



Diyar International Private School - Dibba-Fuj

Good

SCHOOL EVALUATION REPORT

Evaluation and Quality Directorate for Public and Early Childhood Education

SCHOOL INFORMATION

General Information

Curriculum	US
Language of Instruction	English
Opening year of School	2008
Educational Zone	Fujairah - Dibba
Phone	092043000 / 092043001
Location	Fujairah – Dibba, Al Rifa'
Website	http://diyar.academy/dibba-campusldiyar.eygcampus@diyar.school
Principal	Lisa Gardiner
Owner	Sheikh Mohamed Saleh Mohamed Al Sharqi
Evaluation visit dates	20 th to 23 rd May, 2024

Students

Gender of students	Mixed
Largest Nationality group of Students	Emirati
Age range	6 to 17 years
Grades or year groups	KG1 to Grade 12
Phases	Phases 1 to Phase 4
Number of students on roll	1367
Number of Emirati Students	1275 (93%)
Number of students with SEND	6

Teachers / Support Staff

Number of teachers	109
Largest nationality group of teachers	South African
Teacher-student ratio	1:13
Teacher turnover	11%

External tests and examinations

- Cognitive Abilities Tests (CAT4)
- Measures of Academic Progress (MAP)
- International Benchmark Tests (IBT)
- Emirates Standardized Test (EmSAT)
- American Advanced Placement (AP)

SUMMARY OF EVALUATION OUTCOMES

2022-2023	2023-2024
Acceptable	Good

1. Students' Achievement Subjects		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	N/A	Good	Acceptable	Acceptable
	Progress	N/A	Good	Acceptable	Acceptable
Arabic as a first language	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Good	Acceptable	Good
UAE Social studies	Attainment	N/A	Good	Good	Very Good
	Progress	N/A	Good	Good	Very Good
English	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Good

1.3 Learning Skills	Phase 1	Phase 2	Phase 3	Phase 4
1.3: Learning Skills	Good	Good	Acceptable	Good

2. Students' personal and social development and their innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
2.1: Personal Development	Good	Good	Good	Good
2.2: Students' understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
2.3: Social Responsibility and Innovation Skills	Good	Good	Good	Good

3. Teaching and assessment	Phase 1	Phase 2	Phase 3	Phase 4
3.1: Teaching for Effective Learning	Good	Good	Acceptable	Good
3.2: Assessment	Good	Good	Acceptable	Good

4. Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
4.1: Curriculum Design and Implementation	Good	Good	Good	Good
4.2: Curriculum Adaptation	Good	Good	Good	Good

5. The protection, care, guidance and support of students	Phase 1	Phase 2	Phase 3	Phase 4
5.1: Health and safety including arrangements for child protection/safeguarding	Good	Good	Good	Good
5.2: Care and support	Good	Good	Good	Good

6. Leadership and Management	Overall
6.1: The Effectiveness of Leadership	Good
6.2: Self-evaluation and Improvement Planning	Good
6.3: Partnership with Parents and the Community	Good
6.4: Governance	Acceptable
6.5: Management, Staffing, Facilities and Resources	Acceptable

KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students:

- Attainment is at least in line with curriculum expectations or standards for most students in almost all subjects and phases, except in Phase 1 where the majority of children's attainment is above curriculum standards in English, mathematics and science, in addition to students' attainment in Islamic in Phase 2 and social studies in phases 2 and 3. Overall, attainment is less strong in Phase 3 than in other phases. Students' progress is improving significantly; it is good across a large majority of subjects and in most phases, including English mathematics and science. Progress is very good in social studies in Phase 4.
- Demonstrate good learning skills in Phases 1, 2 and 4 and an acceptable range of skills in Phase 3. Most students have positive attitudes, enjoy working in groups, and are adept at researching projects. Increasingly, appropriate technology is available to support learning.
- Show respect, warmth and friendliness to adults, their peers, and visitors. They are extremely self-disciplined with a clear understanding of Islamic values, and UAE culture with significantly improved skills in social responsibility and innovation.

Parents:

- Play an increasingly active role in supporting their children's academic and social achievements because they are made to feel like partners in their schooling. They effectively use the school's learning platform, along with other reports and communications, to monitor and evaluate their children's progress. Parents actively engage in wider school development by serving as members of the rapidly developing Parent Student Teacher Association (PSTA) and newly reconstituted governing board. Parents communicate their views to school leaders through of telephone calls, WhatsApp, personal visits, email, surveys and regular monthly meetings, and feel that their voices are heard.

Teachers:

- Plan lessons which attempt to meet the needs of most students, but they do not always fully implement their plans for provide suitably challenging work for all students. Most teachers use questioning to elicit the level of students' knowledge and understanding, but they do not promote sufficient dialogue between students or encourage independent exploration. In UAE social studies, English and mathematics, teachers encourage students more to share ideas, think critically about problems and arrive at their own solutions.
- Use a range of internal and external assessment data to evaluate students' attainment and progress. However, they do not always use this information to plan work that challenges or supports individual students and groups. Teachers do not yet consistently demonstrate a secure understanding of the needs of students who have special educational needs and/or disabilities (SEND) and those with gifts and talents (G&T) and they do not always ensure that their individual targets are supported in lessons.

