دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE
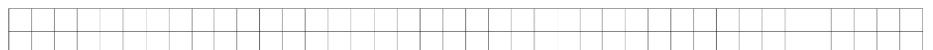
School Performance Report

Combined Internal and External Evaluations

Ajyal International School

The overall performance of this school is Good .

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Introduction

This report combines the previous school 'self-evaluation form' (SEF) and school inspection report. It provides all stakeholders with an opportunity to compare the internal and external evaluations of school performance. Its purpose is to bring these two perspectives together to foster greater accuracy of internal evaluations. Greater accuracy is a step towards the long term goal of less dependence upon external evaluations to understand a school's effectiveness. Ongoing and accurate internal evaluations are the key to school effectiveness that can withstand changes in leadership, staffing and student enrolment.

Basic information about inspections
Basic information about the school
The overall performance history of this school
Summary of inspection judgements - outcomes

Performance Standard 1: Students' achievements
Performance Standard 2: Students' personal and social development
Performance Standard 3: Teaching and assessment
Performance Standard 4: Curriculum
Performance Standard 5: Protection, care, guidance and support of students
Performance Standard 6: Leadership and management

Basic information about school inspections

School inspections are structured around six Performance Standards:

1. Students' achievement;

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

3. Teaching and assessment;

4. Curriculum;

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

6. Leadership and management.

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

School inspectors make judgements using these six performance categories:

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

To see the full UAE School Inspection Framework, please click here: **Framework Arabic   Framework English**

Basic information about the school

Name: Ajyal International School

I.D. number: 9249

Phases:

Curriculum: British

Fee category: High

Location: 28, Malaqit St, Mohamed Bin Zayed City, Abu Dhabi 20634

Web address: http://www.ajyal.sch.ae

E-mail address: 9249@adek.gov.ae

Telephone: 025522668

Number of teachers: 69

Teachers' assistants: 6

Teachers' nationalities: United Kingdom (UK)
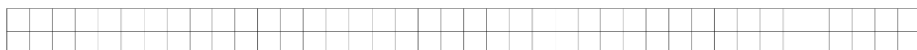
Number of students: 731

Teacher to student ratio: 1:10

Students' nationalities: UAE)

Proportion of Emirati students: 82.08

Proportion of students of determination: 3.15

Dates of inspection: 01-Feb-2022 to 03-Feb-2022

The overall performance history of this school:

2014-2015

- Outstanding - 0%
- Very Good - 0%
- Good - 6%
- Acceptable - 94%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

2016-2017

- Outstanding - 0%
- Very Good - 0%
- Good - 12%
- Acceptable - 88%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

2018-2019

- Outstanding - 0%
- Very Good - 6%
- Good - 65%
- Acceptable - 29%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

2021-2022

- Outstanding - 0%
- Very Good - 24%
- Good - 41%
- Acceptable - 6%
- Weak - 0%
- Very Weak - 0%
- NA - 29%

Summary of inspection judgements

PS1: Students' Achievements

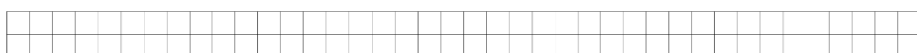| Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
1.1 Students' attainment in Islamic Education	Acceptable *	Good	Good	Good
1.1 Students' attainment in Arabic First Language	Acceptable *	Good	Good	Good
1.1 Students' attainment in Arabic Second Language	Not Applicable	Acceptable *	Acceptable *	Acceptable *
1.1 Students' attainment in Social Studies	Not Applicable	Good	Good	Not Applicable *
1.1 Students' attainment in Language Of Instruction	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.1 Students' attainment in English	Acceptable	Acceptable	Good *	Very Good *
1.1 Students' attainment in Mathematics	Good	Good *	Good *	Very Good *
1.1 Students' attainment in Sciences	Acceptable	Acceptable	Good *	Very Good *
1.2 Students' progress in Islamic Education	Acceptable *	Good	Good	Good
1.2 Students' progress in Arabic First Language	Acceptable *	Good	Good	Good
1.2 Students' progress in Arabic Second Language	Not Applicable	Acceptable *	Acceptable *	Acceptable *
1.2 Students' progress in Social Studies	Not Applicable	Good	Good	Not Applicable *
1.2 Students' progress in Language Of Instruction	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.2 Students' progress in English	Good	Good	Good	Very Good *
1.2 Students' progress in Mathematics	Good	Good	Good	Very Good
1.2 Students' progress in Sciences	Good	Good	Good	Very Good
1.3 Students' Learning skills	Good	Good	Good	Good
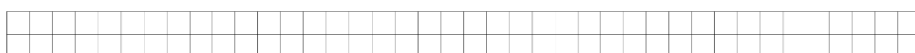
PS2: Students' personal and social development

