Irtiqa'a School Inspection

AY 2024/25

Dunes International School

Rating: Good

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School Information

General Information	
Name	Dunes International School
Esis Number	9294
Location	39, Al Hajous St, Mohamed Bin Zayed City, Abu Dhabi, 20609
Website	http://www.dunesinternationalschool.com
Telephone	025527527
Principal	Paramjit Bakshish Singh Ahluwalia Ahluwalia Bakshish
Inspection Dates	21 to 24 Oct 2024
Curriculum	Indian

Information On Students	
Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1508
Number of Emirati students	0
Number of students of determination	23
Largest nationality group of students	India - Pakistan - Bangladesh

Information On Teachers	
Number of teachers	93
Nationalities	India - Egypt - Syrian Arab Republic
Number of teaching assistants	16

Changes since the previous inspection

Since the previous inspection report (PIR), the school overall performance judgment has remained at good, demonstrating consistent quality across core areas.

Students' achievement in Arabic-medium subjects has improved overall, with some subjects showing progress in certain phases, and no regression has been observed. In UAE social studies, students' achievement has shown significant improvement across all phases, progressing from good to very good. This positive shift is attributed to higher quality teaching implemented since the last PIR, reflecting effective instructional practices, with phases 1 and 4 not being evaluated in the previous inspection. In Islamic education, student achievement in phases 2 and 3 has remained at good, indicating steady performance. However, phase 4 has seen an improvement in attainment, moving from good to very good, while progress has maintained its previous good level.
Additionally, phase 1, which was not assessed in the previous evaluation, has now been evaluated as good in both attainment and progress. In Arabic as a second language, the attainment levels in phases 2 and 3 have consistently remained good, while phase 4 has improved from good to very good. For phase 1, which is newly evaluated, attainment is rated as very good, with progress at a good level. These improvements across phases underscore a targeted focus on enhancing Arabic language instruction, particularly for older students in phase 4.

English-medium subjects have shown overall improvement, with some phases maintaining their previous levels and none experiencing regression. Student achievement in math for phases 1 and 3 and in science

for phase 1 has remained good, while students' achievement in English for phase 4 has remained very good. Students' attainment in English and science for phases 2 and 3 has improved from good to very good, although progress in these subjects remains good. Students' attainment in English for Phase 1 and in Science Phase 4 is still good. Still, progress has improved from good to very good due to the large majority of students in these phases making better-than-expected progress in relation to their learning objectives. In Math, students' achievement for Phase 4 has improved from good to very good due to better teaching, while attainment in Phase 2 has progressed from good to very good, with progress remaining at a good level.

Students' learning skills remain steady at a good level in phases 1, 2, and 3 and are very good in phase 4. They are actively engaged in their learning, collaborating in groups, and demonstrating strong independent working skills. However, their use of technology for learning and research, as well as their critical thinking, collaboration, and presentation skills, remain less developed.

The previous inspection did not report on students' personal and social development or innovation skills. However, it is now clear that students demonstrate very good personal development due to their positive attitude, behavior, and punctuality. The element related to students' understanding of Islamic values and their awareness of Emirati and other world cultures is evaluated as acceptable, while their social responsibility and innovation skills element is rated as good. Environmental awareness, participation in volunteering activities, leadership and citizenship skills, and the ability to innovate by initiating, leading, and designing their own projects are less developed.

Teaching quality has remained good overall because teachers use their subject knowledge to provide interesting learning environments, especially in the KG. Teaching is very good in phase 4, where the level of challenging questions and variety of strategies employed to stimulate enjoyment of learning is more evident in the best lessons. Best practices in teaching in phase 4 of the English-medium subjects and social studies have yet to be seen in other subject areas where teaching remains good. Assessment remains good across phases 1, 2, and 3, with phase 4 regressing from very good to good. The school has put in place consistent systems to analyze assessment information. However, the lack of an external benchmark has hampered teachers' ability to identify gaps and provide suitable interventions in Arabic. Overall, there is inconsistent use of self-and peer assessment and the need for teachers to routinely provide written feedback to empower students to know their next steps in learning and to monitor their own progress.

Performance Standard 4 (PS4), which pertains to curriculum design and curriculum adaptation, was not included in the previous inspection process, with curriculum design and implementation now being evaluated as very good and curriculum adaptation rated as good. The curriculum demonstrates breadth and balance and complies with statutory requirements. Although the curricula are reviewed based on assessment results, there is insufficient adaptation to challenge all learners, particularly high achievers, including those identified as Gifted and Talented. Additionally, the development of students' enterprise, innovation, creativity, and social contributions is not yet fully promoted.

The health and safety of students continue to be a strong feature of the school, remaining outstanding. The school's arrangements ensure that students are kept safe and secure, and the well-maintained premises provide an inclusive physical environment. The care and support of students have regressed from very good to good. While staff relationships with students are caring and supportive and the lower attainers are identified, providing appropriate support and strategies to extend the higher attainers, including the gifted and talented, requires strengthening. In addition, the school does not offer in-school support services (ISSS) for students with additional learning needs, including students of determination.

Leadership and management have remained consistent overall, with the effectiveness of leadership, self-evaluation and improvement, governance, and management maintaining a good level. At the same time, partnerships with parents is rated as very good. The dedicated senior management team continues implementing its vision of equipping students with the education needed for success in an ever-changing world. The school emphasizes enhancing the capacity of middle managers to utilize assessment information effectively for self-review and planning processes. The school's monitoring of teaching currently focuses on academic outcomes, with less attention on evaluating students' broader experiences. The recently completed Self-Evaluation Form (SEF) outlines general progress under each standard but does not provide detailed steps for alignment with the school's improvement plans. Measurable objectives and clarified roles are evident in some areas but are not consistently applied. While

student-led conferences and regular reports ensure parents are well-informed about their children's progress, their role in self-review and improvement planning processes remains limited. Since the previous inspection, reduced staff turnover has provided greater stability, enabling school leadership to sustain high academic standards. Middle leaders are integral to supporting departmental strategies and enhancing teaching quality. The principal thoroughly understands the school's obligations and ensures compliance with all statutory and regulatory requirements through detailed monitoring processes.

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

The school benchmarks students' academic outcomes against relevant external, national, and international standards, including TIMSS, PISA, and PIRLS. Data triangulation reports are utilized to assess student levels and establish targets aligned with these benchmarks. The analysis of assessment data provides valuable insights into the attainment and progress of both groups and individual students.

Students are well-prepared for external assessments, with individualized target-setting supported by timely parental involvement to enhance student performance and accelerate progress.

Performance in standardized and international assessments

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

Standardized Assessments

Students from grades 3 to 9 have taken the Ei ASSET tests in English, math, and science. Over the past three years, these tests have shown an improving trend in math, with consistent performance in English and science.

In AY2021/22 and 2022/23, the majority of students attained above curriculum standards in math, increasing to a large majority in AY2023/24. Similarly, the results for Ei ASSET in science and English indicate that a large majority of students have consistently attained above curriculum standards over the past three years.

The 2023/2024 Ei-ASSET results for grades 3 to 9 indicate that students' attainment in phase 2 is outstanding in science and mathematics and very good in English. Phase 3 attainment is very good across the three subjects and phase 4 grade 9 attainment is weak across all three subjects.

In phase 4, a few students in grades 10 and 12 sat for the Central Board of Secondary Education in English, math and science, also a few in grade 12 sat for the CBSE in physics, chemistry and biology.
In the 2023/2024 Central Board of Secondary Education (CBSE) assessment, taken by phase 4 grade 10 and 12 students, attainment was outstanding in English and good in mathematics. Grade 10 make very good attainment in CBSE science, while grade 12 make outstanding attainment in biology, very good attainment in chemistry and good attainment in physics.

The results of the Progress in International Reading Literacy Study (PIRLS) 2021 indicate that Grade 4 students' attainment is at the high international benchmark (score of 605).
In the most recent MOE assessment results for AY 2023/24, grade 12 students made outstanding attainment in both Arabic and Islamic Education.