School Leaders:

- Under the insightful leadership of the Principal and Vice-principal, the school creates an ethos and vision that incorporates inclusivity and tolerance, emphasizing UAE values and priorities. The leaders understand and demonstrate best practice in teaching, learning and assessment.
- Implement data rich self-evaluation and school improvement planning, but these processes do not yet have the full impact of improving all students' attainment. School leaders demonstrate a strong capacity for improvement and show significant commitment to their students and parents.
- Have implemented relevant professional development programs for teachers. Governors recognize the need to continue investing in effective teaching and resources suited to an increasing range of digital and blended learning programs.

What does the school need to do next to improve student outcomes?

In addition to addressing the action points identified throughout this report, the school should take account of the following key priorities to inform its improvement planning.

Student's achievement:

Improve achievement and learning skills by:

- Providing more opportunities for students to practice Arabic language skills and apply them in a wide range of contexts, and to practice writing skills across all phases. In English, by supporting students to work independently, write for a wide range of purposes and audiences, and promote their analytical and discursive skills in Phase 4.
- Offering support for students in Islamic education to explain verses in the Noble Hadeeth and to enhance their skills in extracting and applying the recitation rules from the verses of The Holy Qur'an. In social studies, to explain the natural and human characteristics of the continents and to use geographical tools to analyze and explain the distribution of physical and human characteristics of places.
- Providing more learning experiences in mathematics to help solve word-based problems that require critical thinking using multiple strategies, particularly in Phase 2 and 3. Additionally, developing competencies in analysis and reasoning when solving trigonometric problems, particularly in Phase 4.
- Assisting students to acquire scientific investigative skills across physical, earth, and space sciences, enabling them to apply scientific skills to solve real-life problems effectively.
- Extending opportunities for students to work collaboratively develop their innovation skills and use of technology to support their learning, especially in Phase 3.

Teaching and assessment:

Improve the impact of teaching and assessment on achievement by:

- Ensuring that teachers consistently provide activities and tasks that meet the differing learning needs and abilities of all groups of students, including students with SEND, higher attainers and those with G&T.
- Ensuring that teachers consistently ask questions to deepen students' learning, check that learning objectives are specific to meeting needs and aspirations, and use time effectively to support all students' learning.
- Providing more planned learning experiences for students to develop their critical thinking, problem solving, innovation and independent learning skills.
- Using assessment information so that teachers can accurately check the progress and attainment of students, provide focused feedback, and create opportunities for students to evaluate the quality of their work and to peer-assess so that they can learn from each other.

Leadership and management:

Improve the impact of leadership and management on student outcomes by:

- Providing well-matched training for all leaders so they know how to hold teachers accountable for improving students' achievement, are clear about their monitoring role and focused on promoting best practice.

- Ensuring that improvement plans are sufficiently specific in terms of measurable outcomes and align teaching and assessment outcomes with those described in the UAE School Inspection Framework
- Ensuring that leaders consistently use accurate internal and external assessment information in their improvement planning and that the monitoring of teaching is sufficiently focused on students' achievement.
- Implementing the proposed governance performance management structure for the governing board to ensure it is fulfilling its role in both supporting and challenging school leadership
- Implementing a comprehensive teacher performance management system supported by personalized professional development programs and by recruiting teachers with experience in the American curriculum and high-level skills in English.

MAIN EVALUATION REPORT

1 Students' Achievement

Islamic Education	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Good	Acceptable	Acceptable
Progress	N/A	Good	Acceptable	Acceptable

- In lessons and their recent work, The majority of students in Phase 2 achieve attainment levels that are above curriculum expectations, most students in Phases 3 and 4 attain in line with curriculum expectations. In Phase 2, most students recognize the pillars of Islam and the majority clearly recite Holy Qur'an, e.g. Surat "Al-Shams" and Surat "Al-Thariyat". In Phase 3, most students understand the importance of health in Islam, and can recite verses from the Surat "Luqman" appropriately. However, only a minority can apply the recitation rules. In Phase 4, most students recognize the types of Shariah laws, and the importance of the social relations among individuals in the community.
- In lessons, the majority of students in Phase 2 make better than expected progress, and most students in Phases 3 and 4 make the progress expected aligned with curriculum expectations. In Phase 2, students understand the rules of fasting and the importance of tolerance and its impact on individuals. In Phase 3, most students recognize environmental factors and their importance to human beings; they recognize the relationship between the natural environmental law aligned with Islamic laws. However, only a minority of students demonstrate knowledge of the vocabulary in the Noble Hadeeth. There is no discernible difference in the rates of progress between different groups, including students with SEND and those with G&T, higher and lower attainers.

Areas for development:

- Students' ability to explain the general meaning of the verses of the Holy Qur'an and Noble Hadeeth across all phases.
- Students' skills in recitation and their application of recitation rules across all phases.

