senior leaders can be held accountable for the achievement and personal development of all students. The owner, in particular, does exert an influence on school leaders and the direction of the school. She is awaiting approval for plans to build a new school to provide an appropriately designed building with more modern facilities. Governors have ensured all statutory and regulatory requirements are met. The high standards of health and safety, including child protection, identified in the previous inspection report, have been maintained.</p>

Next steps for governors:

1. Provide a formal mechanism by which parents and other stakeholders can communicate with governors, confidentially.
2. .2. Ensure that governors monitor the school regularly and that all trustees have a clear understanding of the school priorities.
3. Ensure that there is a clear process of performance management by which senior leaders and other staff, can be held to account.





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6.5 Management

Internal Evaluations	Elements	External Evaluations
	<p>6.5.1 Management</p> <p>6.5.2 Staffing</p> <p>6.5.3 Facilities</p> <p>6.5.4 Resources</p>	<p>The school runs smoothly on a day-to-day basis. The school, particularly the vice-principal of the lower and upper elementary phases, coped admirably with the daily, increased numbers of staff absence due to COVID-19, during the inspection visit. Teachers are all highly qualified, licensed and deployed. Teachers benefit from regular professional development, although senior leaders recognize this has been limited of late due to the restrictions related to the global pandemic. Training is not provided for other staff, such as teaching assistants to maximize the impact they have on student achievement. The school building is old and in need of refurbishment. However, there are advanced plans in place for a new building. Currently, the facilities provided support student achievement. There is a library, gymnasium, computer suite, a laboratory and appropriate outside space. The laboratories are currently closed due to the global pandemic. The ground floor of the building is accessible by all, but there is no lift that would enable those with a physical disability to access the upper floor. Teachers use the curriculum resources. The majority enhance their teaching through the use of video clips and other, on-line resources. However, there was little evidence of practical resources, such as manipulatives in mathematics, science resources such as rocks to support student understanding of types of rock and how they are formed, or the use of role play and puppets to support creative learning. The laboratories were closed and chemicals out of date, hence students had very limited opportunities for hypothesizing or developing scientific method. Consequently, it was difficult for teachers to scaffold work for the low attaining students or support those who learn kinesthetically.</p>