International Assessments: TIMSS, PISA, PIRLS

The school has benchmarked students' attainment against international standards by participating in the 2022 Program for International Student Assessment (PISA). The results demonstrate that the proficiency levels of 15-year-olds in English (415), math (452), and science (447) are all above the international average. The school successfully met all its targets for PISA, achieving results that exceeded international standards and expectations in scientific, mathematical, and reading literacy. Notably, performance in mathematical literacy was particularly strong, reflecting proficiency levels above international expectations and demonstrating students' ability to apply mathematical concepts effectively in complex and real-world contexts.

Reading

The school has two libraries with a mix of fiction and non-fiction books, one serving Phase 1, and another for the upper phases. There are approximately 6000 hard-copy texts, as well as newspapers and magazines. Students also have access to more than two thousand leveled books digitally, however there are many more books in English than Arabic. While for KG 1 and 2 there are Arabic books covering the alphabet, provision at other levels is insufficient to meet the needs of learners of Arabic as a second language. The Islamic and Arabic books tend to be reference books, and the reading level is too difficult for learners of Arabic to comprehend.

The school has an annual plan to encourage reading. Dedicated reading corners and outdoor learning activities (OLA) centers enable Kindergarten (KG) students to learn letter sounds and word formation, promoting an interest in books and reading from an early age. Class visits to the library for other grades are scheduled on the school timetable with one weekly period per class. KG 2 students are given access to leveled Jolly Phonics books that are color-coded to make it easy for them to select texts appropriate to their reading fluency. As the students progress to grades 1 and 2, they utilize the Rosen Level Up and Achieve 3000 reading programs, automatically assigning personalized book selections based on diagnostic tests and tracking their Lexile levels, the number of books read, and total reading hours. There is a well-qualified librarian who supports the students and supervises library research and self-study sessions for seniors.

Reading in English is promoted across the school through reading competitions, and class discussions in library lessons. Students present reviews of the books they read during the week, and others can ask their peers questions about them.

Reading for comprehension is embedded in all English lessons, and classroom assessments of reading fluency identify students who need additional support. Weekly guided reading support is provided during library periods to assist students in improving their reading skills. In addition, students have the opportunity to borrow books, with their progress tracked in Creative Writing Books and Reading Logs.

Reading is integrated across most subjects to strengthen reading comprehension. In mathematics, the CUBES strategy is utilized, with a 10-minute reading session provided before examinations. To develop subject-specific vocabulary, strategies include Spelling Bees, new vocabulary in English, A to Z terms in Science, and key mathematical vocabulary, along with a 'Word of the Day program' specifically for grades 3 to 8. Regular dictation reinforces spelling and vocabulary skills, while activities like Writer's Hub, Elocution, Spellathon, Read Aloud, and student-led assemblies further support reading development. The 'I Start Arabic' program enhances Arabic reading fluency for grades 1 to 5, and students engage in Arabic newspaper reading to develop their language skills. Reading is promoted in Arabic through students writing summaries of the books they read, and on occasion, parents also post pieces of writing in Arabic. The school applies a purposefully designed tracker to monitor progress in reading.

Activities to promote reading for pleasure include the involvement of parents and grandparents in storytelling and their attendance at book fairs and other school reading events. Students take home books to involve parents, and training is provided to parents on how to support their children's reading development. The school's e-magazine, Mylogue, showcases students' insights and creativity.

Strengths of the school

- Students' achievement has improved across various subjects and phases due to the implementation of consistently effective teaching strategies.

- Students demonstrate a positive attitude toward learning, a strong work ethic, collaborative learning abilities, and independent learning skills.

- Teachers utilize their subject knowledge to create engaging learning environments, while positive relationships between staff and students foster a setting conducive to learning.

- The school has established consistent systems for analyzing assessment information.

- The curriculum is comprehensive, balanced, and compliant with statutory requirements, incorporating well-developed strategies to enhance students' understanding of UAE values, culture, and society.

- The school ensures students' safety and security, with well-maintained premises providing an inclusive physical environment for all.

- Staff maintain caring and supportive relationships with students, ensuring that lower attainers are identified and receive appropriate support.

- The dedicated senior management team effectively drives the vision for student success.

- Student-led conferences, along with regular progress reports, keep parents well-informed about their children's academic development.

Key Recommendations

1. Raise students' achievement in all subjects to a consistently very good level by:

- improving students' attainment and progress, especially in Islamic education and Arabic as second language in the lower phases.
- extending the school-wide focus on reading in both Arabic and English, helping students to develop more extensive vocabulary and confidence in reading aloud with expression and intonation.
- strengthening students' ability to write more extensively in a range of genres, with well-structured paragraphs that develop a clear argument or theme, particularly in phases 3 and 4, in both Arabic and English.
- enhancing students' recitation skills, their understanding of Islamic laws and principles, and the meaning of terms in the hadeeth.
- enhancing students' learning skills, especially their use of technology to conduct independent research, and to further develop their critical thinking skills and their ability to collaborate and present their work.
- strengthening students' innovation skills by providing more opportunities to initiate, lead, and design their own projects.
- encouraging students to take a greater ownership of their learning by ensuring that they analyze the results of self and peer-evaluation, as well as teachers' feedback, to identify improvement priorities to take advantage of the school's goal-setting system.

2. Embed strategies for effective teaching, learning, and support for groups, to accelerate students' progress in lessons to a consistent very good by:

- extending teachers' skills to better plan, stimulating lessons and experiences that result in all students

making strong progress, particularly phase 1 students, and the higher attainers.

- promoting students' use of self and peer assessment, and providing more consistent written feedback, to empower students to know their next steps in learning and to monitor their own progress.
- extending curriculum adaptations for identified groups, especially the higher achievers including G&T.
- reviewing the curriculum more rigorously to extend the range of opportunities that promote the development of students' enterprise, innovation, and creativity.
- using continuous assessment more rigorously to personalize learning and extend the learning outcomes for all students, especially the higher achievers.

3. Improve the impact of school leadership to a very good level by:

- building the capacity and capability of middle leaders to use a range of assessment information to plan more effective lessons and ensure more consistent monitoring of teachers based on student outcomes to drive the transformational change toward student-led learning.
- updating the school's recently completed self-review, with rigorous evaluation to derive clear next steps under each standard, in order to revise the school's improvement plans, ensuring to include SMART objectives, measurable KPIs and clear delegations.
- extending local community links to provide more extensive opportunities for students in all phases to engage in volunteering activities that build leadership skills and enhance students' awareness of civic responsibilities and environmental care.

Overall School Performance: Good

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

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Good	Good	Good	Good

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good	Good	Very Good
Assessment	Good	Good	Good	Good ↓

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Good	Good	Good	Good

PS5: The protection, care, guidance and support of students				
	KG	**Cycle 1**	**Cycle 2**	**Cycle 3**
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Good ⬇	Good ⬇	Good ⬇	Good ⬇

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

Inspection findings

PS1: Students' achievements

Islamic Education

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

Holy Qur'an and Hadeeth	Islamic values and principles	Seerah (Life of the Prophet PBUH)	Faith	Identity	Humanity and the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good	Good	Very Good ⬆
	Progress	Good	Good	Good	Good

Findings:

- The school's analysis of internal assessment data for the AY2023/2024 against the Ministry of Education (MoE) curriculum standards indicates that the majority of students in phase 1, a large majority in phases 2 and 3, and most students in phase 4 attain levels above curriculum standards. This high level of attainment in phases 2, 3, and 4 does not align with the levels of students' knowledge and skills observed in lessons.

- The school has no external national or international assessments for grades 1 - 11. The results of the MoE national examination for Grade 12 at the end of the academic year 2023/2024 indicate outstanding attainment.

- In lessons and their recent work, the majority of students in phases 1, 2 and 3 and large majority in phase 4 demonstrate knowledge of Islamic principles, etiquette, the Qur'an, and Hadeeth above curriculum standards.