Arabic as a first language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Acceptable	Acceptable	Acceptable
Progress	N/A	Good	Acceptable	Good

- Students' attainment in IBT examinations is below curriculum standards in Phases 2, 3 and 4.
- Most students attain levels that are in line with curriculum standards in Phases 2, 3 and 4. In Phase 2, most students can read and understand general ideas; they can write words and sentences but with spelling mistakes. In Phase 3, most students can read and demonstrate basic comprehension skills. In Phase 4, most students can explain narratives and dialogues, and most can write paragraphs about specific topics. In all phases, most students recognize basic grammatical rules. However, they lack sufficient skills to write clear and organized ideas and to use punctuation and grammatical rules. In all phases, most students recognize the meaning of specific vocabulary. However, they have insufficient skills to use vocabulary in different contexts and to speak in long sentences in standard Arabic.
- In lessons and their recent work, the majority of students make better than expected progress in Phases 2 and 4, and most students make expected progress in Phase 3 in relation to curriculum standards. In Phase 2, the majority of students in Grade 5 can write sentences about a problem and a solution in a story. In Phase 3, most students in Grade 7 can specify the types of dialogue in the text. In Phase 4, the majority of students in Grade 11 can summarize and describe the acts of certain characters in the novels that they are reading. There is no significant difference in the rates of progress between different groups, including students with SEND and those with G&T, higher and lower attainers.

Areas for development:

- Students' skills in writing clear ideas and applying grammatical rules across all phases.
- Students' skills in speaking at length in standard Arabic and using vocabulary in new contexts across all phases.

UAE Social studies	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Good	Good	Very Good
Progress	N/A	Good	Good	Very Good

- In lessons and their recent work, the majority of Phases 2 and 3 students attain above curriculum expectations, and a large majority of students in Phase 4 attain above curriculum expectations. In Phase 2, students are knowledgeable about economic principles and systems, how markets work, and the government's role in improving the national and the international economy. In Phase 3, students demonstrate knowledge of the Earth, its properties, and how these properties relate to human interactions, as well as an understanding of the inter-relationships between human communities and the surrounding physical environment, focusing on the human and natural features of continents such as Asia, Africa, North America and Latin America. In Phase 4, students draw maps with cardinal and sub cardinal directions explain the techniques of GPS working and use mind-mapping techniques to enhance their understanding about life necessities and factors related to the links between the UAE and other countries.
- In lessons and their recent work, the majority of students in Phases 2 and 3 make better than expected progress and a large majority make better than expected progress in Phase 4. Students in Grades 1 and 2 can identify and illustrate how people depend on the environment to meet their needs. They can identify the basic concepts and terms of economics, business, buying, selling based on their actual needs. In Grade 6, students can deduce aspects of economic activities of the inhabitants of different countries, in GCC and Africa. However, they are unable to specify the factors that affect the climate and cannot use geographical tools to analyze and explain the distribution of physical and human characteristics of places. Grade 9 students can accurately deduce and differentiate different sources of energy. There is no difference in the rates of progress made by different groups of students including students with SEND.

Areas for development:

- Students' skills in using geographical tools to analyze and explain the distribution of physical and human characteristics of places, in particular Phase 2.

English	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Good	Good

- Students' attainment in MAP examinations is below curriculum standards in Phases 2, 3 and 4.
- The majority of children in Phase 1 attain above curriculum standards, while students in Phases 2, 3 and 4 mostly attain in line with curriculum standards. In Phase 1, children can make letter shapes using manipulative playdough and match pictures to letters, saying how each letter sounds. However, a few cannot consistently form the letter shapes or correctly match pictures to sounds. In Phase 2, students can use their imagination to create a new adventure, describing new wild creatures and settings using descriptive words, and edit a paragraph that follows the style of the children's book author. However, a minority cannot easily change the setting if unrelated to the theme without guidance from the teacher. In Phase 3, students can write arguments on the inequality of education supported by evidence. However, a few cannot yet effectively incorporate relevant evidence into their arguments. In Phase 4, students can investigate a paper on the quality of education in Afghanistan, discuss their findings, and present a case both for and against the statement, including discussing the 'dream gap' concept. However, a few cannot yet effectively analyze the paper or articulate their arguments.
- In lessons, the majority of students, including those students with SEND, make better than expected progress in relation to appropriate learning objectives aligned with curriculum standards. In Phase 1, children develop their communication and language skills through themed play-based experiences such as 'The world around us', while students in Phase 2 build vital components of language development as they explore how the world works. In Phases 3 and 4, students enhance their language and literacy skills through topics focusing on climate change. Students benefit from personalized support, which promotes an inclusive learning environment throughout the phases.

Areas for development:

- Students’ extended writing skills across all grades to include a wider variety of vocabulary.
- The use of descriptive language within a meaningful context in Phase 2 and their analytical and discursive skills in Phase 4.
- Children’s ability to use their developing early literacy skills to read and write independently in Phase 1.

Mathematics	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Acceptable	Acceptable	Good
Progress	Good	Good	Good	Good

- External MAP assessment results show that in a minority of students in phases 2 and 3 attain levels that are at least in line with curriculum standards; Whereas in Grade 9, the large majority attain levels that are above curriculum standards.
- In lessons and in their recent work, the majority of children and students in Phases 1 and 4 attain levels that are above curriculum standards, while most in Phases 2 and 3, attain levels in line with curriculum standards. In Phase 1, children demonstrate well-developed skills in geometry, particularly in classifying and counting objects into given categories and sorting them out. In Phase 2, students apply their understanding of number operations to solve fraction word problems. In Phase 3, students develop skills of formulating and reasoning about expressions and equations, including describing possible associations between two variables. However, their ability to employ independent strategies when solving problems requiring critical thinking is less well developed. In Phase 4, students develop knowledge and skills in finding the derivatives of a function, forming equations, and optimizing area using differentiation. However, students’ ability to justify their reasoning for selecting a particular strategy when solving trigonometric problems is less well developed.
- In lessons and their recent work, the majority of children in Phase 1 and students in Phases 2, 3 and 4, make better than expected progress in relation to appropriate learning objectives aligned to curriculum standards. In KG 2, children can identify and draw two-dimensional shapes and compare different sizes using mathematical language. In Grade 4, students can reason with fractions with like denominators and solve problems using operations with fractions. In Grade 8, students can calculate the total frequencies for rows and columns in a two-way-table. In Grade 10, students can analyze geometric configurations and identify which inverse trigonometric ratio is most appropriate to use in a given problem. There is no significant variation in the rates of progress across the different groups of students. Higher attainers, lower attainers, and G&T make better than expected progress; students with SEND make better than expected progress in relation to their IEPs and modified objectives.

Areas for development:

- Students’ ability to solve word-based problems that require critical thinking using more than one strategy particularly in Phases 2 and 3.
- Students’ mathematical competencies to analyze and reason critically when solving trigonometric problems, particularly in Phase 4.

Science	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Acceptable	Good

- External MAP data indicates that only a majority of students attain levels that are at least in line with curriculum standards in Phases 2, 3 and 4.
- In lessons and in their recent work, the majority of children in Phase 1 attain above curriculum standards, while most students in Phases 2, 3 and 4 attain levels in line with curriculum standards. In Phase 1, children conduct investigations on the effects of forces on the motion of an object. In Phase 2, students engage in hands-on activities and use information to provide evidence of the effects of water on the Earth's erosion. In Phase 4, students can draw conclusions and effectively communicate ideas in chemistry, biology, and physics. However, in Phase 3, students' scientific investigative skills across physical, earth, and space sciences are underdeveloped, and they are not yet able to apply scientific skills effectively to solve real-life problems across all phases.
- The majority of children in Phase 1 and students in Phases 2 and 4 make better than expected progress in relation to learning objectives aligned with curriculum standards. Most students in Phase 3 make the expected progress related to their learning objectives. In KG2, children demonstrate an understanding of how force acts on objects to move them. In Grade 2, students investigate how water causes erosion. In Grade 8, students use the concept of speed and its relationship with distance and time in formulas. Additionally, Grade 12 students in physics investigate capacitance factors through simulations. There is no specific difference in the rates of progress among different groups of students.

Areas for development:

- Students' scientific investigative skills, particularly in Phase 3 .
- The application of scientific research skills to solve real-life problems in their daily activities across all phases.

1.3 Learning Skills	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Acceptable	Good

- Children and students enjoy learning; they show a sense of responsibility for their academic development and acknowledge their strengths and areas for improvement. This is particularly evident in Phases 1, 2 and 4. Students work in groups as a team; they cooperate and work collaboratively in many learning situations. For example, in science, children in Phase 1 enjoy learning about forces by designing and building buses, which they then test on the playground slides to observe the impact of force. In better lessons in Arabic in Phase 2, students work productively in groups to write the elements of a story. In mathematics, students work collaboratively and effectively in problem-solving and in the application of mathematical concepts. Additionally, by Grade 12, students engage in collaborative learning in physics while using PhET simulations to explore the factors influencing capacitance. However, in Phase 3, while students can adequately communicate their learning, group activities requiring collaboration are limited.
- Students appreciate the link between the different aspects of learning and relate these to their understanding of the world. In Arabic, Grade 11 students can link the ideas in a story to the importance of education in their life. In Phase 2 in geometry, students link the two-dimensional shapes to UAE buildings, mosques, and museums. Overall, Phase 4 students exhibit better critical thinking, problem-solving, and research skills in English and mathematics. They effectively use digital devices for research and demonstrate collaboration skills in groups. However, these skills are far less developed in Phase 3. Generally, students' innovation, enterprise, inquiry, research, and critical thinking skills are less developed across all phases.

Areas for development:

- Students' innovative, enterprise, inquiry, research, and critical thinking skills across all phases and most subjects.

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

2.1: Personal Development	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	Good

- Students have positive attitudes, demonstrate self-discipline, and excellent behavior for learning. They interact well with their teachers and peers and respond positively to critical feedback both within classrooms and throughout the school. Moreover, they are thoroughly familiar with the school's revised code of conduct, with older girls notably contributing significantly to role modelling and supporting exemplary behavior. Minor incidents of bullying are dealt with promptly and are rare in this harmonious learning environment.
- Students across all phases demonstrate a general awareness of healthy living, participating in physical activities such as in physical education (PE) lessons, swimming, sports days, competitions, and after school activities. Students identify that they would appreciate even more sports-related extracurricular activities. Additionally, students of all ages have a very informed attitude toward healthy eating, adequate sleep, and a balanced lifestyle.
- Students' attendance is generally satisfactory at 92%. Their punctuality to school is improving and students understand the need to be punctual to lessons following recreational breaks.