- Over the past three years, the school's internal attainment data for phase 2 indicate a downward trend, moving from outstanding in AY2021/22 to consistently maintaining very good levels over the following two years. In phase 4, attainment has fluctuated, returning to outstanding in AY2023/24 after being very good in AY2022/23. In phase 1, attainment regressed gradually, dropping from outstanding in AY2021/22 to very good in AY2022/23 and regressing further to good in AY2023/24. Phase 3 showed fluctuations between very good and outstanding, ending at very good in AY2023/24. External data for grade 12 students who sat for MOE external exams demonstrate an upward trend, progressing from very good in AY2021/22 to consistently outstanding over the next two years.

- The school's analysis of internal assessment data for the AY2023/24 indicates that the majority of

students make better-than-expected progress in phases 1, 2 and 4, while most students in phase 3 make the expected progress over time and from their starting point.

- In lessons, across all phases, the majority of students make better-than-expected progress in developing their knowledge of Islamic principles, etiquette, the Qur'an, and hadeeth. In phases 1 and 2, students make better progress in understanding Islamic values.

- The school's analysis of progress data indicates that boys make better progress than girls in phases 1 and 4, while girls make better progress than boys in phase 3. Majority of boys in phases 1, 2 and 4, girls in phases 2 and 3, and students of determination in phase 1 make better than expected progress. Most of the high attainers across phases and gifted and talented students across phases 2, 3 and 4 make better than the expected progress. Most boys and students of determination in phase 3 and girls in phase 4 make the expected progress, while a few girls in phase 1, students of determination in phases 2 and 4, low attainers in phase 2, and gifted and talented in phase 1 only make the expected progress. Very few low attainers in phase 1 make the expected progress. Results indicate that high-attainers and gifted and talented students generally make better progress than other groups. Most high-attainers make better-than-expected progress across all phases, while the majority of gifted and talented students show better-than-expected progress in phases 2, 3, and 4, with only a majority in phase 1 making expected progress. In lessons, low achievers and students with special educational needs, including students of determination, make the same progress. However, gifted and talented students do not always make the progress they are capable of.

Next Steps:

1. Deepen students' understanding of the Holy Quran verses and Hadith in phases 1 and 2.

2. Accelerate students' attainment and progress across all phases.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) for Arabic as a second language indicates that most students in phases 1 and 4, a large majority in phase 2, and a majority in phase 3 attain language knowledge, skills, and understanding above curriculum standards.

- The school has no external national or international assessments for grades 1 - 11. The MoE examination results for the AY2023/24 for Grade 12 indicate outstanding attainment.

- In lessons and recent work, a large majority of students in phases 1 and 4 and a majority in phases 2 and 3 attain levels above curriculum standards.

- The school's internal assessment data shows that students' attainment has remained consistently outstanding in phases 1 and 4 over the past three years. In phase 2, a downward trend is observed, with attainment moving from outstanding in AY2021/22 to consistently very good in AY2022/23 and AY2023/24. Similarly, in phase 3, attainment regressed from very good in AY2021/22 to consistently good in the following two years. External data for grade 12 students who sat for MOE exams indicates consistently outstanding attainment over the past three years.

- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in phases 1 and 3 make the expected progress, while the majority in phase 2 and the large majority in phase 4 make better-than-expected progress over time and from their starting points.

- In lessons and in their recent work, the majority of students in phases 1, 2, and 3 and the large majority in phase 4 make better-than-expected progress in developing their listening, understanding, speaking, and reading skills. However, fluency, pronunciation, and writing skills are less well-developed.

- The school's internal progress data shows no significant difference between genders. Most girls in phase 4, high attainers across all phases, and gifted and talented students in phases 1 and 3 make better-than-expected progress. A majority of boys, girls, and gifted and talented students in phase 2 also demonstrate better-than-expected progress. Most boys in phase 3 and girls in phases 1 and 3 make the expected progress. However, only a majority of boys in Phase 1, low attainers in Phases 2 and 3, and students with additional learning needs, including students of determination in Phases 1, 2, and 3, make the expected progress. Only a few low-attainer students in phase 1 make the expected progress. In lessons, high attainers are insufficiently challenged to reach their full potential, while low attainers and students with additional learning needs, including students of determination, make expected progress.

Next Steps:

1. Improve reading and speaking fluency in all phases.

2. Enhance vocabulary knowledge and understanding of grammar to influence comprehension and writing skills.

UAE Social Studies

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in social studies. These include the following:
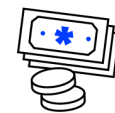
| National identity | Citizenship | Government | Values and ethics | The individual and society | The national economy |

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

Findings:

- The school analysis of Internal assessment data for the AY2023/24 indicates that most of students across all phases attain levels above the curriculum standards. This high level of attainment does not align with levels of students' knowledge and skills observed in lessons.

- There are no external, national, or international social studies assessments for any phase.

- In lessons and their recent work, a large majority of students across all phases demonstrate knowledge, skills, and understanding that are above curriculum standards.

- Over the past three years, the school's internal attainment data indicates that most students across all phases have consistently attained levels above curriculum standards.

- The school analysis of internal assessment data for the AY2023/24 indicates that most students in phases 1, 2, and 3 and a large majority in phase 4 make better than expected progress in relation to individual starting point and curriculum standards.

- In lessons and students' work, a large majority of students across all phases make better-than-expected progress in relation to their learning objectives aligned with the curriculum standards.

- The school's assessment data indicates no significant differences in progress between boys and girls in phases 1 and 2. Internal assessment data results indicate that most students in all groups make better-than-expected progress across all phases, except for the large majority of boys in phase 3 who make better-than-expected progress, and only a majority of boys in phase 4 and students with additional learning needs, including students of determination in phase 1, who make expected progress. In lessons, students with additional learning needs, including students of determination, make expected progress toward their targets. However, higher-attaining students are not sufficiently challenged to make significantly better progress.

Next Steps:

1. Review and refine internal assessment practices to ensure they accurately reflect students' knowledge and skills observed in lessons.

2. Develop tailored strategies to support boys in Phase 4, students with additional learning needs in Phase 1, and challenge higher-attaining students across all phases to ensure better-than-expected progress.

3. Identify and implement assessments to establish objective measures of performance in social studies across all phases.

English

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

Speaking   Listening   Reading   Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Good	Very Good ⬆	Very Good ⬆	Very Good
	Progress	Very Good ⬆	Good	Good	Very Good

Findings:

- The school's analysis of internal assessment data for the AY023/24 against the Central Board of Secondary Education (CBSE) curriculum, indicates that a large majority of phases 1, 2 and 4 students and most students in phase 3 attain reading, writing, speaking, and listening skills that are above curriculum standards. These high levels of attainment align with levels of knowledge, skills, and understanding observed in upper-phase lessons, but not in phase 1, where the school's attainment results are higher than the skill levels observed in lessons during the inspection.

- The school conducts El Asset standardized reading assessments in grades 3 through 9. The results in these tests for the AY2023/24 indicate that a large majority of students attain above international standards in phases 2 and 3, while less than three-quarters of students in grade 9 attain in line with expectations. A number of students in Grade 10 and Grade 12 sit the CBSE external examination in English and results indicate that most students attain above curriculum standards. The results of the Progress in International Reading Literacy Study (PIRLS) 2021 indicate that Grade 4 students' attainment is at the high international benchmark (score of 605). The results for the Program for International Student Assessment (PISA) 2022 indicate the students' reading score was 488 (above target by 73 points), indicating a PISA proficiency level of 3 in reading. This is considerably higher than the international average. The school has taken the TIMSS again in 2023 and is awaiting the publication of the results and targets. The school has no external examination in KG or grades 1 and 2.

- In lessons and the recent work, the large majority of students in phases 2, 3, and 4 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards, while the majority of students are above the expected level in phase 1. In phase 1, students develop foundational communication and literacy skills, engaging in discussions, recognizing letters and sounds, and beginning to read and comprehend simple texts. By early primary grades, they interpret audio content and write coherent sentences. In phase 2, students demonstrate proficient reading, speaking, and writing skills, constructing paragraphs with minimal errors. In phase 3, they develop critical thinking, synthesizing information from multiple sources to summarize and express opinions effectively. In phase 4, students refine advanced comprehension and analytical skills, using techniques like skimming to understand texts, performing creative tasks, and applying literary devices such as imagery and symbolism.

- Over the past three years, the school's internal assessment data indicates a regression in attainment in phases 1 and 2, moving from outstanding in AY2021/22 to very good in the subsequent two years. Similarly, students' attainment in phase 4 shows a downward trend, regressing from outstanding in AY2021/22 and AY2022/23 to very good in AY2023/24. In phase 3, attainment has fluctuated, dropping from outstanding in AY2021/22 to good in AY2022/23 and returning to outstanding in AY2023/24.

- The school's analysis of internal assessment data for the AY2023/24 indicates that a majority of students in phases 1 and 3 make better-than-expected progress over time and from their starting points, whereas most students in phases 2 and 4 make the expected progress.

- In lessons and in their recent work, the large majority of students in phases 1 and 4 make better-than-expected progress in relation to their learning objectives aligned with curriculum standards, while in phases 2 and 3, the majority of students make better-than-expected progress.

- The school's internal assessment data indicates that most groups make good progress overall. Boys and girls demonstrate similar progress, with the majority in phases 1 and 3 making better-than-expected progress, while most in phase 2 make the expected progress. In phase 4, the majority of girls make better-than-expected progress, outperforming boys, most of whom make the expected progress. Higher attainers generally make better-than-expected progress across all phases. There is no progress data for low attainers in phase 3; however, most low attainers in phase 4 and the large majority in phase 1 make better-than-expected progress, while less than three-quarters in phase 2 make the expected progress. Most gifted and talented students in phase 1 make better-than-expected progress, while most in phase 4 and less than three-quarters in phases 2 and 3 make the expected progress. For students with additional learning needs, including students of determination, most in phase 3 and the large majority in phase 4 make better-than-expected progress, whereas less than three-quarters in phases 1 and 2 make the expected progress. In lessons, some girls in upper grades lack confidence in expressing opinions or making presentations, while boys are less confident in reading. Across all four language skills, boys, girls, and low achievers make very good progress in all phases due to appropriate interventions supporting those falling behind. However, high achievers, including the gifted and talented, and students with additional learning needs, including students of determination, make only acceptable progress in lessons because the activities are not sufficiently personalized to maximize their potential.

Next Steps:

1. Review and adjust assessment practices in Phase 1 to ensure they accurately reflect students' foundational skills as observed in lessons, focusing on aligning results with real-world knowledge and skills.

2. Develop and implement personalized learning strategies across all phases for high achievers, gifted and talented students, and students with additional learning needs to ensure they make better-than-expected progress and reach their full potential.

3. Introduce targeted interventions and opportunities to build confidence in speaking and reading skills, particularly for girls in upper grades and boys in reading.

Mathematics

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in the language. These include the following:
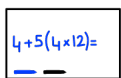
Number and quantity and their use	Space and shape	Change relationship, algebra and trigonometry	Uncertainty, chance, data and data display	Mathematical thinking: formulating, employing and interpreting
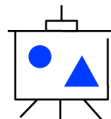
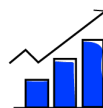| Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Good	Very Good ⬆	Good	Very Good ⬆
	Progress	Good	Good	Good	Very Good ⬆

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Central Board of Secondary Education (CBSE) curriculum standards, indicates that most phase 1 students, the large majority of phase 2 students and the majority of phases 3 and 4 students attain levels above curriculum standards. These high levels of attainment align with levels of knowledge, skills, and understanding observed in lessons in phases 2 and 3, but not in phases 1 and 4.

- The school conducts El Asset standardized mathematics assessments in grades 3 through 9. The results in these tests for the AY2023/24 indicate that most phase 2 students and the large majority of phase 3 students attain levels above standards, while less than three quarters of grade 9 students in phase 4 attain levels in line with the standards. A number of students in Grade 10 and Grade 12 sit the CBSE external examination in math. Results for the AY2023/24 indicate the majority of phase 4 students in both grades 10 and 12 attain levels above international standards. In PISA 2022, the school exceeded both the international average and the target set at 452 with a score of 541. The school participated in the TIMSS 2023 assessment and awaits the results.

- In lessons and their recent work, the large majority of phases 2 and 4 students and the majority of phases 1 and 3 students attain levels that are above curriculum standards. In KG, the majority of students count and use numbers to 20 and beyond in daily conversations and in planned activities. In phase 2, students demonstrate a good fraction sense and are able to find equivalent fractions. The majority of students' conceptual understanding is strengthened sufficiently by connecting learning to real life. Students demonstrate algebraic and geometrical skills in phases 3 and 4 above curriculum standards. They apply these skills in familiar contexts. Investigative and reasoning skills require development. In phase 4, students show confidence in solving differential and algebraic equations and starting to build their confidence in statistics.

- Over the past three years, students' attainment in phase 1 has consistently remained outstanding. In phase 2, attainment has declined from outstanding in AY2021/22 to consistently very good over the following two years. Similarly, phases 3 and 4 have experienced a downward trend, moving from very good in AY2021/22 to consistently good in both AY2022/23 and AY2023/24.

- The school analysis of internal assessment data for the AY2023/24 indicates that the majority of

students in phases 1, 2 and 3 make better than expected progress over time, while most phase 2 students make the expected progress.

- In lessons and scrutiny of their work, the majority of students in phases 1, 2 and 3 and the large majority in phase 4 make better than expected progress in gaining new mathematical knowledge and skills in relation to their starting point.

- The school progress data indicates that the large majority of boys make better than expected progress in phase 2 and 4, while most boys in phase 3 and less than three quarters in phase 1 make the expected progress. The large majority of girls in phase 1 and the majority in phase 4 make better than expected progress, whereas most girls in phase 3 and less than three quarters in phase 2 only make the epxected progress. Low attainers make less progress across phases, with most low attainers in phases 3 and 4, less than three quarters in phase 2 and a few in phase 1 making the expected progress. However, most high attainers across phases make better than expected progress. Also, most gifted and talented students in phases 1, 2 and 4, and only a majority in phase 3, make better than expected progress. The large majority of students with additional learning needs, includeing students of determination, in phase 4 and a majority in phase 1 make better than expected progress, while most in phase 2 and only few in phase 3 make the expected progress.

Next Steps:

1. Review and refine internal assessment methodologies to ensure they accurately reflect students' observed knowledge, skills, and understanding, particularly in phases 1 and 4, where attainment levels do not align with classroom performance.

2. Develop and implement tailored strategies to address the needs of low attainers and students with additional learning needs across all phases while providing sufficient challenge for high attainers and gifted and talented students to sustain better-than-expected progress.

3. Focus on developing students' investigative and reasoning skills across all phases, ensuring they can confidently apply mathematical concepts and problem-solving strategies in unfamiliar contexts.

Science

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

Scientific thinking, inquiry, and investigative skills

Ability to draw conclusions and communicate ideas

Application of science to technology, the environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Good	Very Good ⬆	Very Good ⬆	Good ⬇
	Progress	Good	Good	Good	Very Good

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Central Board of Secondary Education (CBSE) standards indicates that most phase 1 students, the large majority of phases 2 and 3 students and the majority of phase 4 students attain levels in mathematical skills that are above curriculum standards. The school's internal attainment data of grades 11 and 12 in phase 4 indicates that the majority of students attain levels above curriculum standards in physics, chemistry and biology.

- The school conducts El Asset standardized science assessments in grades 3 through 9. The results in these tests for the AY2023/24 indicate that most phase 2 students and the large majority of phase 3 students attain levels above standards, while less than three quarters of grade 9 students in phase 4 attain levels in line with the standards. A small number of students sat for the CBSE exams in science, physics, chemistry and biology. Assessment results for the AY 2023/2024 indicate that the large majority of students in grade 10 attain levels above international science standards. In grade 12, CBSE test results indicate that most students attain higher than the standards in biology, the large majority attain higher than the standards in chemistry, and the majority attain higher than the standards in physics. In PISA 2022, the school exceeded both the international average and the target set at 447 with a score of 533. The school participated in the TIMSS 2023 assessment and awaits the results.