Areas for development:

- Students' attendance and punctuality across all phases.
- The provision of a wider range of physical activities across all phases.

2.2: Students' understanding of Islamic values and awareness of Emirati and world cultures	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	Good

- Students demonstrate a clear appreciation and understanding of how Islamic values influence contemporary UAE society. For example, students at all levels know Islamic values and their impact on society, such as tolerance, generosity, kindness, cooperation, and respect as part of the values and characteristics of the UAE. Students connect these values to their behavior within the school, society, and during morning assemblies, as well as to real life situations in the UAE. Additionally, some students participate actively in the Qur'an memorization competition and understand the impact of donations in helping the poor and fostering positive community relationships. Moreover, students show appreciation and knowledge of the Emirates' heritage and culture, with their work prominently displayed throughout the school, reflecting their understanding and respect. There is a heritage corner in each school section. Furthermore, students participate in national events such as Flag Day, National Day and Martyrs' Day in the school. Students also visit some archaeological sites in the country, such as the Al-Bidiya Mosque, castles, and museums.
- In Phases 2 and 3, students demonstrate a clear understanding and awareness of their own culture and other students' culture in the school. Their appreciation of other world cultures is demonstrated by participating in activities that demonstrate their respect and warmth for the UAE culture, for example respecting the country's flag. Each student from a different country is able to share information about their country as they actively participate in the celebration of International Day of Cultures and visit Expo 2020. However, they generally lack a deeper understanding of both their own culture and other world cultures across all phases.

Areas for development:

- Students' deeper knowledge of their own culture and other world cultures across all phases.

2.3: Social Responsibility and Innovation Skills	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	Good

- Students understand their responsibilities as members of the school community, with some actively engaging in key roles within councils and teams such as the student council, the health and safety team, the first aid team, and the girl guides. Students participate in various activities on World Healthy Food Day and the Basketball League. Additionally, some students give lectures on breast cancer awareness and healthy lifestyles for members of the school community. Volunteer students undertake various tasks including supervising the morning assembly and helping others during lessons. They clean the school at break times. Moreover, during the Ramadan Aman activity, students engage in distributing breakfast meals, visiting Dibba Hospital, and interacting with the elderly, distributing meals to workers, and participating in a range of fundraising events.
- Students demonstrate a positive work ethic and sometimes take the initiative in directing their work during lessons when given the opportunity. Students enjoy working on and presenting their innovative projects such as that on the effects of using non-renewable energy sources, the Lego Report Challenge' competition held at Expo Sharjah, and on the innovation exhibition at Fujairah College.
- Students care about the surrounding environment and demonstrate awareness of environmental issues, particularly during educational tours, break times, and within the classroom. Across all sessions, students participate in activities aimed at improving the school's environment. An example of this is the development of an outdoor space within the school premises, involving cleaning it and planting initiatives. Visual representations and pictures about the environment around the school reflect their understanding of environmental issues. Moreover, students participate in the Sustainability Ambassador Competition and the Hanging Garden Project. Additionally, students also realize the importance of recycling and sustainable energy.

Areas for development:

- Students' participation in innovative activities and entrepreneurship initiatives in all phases.

3. Teaching and assessment

3.1: Teaching for Effective Learning	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	Acceptable

- Most teachers use their subject knowledge effectively to support students' learning. For example, in Phase 1, mathematics teachers use differentiated resources and activities to engage children in exploring the connections between numbers and two-dimensional shapes in their environment. Across all phases and subjects, teachers' planning mostly aligns with curriculum standards. Teachers plan with clear objectives and structured learning steps. However, the implementation is sometimes less well executed, with changes in tasks occurring before teachers have ensured that students have fully understood, particularly noted in some Phase 3 lessons. Differentiation in planning is not always consistently implemented, sometimes failing to adequately challenge high attaining students and to provide sufficient support for those who struggle academically. The integration of technology into lessons is a common feature across all phases.
- In most classrooms, teachers use effective approaches to stimulate children's and students' active participations. For example, in English, Phase 2 students effectively engage in role-play by embodying characters and delivering lines expressively. They work in small groups to plan and execute scenes, using their creativity to bring the story to life while developing memory, speaking, and observation skills. Additionally, methods such as think-pair-share are effectively implemented in English, social studies and mathematics, incorporating student-centered approaches, and creating an enjoyable learning environment. Teachers use questioning techniques to assess students' comprehension, but they do not always encourage dialogue to find things out for themselves. Teachers use a variety of instructional techniques to meet the needs and abilities of different groups of students such as differentiated tasks and personalized learning plans to ensure all students can achieve their potential. However, teachers' consistency in applying

this approach is lacking, especially in Phase 3, and among higher attaining students and those with G&T across the majority of subjects.

- In the most effective lessons, teachers provide opportunities for students to enhance their critical thinking and problem-solving abilities. For instance, in Grade 11, mathematics teachers develop students' research skills through project-based learning and presentations on various topics, such as the Cuboid Challenge. However, teachers do not use such exemplary practice consistently and the integration of innovation is less developed across all phases.