- In lessons and their recent work, the large majority of students in phases 2 and 3, and the majority in phases 1 and 4 attain levels above curriculum standards. Students across different phases demonstrate age-appropriate knowledge, skills and understanding of physical, life and earth sciences, often engaging in practical work. While they occasionally apply the scientific method during experiments, the development of observation skills remains inconsistent across phases. Students in all phases participate in basic experiments, with prediction and hypothesis skills being particularly well-developed in phases 2 and 3.

- Over the past three academic years, the school's data shows that most phase 1 students have consistently attained levels above curriculum standards. In phases 2 and 4, students' attainment has regressed over this period, with most students attaining above curriculum standards in the academic

year 2021/22, which regressed to the large majority in phase 2 and the majority in phase 4 in subsequent years. In phase 3, students' attainment has fluctuated, with the large majority of students attaining above curriculum standards in AY2021/22, regressing to the majority in AY2022/23, and improving again in the most recent academic year, where the large majority attained above curriculum standards.

- The school's analysis of internal assessment data for the AY2023/24 indicates that the large majority of students in phases 1, 3 and 4, and the majority in phase 3 make better-than-expected progress in relation to their individual starting point and the curriculum standards.

- In lessons and in their work, the large majority of students in phase 4 and the majority in the other phases make better-than-expected progress in gaining new scientific knowledge, exploration and investigation and skills.

- While most high attainers across all phases make better than expected progress, the progress of the other groups of students is not as consistent. The large majority of boys in phase 2 and the majority in phases 1, 3 and 4 make better than expected progress. The large majority of girls in phase 1 and the majority in phases 2, 3 and 4 make better than expected progress. Low attainers make less progress across the phases, with majority in phase 4 only making better than expected progress, while most low attainers in phases 1 and 3 and only a few in phase 2 make the expected progress. Most gifted and talented students in phases 1 and 2 make better than expected progress, whereas in phases 3 and 4, only a majority make the expected progress. Most students with additional learning needs, including students of determination, in phase 4 make better than expected progress, while most in phase 3 and only a majority in phase 1 make the expected progress.

Next Steps:

1. Develop and implement strategies to address the inconsistent progress of low attainers, gifted and talented students, and students with additional learning needs across all phases, ensuring that personalized support and challenges are provided to maximize their potential.

2. Improve students' observation and application of the scientific method during experiments across all phases, ensuring consistency and deeper engagement in practical and investigative work.

3. Analyze the causes of the regression in attainment levels in phases 2 and 4 and implement targeted interventions, including professional development for teachers, to reverse the trend and sustain high attainment levels across all phases.

Learning Skills

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

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

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

Findings:

- Students enjoy learning, both during the whole group time and in small group activities. They enthusiastically and self-confidently participate throughout the lesson. They know their strengths but cannot always articulate what and how they need to improve.

- Interactions and collaboration are valuable tools that students use to communicate their learning effectively in various situations. They engage in discussions about their understanding and can ask questions or provide answers to both teachers and peers. Working well in teams, students often enhance their grasp of topics across all subject areas.

- Students make clear connections between their real-world experiences and subjects through teacher prompts and integrated lessons. For instance, in Phase 4, students effectively use their English writing skills to document observations and findings.

- Students work well on their own. Critical thinking and problem-solving skills are developing features in most lessons. Students are sometimes innovative and enterprising, but usually only when prompted or when opportunities arise. Their use of technology is limited.

Next Steps:

1. Enhance students' collaborative skills to promote knowledge sharing and idea exchange for applying learning to real-world problems.

2. Improve students' use of technology for learning, research, and presentation to further develop their critical thinking, collaboration, and communication skills.

3. Encourage students to identify their own areas for improvement, create action plans, and self-assess progress toward their goals.

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

Personal Development

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

Findings:

- Across the school, children and students have positive attitudes towards learning and are keen to be engaged in learning. They are aware of their responsibilities; senior students take responsibility for ensuring safety during movement in shared areas. Students respond very well to teachers' feedback in the classroom. However, opportunities to actively share critical feedback with their peers are inconsistent. Students are self-reliant and can work independently without close supervision.

- Students are well-behaved and confident when conversing with adults, collaborating effectively to resolve challenges. During assemblies, students are respectful and show appreciation for presentations made by their peers. Students are self-disciplined and committed to the school rules. Bullying is very rare.

- Across the school, students demonstrate respectful, considerate, and friendly relationships with staff and peers, consistently showing positive behavior. Transitions between lessons are always well-supervised. Students are sensitive to the needs and differences of others, including those with special needs. They are helpful to their peers and others both during lessons and outside the classroom.

- Across the school, children and students demonstrate a secure understanding of safe and healthy living. They promote this understanding during assemblies, sports activities, and various initiatives and competitions. They demonstrate wise choices in what they bring in food boxes that show nutritious food. However, a few students need further support to reach the required levels of health and fitness.

- The overall percentage of attendance across all phases is outstanding at 98% with a few number students arriving late to school and to their lessons.

Next Steps:

1. Expand students' opportunities to actively share critical feedback with their peers across all phases.

2. Raise students' awareness of healthy eating and fitness across all phases.

3. Improve students' punctuality in arriving to school and lessons across all phases.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students have an adequate appreciation of Islamic values like kindness, charity, and forgiveness and understand how such values influence the contemporary society of the UAE. They are involved in some charity initiatives cooperating with the Emirati Red Crescent and celebrating Islamic events, particularly Ramadan and Eid Al Fitr.

- Students demonstrate a basic knowledge of the UAE heritage and culture. This is evidenced in class discussions, students' participation in assemblies, bulletin boards, and artwork. The Heritage Village in the reception area is a piece of art embodying Emirati heritage and culture, and visitors can see old houses, irrigation systems, and social hospitality models. However, the students who recently moved to the UAE are less knowledgeable about the UAE's heritage, history, and culture.

- Students demonstrate a basic understanding of their own culture. They celebrate their national events. They are knowledgeable about other world cultures, like the Ancient Egyptian civilization, the Roman Empire, and the Shag dynasty in China. However, the KG students demonstrate a narrower knowledge of world cultures.

Next Steps:

1. Broaden the new students' knowledge of the UAE heritage and culture.

2. Enhance KG children's knowledge of other world cultures.

Social responsibility and innovation skills

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

Findings:

- Across all phases, students understand their responsibilities within the school community and demonstrate empathy for others, including those with special needs. They actively engage in initiatives that benefit the school and the wider community, such as charity work, distributing meals to workers, fundraising Gaza, and participating in a walkathon for breast cancer awareness.

- However, students have fewer opportunities to engage in a wider range of volunteer activities within the local community.

- Students across the school show positive attitudes and work ethics, demonstrate independence, and are enthusiastic about participating in activities. Students develop various entrepreneurial skills, such as designing the school library. They also contribute to projects like the school's E-magazine. However, innovation and creativity in lessons across all subjects are inconsistent.

- Students are well aware of the importance of environmental sustainability, promoting this knowledge during assemblies and competitions and by celebrating environmental events such as Earth Day. They take responsibility for maintaining the school environment during breaks. Students actively engage in sustainability initiatives, such as reusing and recycling materials, and lead campaigns like 'Say No to Plastic.' Their involvement in environmental preservation continues to grow within the school community and beyond.

Next Steps:

1. Expand students' engagement in a wider range of volunteer activities within the local community across all phases.

2. Improve students' innovation and creativity skills in lessons across all subjects.

3. Enhance students' involvement in environmental preservation activities within the school community and beyond across all phases.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Almost all teachers have a strong and secure knowledge of their subjects and use strategies that effectively build upon what students know and how they learn.

- Lesson plans are purposefully linked to curriculum standards, including achievable goals for students. These often provide interesting and engaging lessons and activities and use time and resources well.

- Teachers' interactions with students ensure they are engaged learners. Teachers care about their students and interact respectfully. Questioning encourages students to reflect on their learning, but it is not always effective in promoting critical thinking and problem-solving skills. This is stronger in the upper grades, where students are offered more challenges in their activities and projects.