Areas for development:

- Teachers' effective planning in utilizing resources, managing time, and application of differentiation strategies across all phases with particular emphasis on Phase 3.
- Teachers' development of students' dialogue to encourage independent inquiry and promote innovation, critical thinking and problem-solving skills across all phases.

3.2: Assessment	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Acceptable	Good

- The school's internal assessment is linked with the New York Common Core State Standards, encompassing continuous assessment, baseline tests, and end-of-term assessments. These procedures are implemented to regularly monitor students' progress and attainment. However, the internal data provided is overly optimistic. Rubrics are used to evaluate students' work during lessons and projects. Additionally, students' self-assessment is incorporated, as seen in students' work in Phase 2. The school encourages students to participate in CAT4 tests, and in external benchmarking tests such as MAP and IBT. Additionally, the school adopts the standardized tests necessary for meeting graduation for senior students, including AP and EmSAT tests.
- Internal and external data, which determine students' attainment, progress, and growth in MAP tests, are analyzed. The findings are communicated to teachers to influence their planning, as evidenced in their lesson plans, particularly in seating arrangements based on students' MAP attainment. Additionally, this data is used to modify the curriculum and differentiate tasks. However, a minority of teachers still do not effectively use this information to meet the needs and abilities of all student groups, particularly in Phase 3.
- Teachers employ rubrics to assess students' skills and knowledge, offering insights into their strengths and areas for improvement. Additionally, in better lessons, students participate in peer evaluation. However, teachers' feedback to students on their written work is not consistently effective in guiding them to the next steps in their learning across all phases.

Areas for development:

- Teachers' use of assessment information to meet the needs of all students across all phases, particularly in Phase 3.
- Teachers' use of constructive feedback to students that effectively guides them to the next steps in their learning across all phases.

4. Curriculum

4.1: Curriculum Design and Implementation	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- The curriculum has a clear rationale, being broad, balanced, age-appropriate, and effective in developing students' knowledge, skills, and understanding. It adheres to the authorized licensed curriculum and statutory requirements, balancing New York Common Core State and MoE standards, providing the required subjects, lessons, and credits. Additionally, the curriculum provides science, technology, engineering, art and mathematics (STEAM). However, it is in the early stages of implementation. The curriculum is effectively planned to enable students' learning to build on prior knowledge in all key subjects, meeting the needs of most students. It uses teachers' assessments, MAP and CAT4 data track progression and includes career pathways and AP programs.
- The range of curricular options provides older students with ample choices that effectively develop their talents, interests, and aspirations. In Phase 4, students can choose from AP or standard high school courses, including 19 elective options across four career pathways: Medical, Engineering, Business, and Art.
- Cross-curricular links are meaningful, well-planned, and effectively managed, assisting students in transferring their learning between subjects. Integrated into most lessons, they are supported by the International Early Years Curriculum (IEYC), the International Primary Curriculum (IPC), and the International Middle Years Curriculum (IMYC) frameworks, project-based learning, and Sustainable Development Goals projects, enhancing thematic and integrated learning. However, there is a lack of integration across science, technology, engineering, arts and mathematics (STEAM) in Phases 3 and 4.
- The school conducts regular reviews and develops its curriculum to ensure the provision meets students' academic and personal development needs. Termly reviews by middle and senior leaders incorporate teachers' feedback and data analysis to evaluate instructional effectiveness and identify areas for improvement and innovation.

Areas for development:

- Curriculum integration of STEAM subjects in Phase 3 and 4.
- The consistency of cross-curricular approaches across all phases and subjects.

4.2: Curriculum Adaptation	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- The school ensures teachers effectively modify the curriculum to meet the needs of almost all groups of students. Collaboration among teachers and specialists results in differentiated activities, individualized support plans, and creative approaches, fostering accessibility and engagement. However, these activities sometimes lack sufficient stretch and challenge for high attaining students and those with (G&T).
- The curriculum is interesting, offering opportunities that motivate most students. Opportunities for enterprise, innovation, creativity, and social contribution are offered through various curricular areas and extra-curricular activities. Activities such as the Mathematics Quiz Bowl, Science Fairs, Bear Grylls Camp, and a variety of extra-curricular options foster creativity and innovation, enhancing the academic and personal development of participating students.
- Appropriate learning experiences are integrated into most aspects of the curriculum to enable all students to develop a clear understanding of the UAE's values, culture, and society. Evidence includes educational field trips, heritage corners, morning assemblies, activities based on the Islamic calendar, cultural events providing meaningful connections to local traditions, and the incorporation of UAE-related content in the MoE curriculum.

Areas for development:

- Curriculum modification to meet the needs of all groups of students, including those with G&T and higher attaining students across all phases.

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

5.1: health and safety including arrangements for child protection/safeguarding	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- The school has developed comprehensive child protection and safeguarding policies including anti-bullying, and a behavior guidelines policy, based on a code of conduct that is communicated and understood by all in the school's community. All students participate in professional development sessions, workshops and presentations related to child safety during bullying awareness week. The school conducts inclusive training in child protection and safeguarding for all staff to ensure comprehensive understanding regarding any concern or notification related to students' welfare. Supervision of students, including their transporting, arrival and dismissal, is managed by the school's management, teachers, the health and safety team, volunteers, and the student council.
- Buildings and facilities are regularly maintained to ensure a safe, inclusive, and hygienic educational environment. Sessions about hygiene and maintaining a clean environment are promoted in PE lessons, assemblies, and lessons across phases to ensure the collaboration of the whole school in promoting a clean and safe environment. Medicines and hazardous materials are secured in locked cupboards. In Phase 1, classrooms and playgrounds include an internal spacious internal activity area to meet the needs of all children. School facilities such as science laboratories, a library, a swimming pool, playgrounds, and prayer areas are designed to meet all students' needs. Different resources and learning activities are accessible to support SEND students' sensory, educational and emotional needs, particularly those with physical challenges.
- The school promotes healthy lifestyles by offering healthy choices in the school canteen and refreshment carts for Phase 1 children. Extra-curricular and after school sport activities, as well as hosting community walking events, promote healthy living choices. However, students' participation in these activities is less than leaders would hope for, given the school's healthy lifestyle policies. Obesity levels are 16 % across Phases 2, 3 and 4. The school is diligent in its arrangements to protect students from the sun and to provide access to fresh water.

Areas for development:

- The school's promotion of more effective approaches to increase students' participation in school activities to reduce students' obesity rates.

5.2: Care and support	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- Teachers' and students' relationships reveal mutual respect and courtesy across the school. The school implements a behavior guideline policy shared with all staff, parents, and students to ensure compliance with procedures. The school effectively manages students' behavior and celebrates attendance and punctuality by giving an award and a trophy for high levels of attendance. However, the school's procedures are insufficiently effective in promoting students' good attendance and punctuality across all phases.
- The school effectively responds to the needs of students with SEND by adapting facilities with 15 ramps, accessible bathrooms, a resource room with sensory materials, a well-designed and spacious internal breakout area in Phase 1 to accommodate these students. In addition, the school's doctor has prepared an emergency evacuation plan for the small number of students with restricted mobility and an accommodation plan for students with specific medical needs such as diabetes and other chronic diseases. In the current academic year, the school has taken effective steps to identify students with G&T and has identified a significant number so far. The school provides effective personalized support for students with SEND who have IEPs and increasingly for those who are G&T with Individual Advanced Plans (IAP).
- The school's counselor and academic advisor guide graduate students in Phase 4 for EmSAT preparation for all subjects, visiting exhibitions to meet university representatives, and for scholarship guidance and applications. In the current year, the school involved 13 universities to support students' choice, guided by careers counselors and professional staff. Parents have expressed their appreciation for the social and

personal guidance offered by teachers to their children, evidenced by increased confidence, articulation, and broader awareness of how to cope with the pressures of adolescence.

Areas for development:

- The implementation of more effective procedures to improve attendance and punctuality across all phases.

6. Leadership and Management

6.1: The Effectiveness of Leadership	Judgment
	Good

- The thoughtful Principal, with the support of an enthusiastic leadership team, has further developed and clearly communicated the school’s ethos and values. They demonstrate commitment to inclusivity, school improvement and the priorities of the UAE and the Emirate. This is evident in the way all school leaders, teachers, students, and parents articulate the important priorities guided by the school’s core values. All leaders are aligned with the school’s vision and direction.
- The school has continued to develop its middle leadership group, which shows secure knowledge of best practice in teaching, learning and assessment. As a result, there has been noticeable improvement in provision, particularly in English, mathematics, and science in Phase 1 and across a large majority of subjects in Phases 2 and 4. School leaders have created a positive learning culture, focused on improving students’ personal development and helping them overcome barriers to learning, such as the provision of extra sessions to help students catch up, particularly in English in the lower grades of Phase 2.
- Relationships and communications are professional with positive morale amongst students, staff and parents. Recent surveys indicate an improvement in satisfaction levels. Newer teachers praise the induction processes and testify to their increasing levels of knowledge and skills due to leadership coaching. The school has established the roles of middle leaders and distributed leadership to most staff, but it is not yet highly effective in improving students’ performance in all subjects as some essential leadership positions have yet to be fully established.
- School leaders have improved some aspects of the school’s work. The Principal, in particular, has been impactful in enhancing students’ personal development, promoting awareness of Islamic values, ensuring health and safety, and improving care and support for students. Senior school leaders are aware of areas needing improvement to ensure good performance in all subjects, including the MoE subjects. Most leaders demonstrate a strong capacity for improvement, as indicated by improvements in students’ achievement, particularly in Phases 1, 2 and 4.
- School leaders have eliminated weak attainment and progress in the school through ensuring that teaching is now consistently acceptable or better. Not all middle leaders yet understand how to fully hold teachers accountable for improving students’ achievement, although there are support programs for lower performing teachers who understand the urgent need to improve. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Areas for development:

- Middle leaders’ ability to hold teachers accountable for their impact upon students’ achievement.