- Teachers know their students well and plan for their different needs using a variety of learning activities and assessments. However, they don't always create lessons that encourage students to become inquisitive, innovative thinkers and learners.

- Teachers ask questions encouraging students to think independently and reflect on their ideas and thoughts. They sometimes extend the dialogue to encourage more analysis and inquiry beyond the initial questions.

Next Steps:

1. Enhance teachers' skills in planning stimulating lessons and experiences that ensure strong progress for all students, with a particular focus on higher attainers.

2. Develop teachers' understanding of using more probing dialogue with students to build and extend their critical thinking and problem-solving skills.

3. Strengthen teachers' use of strategies to effectively engage all learners in every lesson, including those with additional educational needs and students of determination.

Assessment

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

Findings:

- Assessment processes are coherent and consistent with detailed analysis per phase, grade, and term. They are linked to the school's CBSE and MoE curricula. However, they provide variable levels of validity regarding students' achievement. Listening and speaking skills are not accurately measured. Moreover, the internal results do not always match what is seen in lessons or what is indicated by external assessment results.

- The school does some benchmarking against external assessments like ASSET, PISA, TIMMS, and PIRLS and the CBSE examinations. Arabic in grades 1 to 11 is not benchmarked externally, but the school has already planned for that as of next year.

- Assessment data of students of most group abilities, including students with additional learning needs and SoD, low and high-attaining students are analyzed and shared with all subject departments. However, the information provided to teachers is crude, and learning skills and gaps are not identified sufficiently to personalize teaching and learning.

- Assessment information is used effectively to inform teaching as teachers design differentiated lesson plans to meet the needs of students of all ability groups. The curriculum has been modified to include resources for students new to Arabic. Although assessment information influences teaching and learning, its application is not consistent across all phases. Additionally, it is more effectively used to adapt instruction for low-attaining students rather than for high-attaining students.

- Teachers demonstrate a good knowledge of their students' strengths and weaknesses using formative and summative pen-and-paper assessments in addition to direct observation in phase 1. Teachers in phase 4 conduct better assessment practices. However, the identified gifted and talented students are insufficiently challenged, and students are infrequently involved in assessing their learning.

Next Steps:

1. Extend external benchmarking to assess students' outcomes in all subject areas.

2. Further enhance the use of assessment information for curriculum, planning and teaching modifications.

3. Provide more opportunities for students to develop their skills in assessing their learning.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Central Board off Secondary Education -CBSE Curriculum Framework and the Ministry of Education (MoE) Curriculum for Arabic medium subjects. The two curricula have a clear rationale. The CBSE curriculum is designed to balance knowledge, skills, and attitudes and provides opportunities for practical and physical learning experiences. Students experience all the main attributes of the curricula adopted, and statutory requirements are fully met.

- The continuity and progression of learning are organized around phases in most subjects. The learning is effectively planned to take into account students' existing knowledge and meet the needs of almost all groups of students. As a result, students are well prepared for the next phase of learning as they move through the school. Students completing their CBSE certificates are well prepared to continue their studies in local and international colleges and universities.

- The school offers a good number of curricular choices for students within the Central Board of Secondary Education curriculum. Students choose subjects from the following six subject groups-Science and Commerce streams and skill based courses from Grade 6 onwards. Extracurricular activities held after school cater to the needs of the majority of students. However, the range of activities and clubs can be improved.

- Cross-curricular links are central to the CBSE Curriculum Framework. The CBSE "transdisciplinary" idea is focused on and built around cross-curricular learning. Hence, collaborative planning ensures meaningful links in all lessons and connections between subjects are regularly planned and integrated across all disciplines throughout the school.

- The curriculum is regularly and systematically reviewed by reflecting on all units taught and with the cooperation of the Central Board of Secondary Education. The school already has some data from TIMSS and ACER IBT, assessments as well as internal results, which assist the review process, and further external assessment processes are planned. Modifications are developed to ensure it meets the needs of most students, however, provisions for low-attaining students, students of determination, and gifted and talented students can be enhanced.

Next Steps:

1. Conduct a rigorous review of the curriculum to ensure lessons are consistently modified to meet the needs of low-attaining students and SOD, specially G&T.

2. More focus on cross-curricular links and real-world links in lessons.

3. Enrich the curriculum by incorporating additional extracurricular activities and providing opportunities for social contributions to enable students to pursue their interests, fostering both academic and personal development.

Curriculum adaptation

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

Findings:

- The curriculum is successful in meeting the diverse needs of all groups of students. Modifications is a core principle of the CBSE Curriculum, with the school identifying students based on need and capability and providing targeted support in lessons. However, support for low-attaining students is inconsistent. Individualized Education Plans (IEPs) are prepared to focus more clearly on improving student outcomes, though opportunities for gifted and talented students to pursue their talents further through extracurricular activities are only adequate.

- The CBSE Curriculum is interesting, challenging and engaging and designed to motivate most students. Creativity, skill-based courses run in phases 3 and 4 and are also integrated across most lessons. The curriculum offers students at all levels a range of activities both inside and outside of school. These include the NASA Space Lab, AI labs, and clubs for music, art, and dance. Students have participated in competitions and have won awards. The school also promotes sustainability through initiatives like a sustainability garden, along with mentoring and volunteering opportunities with various school partners.

- The curriculum offers a range of appropriate learning experiences that help students gain a broad understanding of UAE values, culture, and society, with cross-curricular links integrated into most lessons. Students across all phases participate in celebrations such as the Prophet's Birthday, Hadeeth Week, Arabic Week, morning assemblies, and the Arabic language handwriting competition. There is a range of opportunities for students to appreciate the heritage and culture of the UAE and Islamic values. These include presentations during assemblies, celebrations of national events, participation in Quran recitation, and field trips to local heritage sites.

Next Steps:

1. Enhance support for low-attaining students by ensuring consistent, structured assistance across lessons and activities.

2. Expand opportunities for gifted and talented students with more specialized extracurricular activities to further develop their abilities.

3. Offer more opportunities that broaden students' understanding of UAE culture and heritage.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has rigorous safeguarding procedures, including a written child protection policy which is shared with stakeholders, staff, parents and students. All employed staff are fully aware of the policy and procedures. They are trained and required to sign a copy confirming their understanding. The school is very effective in preventing all forms of abuse, including bullying. Children and students feel safe and are confident to report any concern to principle and teachers. Comprehensive and secure records of incidents and subsequent actions are maintained. Policies are regularly reviewed, and staff receive frequent training on updates or changes.

- The school ensures a fully safe, hygienic, and secure environment for the school community. Risk assessments are conducted for students' activities and trips to ensure safety. Supervision is frequent and thorough, including on school transportation and during break times. The school meets the legal requirements, including the emergency and evacuation drills. The fire safety materials are checked and replaced regularly. While regular and thorough checks are conducted, there is room for more rigorous checks, particularly in the chemistry lab and swimming pool.

- The buildings and equipment are very well-maintained. Water quality testing and tank maintenance are conducted regularly. However, a small part of the playground is uneven. The school maintains secure and up-to-date records with detail of any action taken, including risk assessment and medical records for all students with known medical conditions, which are stored digitally and signed by the parents. Medication is securely locked in a safe cabinet.

- The learning environments across the school are very safe and supportive of children's and students' learning, meeting the needs of all children, including those with mobility or physical disabilities. Ramps and a lift are available to promote accessibility, and wheelchairs are provided for children and students with mobility issues. Classrooms and learning environments throughout the school are very well-equipped and very well-suited to engage all children and students in their learning.

- Students' healthy living is very successfully promoted through assemblies, awareness workshops, and references to healthy lifestyles incorporated into some lessons and activities in the curriculum. The school nurse conducts awareness presentations for children and students on the importance of making healthy food choices and engaging in physical exercise. Teachers throughout the school monitor children's and students' lunch boxes. Children and students have opportunities to engage in exercise through PE lessons, sports days, and sports competitions. Playground areas are shaded to provide protection from the sun.