6.2: Self-evaluation and Improvement Planning	Judgment
	Good

- The school’s self-evaluation form (SEF) incorporates an analysis of both internal and external assessment data, highlighting positive achievements and areas for improvement. School leaders are aware of the school’s strengths, and priorities for improvement are identified and analyzed within the SEF. Additionally, the views of staff, students, and other stakeholders augment this evaluation process. However, teaching outcomes are yet to be fully aligned with those described in the UAE School Inspection Framework.
- School leaders have established a comprehensive system for monitoring and evaluation. They provide appropriate support and training for staff, observe teachers, and provide feedback to enhance teaching quality and students’ learning outcomes. While the quality of monitoring is generally consistent across subjects and phases, the impact on further improving students’ performance is not yet evident in all subjects and phases. This is because not all leaders check that teachers consistently focus on students’ learning and use best practice; for example, assessment information is not used rigorously to enable teachers to fully cater for the needs and abilities of all students.
- Identified priorities are articulated in the school’s development plan with actions outlined, reasonable timescales with linked monitoring and evaluation. Plans are checked regularly to ensure that intended outcomes are being achieved and leaders ensure that all outcomes can be measured or demonstrated. The school’s improvement plan has been effective in improving attitudinal and behavioral outcomes across all phases and improving progress across Phase 1 and in nearly all subjects in Phases 2 and 4. School leaders have overseen significant improvements to students’ achievement since the previous evaluation visit.

Areas for development:

- Enhancing the effectiveness of monitoring and evaluation processes to improve student performance and better align to the UAE School Inspection Framework descriptors, across all phases.

6.3: Partnership with Parents and the Community	Judgment
	Good

- School leaders successfully engage parents as partners in their children's education and in the wider life of the school. Their views are increasingly valued and reflected upon when improvement priorities are under consideration, for example, parents are well-informed about changes to teaching and the curriculum offer in Phase 4. Parents receive comprehensive information about the work their children will be doing during the term, including insights into how their children might be helped at home. Parents of students with SEND understand what is in their children's IEPs because they make their own contribution to planning and review. These parents praise the school for the care, support and nurturing of their children from all teachers and leaders.
- Parents receive regular reports on students' progress clearly convey important information about academic and social achievements. Parents receive reports and updates by a variety of electronic means and more traditional paper-based reports. Parents receive useful guidelines on the next steps their children need to take to improve further, and they add their own comments through the school’s learning platform. Parents appreciate the contribution the school makes to their children’s academic and personal development evidenced by maturity, confidence and burgeoning life skills.
- The school makes regular contributions to local and national initiatives, and teachers ensure that students are aware of international developments through discussion of news and events from students’ different national backgrounds. The school has increasingly vibrant links with other schools in the group and has increased opportunities for students to compete intellectually and in sporting events. Links with universities are being established and school leaders have begun to explore the possibilities for community placements for senior students as part of their graduation certificate.

Areas for development:

- The strengthening of partnerships both internationally and in the local community by utilizing parental links to community and business groups.

6.4: Governance	Judgment
	Acceptable

- Governance had previously included representatives of the local community, the owner and local education representatives and now has invigorated this forum by the addition of students, parents, and staff. These newly elected governing board members are highly committed to the improvement of the school’s performance. An experienced education adviser supports with advice and scrutiny of educational effectiveness. This newly constituted advisory board has more detailed knowledge of the school and an investment in its successful future, as local people, and parents. It has yet to implement the performance management structure for governance so that leaders can be fully held to account. Students are well represented by the peer-elected Head Girl who is an excellent ambassador and student advocate.
- Members of the governing body hold the Principal and other school leaders to account by means of formal and informal meetings in school and by regular reporting from the Principal to the group Chief Executive Officer (CEO). Some governors’ understanding of how the school might improve against UAE School Inspection Framework criteria is detailed, while others need more development, particularly to both support and challenge leaders in relation to the school’s performance. Governors have anticipated the changing resourcing demands of the school’s population and digital blended learning. They appreciate fully the challenges of sustaining an effective teaching force and have strategic plans to better recruit and retain high quality teachers and leaders.

Areas for development:

- The implementation of the proposed performance management structure for governance to ensure the fullest support for, and challenge to school leadership.
- The further development of governors’ capacity to hold leaders to account for improved school performance.

6.5: Management, Staffing, Facilities and Resources	Judgment
	Acceptable

- School procedures and routines are highly effective because of the diligence of the school’s staff and the self-disciplined student response. However, the school is not yet sufficiently staffed with suitably qualified and experienced teachers and classroom teaching assistants. The staff induction and professional development programs are appropriately geared towards school improvement, for example, recent work has included training on ensuring that learning objectives are accurately aligned with the curriculums of both the MoE and New York Common Core State Standards. Currently, professional development is not sufficiently aligned to the findings of teachers’ observation and learning walks and the performance management of teachers has yet to be implemented.
- The premises are well designed and include specialist areas such as science and STEAM laboratories and information technology rooms with appropriate space for indoor and outdoor games and recreation. The environment is attractive and appropriate for the needs of almost all students and staff. Occasionally, resources in lessons are overly worksheet and paper-based materials, which do not stimulate active learning. Most classrooms are equipped with SMART boards and typically, students have access to technology to support their learning in most phases.

Areas for development:

- The full implementation of teachers’ performance management and personalized professional development programs based on lesson observation findings.
- Devise a recruitment strategy that seeks to further increase the number of teachers with American curriculum experience with high level skills in English.