Next Steps:

1. Ensure that monitoring the students' Health and Safety is frequent and rigorous.

2. Conduct a thorough risk analysis when planning for students to engage in any activities in school and beyond.

Care and support

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

Findings:

- Teachers demonstrate positive relationships with students, they know their students well and respond positively to their social and intellectual needs across all phases. Implementation of clear and consistent procedures for behavior as well as monitoring of hallways leads to exemplary behavior of students throughout the day.

- The school has effective protocols to record and track student attendance and punctuality to school. Attendance is 99% with few incidents of late arrivals. School is effective in promoting the connection between attendance and success in school. Tardiness with school is handled promptly with few incidents of late arrivals.

- The school has a thorough system to identify students with additional learning needs including students of determination, those receiving intervention and support, and students who are gifted and talented. Detailed individualized educational plans (IEPs) are in place for all identified students, including information and reports from specialist external support services. The school has also identified a number of gifted and/or talented students. This effective identification process leads to timely, targeted interventions, as well as providing enriching activities, projects, and resources for higher achievers.

- The school provides effective support provided by the specialist team has a beneficial impact on the outcomes of the students of determination. Well trained teachers also effectively use the IEP's and ALP's to support students on an individual basis in the classroom. Monitoring is regular with an emphasis on progress and next steps.

- The guidance counselor routinely and effectively monitors the students' personal well- being and academic progress . Students in the high school are very satisfied with the advice and guidance they receive about career readiness and college choices.

Next Steps:

1. Enhance the use of assessment data to identify students of determination across all phases and guide the development of targeted interventions.

2. Ensure classroom teachers consistently apply best practices and training provided by the Inclusion specialist team to support students with special needs on daily basis.

3. Improve the school's provision for identifying high achievers, providing relevant and challenging activities that extend their achievements.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good

Findings:

- The very experienced and dedicated senior leadership team (SLT), including the principal, set a clear strategic direction and drive a vision for students to gain the education they need to be successful in an ever-changing world. This vision is shared with the whole school community, and it is one of the reasons why parents select this school for their children. Leaders at all levels demonstrate commitment to UAE national priorities, aiming for, and achieving, high levels of achievement in international assessments, such as PIRLS, where reading results are above the high international benchmark. Students' respectful behavior is just one way that the school demonstrates how the Islamic values underpinning the UAE culture and heritage are appreciated. The school's comprehensive plans focus on raising the achievement of all students, demonstrating a commitment to inclusion.

- The senior leadership team (SLT) demonstrates a secure knowledge of the Indian CBSE curriculum and best practices in teaching, learning, and assessment, and they are effective in establishing a positive learning culture, where students at all levels are keen to learn, and want to do their best. However, there is a variance in the capability of leaders at other levels within the school to make evidence-based decisions. Many of the middle leaders are familiar with the UAE School Inspection Framework, but not all are confident in using this guide to judge the quality of lessons, and a few are still developing the skills that will enable them to provide consistent helpful, and practical feedback to the teachers they oversee. Not all middle leaders are confident about how to best use the range of assessment measures to inform lesson planning and improve student achievement. The absence of an external international assessment for the Arabic language is a contributing factor because there is no benchmark against which middle managers in this area can critically evaluate student progress in developing language skills and gaps in provision. Consequently, although standards of student learning have risen in English, science and social studies, they have remained at a good level overall in the other core subject areas.

- Relationships and communications across the school and with stakeholders are professional and effective, ensuring clear guidance, whilst maintaining the 'family' feel that characterizes the school. SLT has implemented a distributive leadership framework, with regularly scheduled meetings and administrative circulars keeping staff informed. Daily announcements are made to students via intercom, and in the 'rejuvenation' times timetabled for grade levels, announcements and activities reinforce the key messages, as well as the weekly focus on values and themes, such as 'Breast Cancer Awareness' in October. Daily reports are made to parents showing daily class plans, WhatsApp is used to coordinate with teachers, and the school also uses phone calls and emails depending on the nature of the communication and parent preferences. There is a clear system of delegations, allocating roles and responsibilities through job descriptions, and regular meetings are held to discuss progress in completing tasks in departmental action plans. However, accountability for school-wide improvement initiatives is sometimes assigned generally to groups, and there is insufficient focus on a range of rigorously analyzed assessment information to monitor the impact of strategies implemented to raise achievement in the school. Senior leadership has an open approach

to communication, ensuring that morale across the school is positive.

- Leaders at all levels demonstrate a clear understanding of the actions needed to improve school performance. While the most recent self-evaluation form (SEF) does not comprehensively reflect the school's annual processes, a hierarchy of inter-related plans (strategic, improvement and action plans) is the outcome of staff and board-level discussions and these clearly identify the areas where the school needs to improve. Leaders effectively address barriers to sustained improvement, applying innovative solutions like 'student-led conferences,' which empower students to discuss their progress with parents and teachers, fostering greater student accountability and parental involvement. Additionally, the school supports educational continuity by waiving tuition fees for students from families experiencing financial hardship. Initiatives such as phase-level project displays also provide students opportunities to share their learning journey with peers and teachers.

- Leaders have been innovative and successful in developing aspects of the school and maintaining a good level of academic performance in all subjects and phases. SLT has established new initiatives to improve school outcomes, such as the newly implemented 'Space lab', which is currently being piloted to boost students' interest in science and technology. Since the school received the 'My Identity' report, a heritage exhibition has been installed in the foyer, and students have received training to showcase their improved understanding of the UAE culture and heritage to the wider community. Parental involvement provides students with a work-shadowing experience that helps seniors make informed decisions about future career options, incentivizing them to achieve the attainment in examinations needed for university admission. The principal is very conscious of the school's obligations, and thorough in his monitoring to ensure that the school is compliant with all statutory and regulatory requirements.

Next Steps:

1. Strengthen middle leaders' knowledge of the UAE school inspection framework, and best practices in teaching, learning, and assessment, so that they can provide clear guidance of what is expected of the teaching teams that report to them.

2. Build middle managers' skills in using a range of assessment data more effectively to plan lessons and adapt the curriculum, so that they can be more effective in driving the transformational change required to improve teaching quality.

3. Strengthen collective accountability for raising student achievement levels by building the capacity and capability of leaders at all levels to make evidence-based decisions.

School self-evaluation and improvement planning

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

Findings:

- The school's self-evaluation incorporates both internal and external data to inform improvement planning. While the self-evaluation form (SEF) references evidence of initiatives, it lacks in-depth analysis of issues and does not clearly identify barriers to improvement. Systems for a self-review cycle, including staff SWOT (Strengths, weaknesses, opportunities, and threats) analysis, are established, and the Senior Leadership Team (SLT) recognizes the school's strengths and priority areas for development. However, the SEF does not list specific improvement areas under each standard, and the school's judgments are often more favorable than those observed during joint inspection observations. The school accesses various assessment data from external and international sources (e.g., CBSE, El Asset, PISA, TIMSS, and PIRLS). The school leadership have plans to adopt an international benchmark test for Arabic, providing a richer dataset to support more effective self-evaluation. Coupled with survey data and broader stakeholder consultation, a deeper analysis of assessment information will strengthen the accuracy and usefulness of self-evaluation.

- Leaders regularly evaluate staff performance to ensure consistent lesson planning and delivery. The monitoring cycle includes walkthroughs to identify gaps, gap analysis, departmental action planning, themed observations, and ongoing targeted professional development. Formal observations by subject heads or academic supervisors are held three times a year, with subsequent reports and recommended next steps. End-of-year appraisals combine teacher self-evaluation with evaluations by department heads and the senior leadership team (SLT). However, the evaluation form emphasizes technical aspects of teaching rather than students' progress in achieving improved learning outcomes. With a stable teaching staff and low turnover (5%), teaching quality has improved from the previous year, though this is yet to significantly affect students' academic progress and personal development. As a skilled teaching team develops and shifts from traditional methods to a more student-centered approach, future monitoring can emphasize continuous assessment to further enhance student experiences and outcomes.

- School improvement planning is comprehensive, informed by research into trends in employment (such as artificial intelligence), discussions with parents and board members, resulting in a strategic plan, underpinned by a school development plan (SDP), and comprehensive departmental action plans. The SDP's focus is on improving outcomes based on recommendations from the previous inspection, the identified needs of the students, and UAE national priorities. The action plans have clear actions and responsibilities. However, there is no alignment of the school's development plan with the outcomes of the recent self-review. Because key performance indicators (KPIs) are not always identified, the improvement planning systems cannot quantify clearly how much progress has been made against each target and measure the impact on student achievement. Informed by the school's recently completed self-review (SEF), which requires the development of clear next steps under each standard, the school's improvement plans now need updating, taking care to include SMART objectives and clear delegations.

- There has been some progress in addressing most of the recommendations from the school's previous inspection report, in which recommendations are listed. Against these, the SLT's actions are detailed across all areas. The impact of these actions is visible in improved attainment and progress seen in some subject lessons, as well as in the results from external data assessments. To further

enhance student outcomes, the school should refine lesson planning to better support differentiated learning, especially for high-achieving students. Additionally, strengthening teacher monitoring systems that are aligned with UAE standards and targeting professional development will support sustained growth. Efforts are underway to improve reading, data-driven planning, and critical thinking through questioning techniques. Implementing an external benchmark assessment for Arabic remains a priority to enable comprehensive progress tracking over time.

Next Steps:

1. Use a range of data more rigorously, including assessment and survey information, and feedback from a range of stakeholders, to inform school self-review and planning processes.

2. Enhance the rigor of the monitoring of teaching by placing greater emphasis on the use of continuous assessment to personalize learning and extend the learning outcomes for all students, especially the higher achievers.

3. Update the school's recently completed self-review (SEF), with clear next steps under each standard, in order to revise the school's improvement plans, taking care to include SMART objectives, measurable KPIs, and clear delegations.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school successfully engages parents to support student learning, utilizing their expertise to enhance educational experiences. Parents contribute meaningfully through initiatives like storytelling for younger students and work shadowing for senior students, which aids career planning. Additionally, parents support cultural events, such as the Festival of Lights and Flag Day, fostering an appreciation for diverse identities. The Parent Teacher Association (PTA), with representatives across all phases, meets regularly with the Senior Leadership Team to discuss school matters and strengthen community bonds. Although parental involvement positively impacts student standards, there is an opportunity to expand formal channels for consulting parents in self-review and strategic planning to better represent the wider parent community in decision-making processes.

- As a result of effective communication using a range of formal and informal communication channels, parents feel well-informed about their children's learning progress and school life. Platforms such as the website, social media, educational portals, and regular emails keep parents updated, while the school almanac and DIS portal provide daily insights into educational plans and activities. The principal's open-door communication policy encourages parents to share concerns directly. Parents are welcome to contact teachers for updates on their children's progress. Parents who have children of determination are well involved in the monitoring and target setting in their child's individual education plan (IEP). They work closely with the head of inclusion to meet all the child's needs. The school has appointed a parents' liaison who immediately responds to parents' concerns and refers the issue to the appropriate person, who usually replies immediately.

- Student-led conferences (SLC) and regular reports enable parents to feel well-informed about their children's progress. Termly reporting on students' progress is comprehensive and covers academic achievement, behavior, and attendance. The school meets with parents at least four times a year to discuss student performance reports, and students are involved in the process, sharing their learning goals so that parents and teachers can help support them in achieving these.

- The school makes a few social contributions locally, including participating in the Al Hudriyat beach clean-up project and cooking dinner for the school's support workers every Wednesday.

- The school actively participates in activities with a broader impact, such as fundraising for Gaza and joining a walkathon to raise breast cancer awareness. Students also participate in international events like Earth Day, World Turtle Day, World Heritage Day, and World Ocean Day, which help raise their awareness of significant global issues. However, parents have expressed a desire to expand opportunities for students in all phases to engage in volunteering activities that develop leadership skills and strengthen their understanding of civic responsibilities and environmental stewardship.

Next Steps:

1. Enable parents to have greater involvement in shaping the school's future direction and priorities by formalizing stakeholder consultation mechanisms for self-review and improvement planning.

2. Extend local community links to provide more extensive opportunities for students in all phases to engage in volunteering activities that build leadership skills and enhance students' awareness of civic responsibilities and environmental care.

Governance

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The Dunes governance body has representation from most stakeholder groups, including the owner, parents, and teachers. Whilst there are some commercially sensitive issues discussed at the board level, the governors pride themselves on transparency, and most meetings are open to the public. However, while the school brings forward information from the Student Council, along with regular reports on all aspects of school operations, student representation is not yet formalized. The board co-opts knowledgeable and experienced managers from outside the stakeholder groups to cover specialist areas such as policies, finance, and facilities, creating a board structure that is effective in ensuring there is appropriate expertise to fulfill governance requirements and ensure all statutory requirements are met. Surveys are conducted to gain feedback on specific issues, such as that currently canvasing parents' views about co-education in the senior phases. Parents have yet to have input into the school's policies regarding access to technology.

- The Board regularly monitors the school's actions and holds the principal accountable through a structured system of meetings, reports, and stakeholder feedback, assessing progress against the school's improvement plan. Regular reviews are based on the school's strategic and departmental plans, with the SLT providing supporting reports. The owner follows up with informal visits and calls ensuring ongoing support for the SLT. However, alignment between the annual review process and the school development plan could be strengthened, and the development of measurable key performance indicators would enhance the rigor in holding the principal accountable for school performance and student outcomes.

- The governing board exerts a positive influence on school leadership, providing ongoing advice to senior leadership, supporting the development of policies and procedures, and guiding all aspects of school operations. In consultation with the school leadership, the board puts in place plans to ensure that the school is well-staffed and well-resourced and that all statutory requirements are met. The school's SLT consists of only two people, the principal and vice principal, both of whom have been at the school for many years, the leadership team could benefit from a broader input of expertise to smooth succession planning. Governors are making a clear and direct impact on the overall performance of the school through new ideas, such as the 'Space Lab' pilot project, with a new plan to introduce students to the world of artificial intelligence also in the wings.

Next Steps:

1. Consider including student representation in the open section of meetings.

2. Consult with parents to gain agreement on policies and mechanisms to enhance students' access to digital devices for research within the school.

3. Revise the school's senior management structure to build capacity and capability for succession planning congruent with the Board's longer-term goals and apply more rigor to the KPIs and other targets against which the performance of senior leaders is measured.

Management, staffing, facilities and resources

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

Findings:

- Almost all aspects of the school day's processes and routines are well organized and positively impact students' achievement and personal development. The lesson timetable is organized to ensure that the school day adds value to learning and provides smooth transitions across the school day. However, a little time is lost during the transitions of Islamic classes.

- The school is appropriately staffed to facilitate opportunities for effective learning, and all employees, including support staff, are suitably deployed. Teachers are qualified to teach their respective subjects effectively. Specialist staff have attended training and shared best practices within the CBSE schools, leading to improved teaching. However, professional development opportunities to improve teachers' skills in effectively applying assessment data in their planning to meet the needs of all groups of students are insufficient.

- The premises are of high quality and designed to allow access for anyone with mobility constraints, with ramps and a lift to enable access to both floors when needed. Classroom spaces are well-equipped, with whiteboards and appropriately sized furniture. The school offers a range of specialist facilities that actively support curricular and extracurricular activities, including textbooks, practical materials and equipment, science and technology facilities, a shaded playground, and prayer rooms.

- The school's resources, including textbooks, practical materials, and equipment, are sufficient and well-matched to the curriculum. While they effectively meet the needs of most students, the higher attainers are not always fully extended. However, there are insufficient opportunities for students and teachers to use technology to learn, monitor progress, or research in class time.

Next Steps:

1. Expand professional development opportunities to improve teachers' skills in effectively applying assessment data in their planning to meet the needs of all groups of students.

2. Strengthen teachers' knowledge of how best to use resources to meet the learning needs of diverse learners and ensure that adequate technological resources are available to raise students' achievement.

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