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

PS3: Teaching and assessment

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

PS4: Curriculum

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

PS5: Protection, care, guidance and support of students

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

PS6: Leadership and management

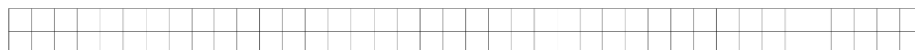| Indicators	All Phases
6.1 Effectiveness of leadership	Very Good
6.2 Self evaluation & improvement	Good
6.3 Partnerships with parents	Very Good
6.4 Governance	Acceptable
6.5 Management	Good
Overall Judgement	**Good**

Changes since the previous inspection

The school has made good progress in addressing most of the recommendations from the previous inspection. This inspection has found that students' attainment and progress have improved significantly since the last inspection. For example, attainment and progress have improved from acceptable to good in Islamic education, Arabic as a first language and in social studies in all phases. Arabic as a second language has remained acceptable in the phases taught in the school. In English, students' attainment and progress have improved from acceptable to good in phase 3 and from acceptable to very good in phase 4. Students' attainment has remained acceptable in phases 1 and 2 and the progress remains good. In mathematics, students' attainment is now good in phases 1 and 2 and the progress remains good overall. In phase 3, attainment and progress have improved from acceptable to good. In phase 4, students' attainment and progress have improved from acceptable to very good. In science, students' attainment has remained acceptable in phases 1 and 2 and the progress remains good. In phase 3, attainment and progress have improved from acceptable to good. In phase 4, students' attainment and progress have improved from acceptable to very good. The school has focused on improving students' speaking and writing skills. In English the school has introduced the phonics program called (RWInc) for phases 1 and 2. This is helping students to develop their speaking, reading and writing skills. In Arabic, students read regularly, following the Kutubee program. Since the previous inspection, the school has reviewed their base-line and continuous assessment processes to track the progress of students over time in all phases. Teachers have attended training on how to use assessment to inform planning. The school has modified the curriculum to meet the needs of students of determination (SOD) and has organized intervention programs for students to attend. Most teachers have raised their expectations of what students can learn and achieve. As a result, students' attainment and progress have improved significantly in most subjects. For example, teachers have increased the breadth and depth of learning in phase 4, leading to very good attainment and progress in English, mathematics and science. Teachers and support staff provide support to students, although the level of challenge is less consistent in the school, especially in the acceptable lessons, including Arabic as a second language. Teachers provide useful feedback to students and encourage them to improve the quality of their work. The school has reviewed the curriculum to include opportunities for students to think critically and to be creative in their work. Students take part in art, music, drama, and food and design technology lessons. For example, older students have created colorful wall murals in the school. Students engage well in activities to develop their enterprise skills such as raising funds and making decisions about the charities they can donate to. The school now provides effective pastoral support for students in phases 3 and 4. For example, the social worker and counselors work very well with students and support their mental health and well-being. Students know who to talk to, for example, if they are worried. In Year 9, students receive lessons in careers guidance to help them make informed decisions about the possible careers they would like to pursue in the future. Students also receive support from their teachers on how to choose their subjects. Older students receive support and guidance on the next destinations in their education, including career fairs and curriculum vitae (CV). The principal, leaders at all levels and staff share a common vision across the school. This is evident in the way they have improved students' attainment and progress in most subjects. They work closely with parents and engage them in their children's learning. Leaders have also reviewed the school's development plan, which is now strategic and focuses on improvement such as in the provision and outcome of phonics and the development of students' mathematical skills. Overall, the school's capacity to improve is very good; it has improved students' attainment and progress in most subjects.

Provision for reading

The school provides a wide range of opportunities for students to read for information, comprehension and pleasure. The school library is well equipped with computers and a wide range of reading materials, text resources in Arabic, English and other languages, including French and Spanish. The library also includes books made by students themselves and displays of books about the UAE culture and heritage. Older students use the library for research and to read independently. In the Early Years Foundation Stage (EYFS), children benefit from book corners, where they can choose their favourite stories and read with their friends. From Year 1 to 9, students spend at least one session per week in the library to support their reading in English. During this time, the librarian who is a qualified teacher reads to students and engages them in reading and comprehension. The school has a comprehensive phonics program called Read Write Inc (RWInc) to support students' reading from

the Foundation Stage 2 (FS2) up to Year 6. Students are streamed for phonics up to Year 2. Teachers track students' phonics skills weekly using the Ruth Miskin's assessment system. Teachers receive support from the Ruth Miskin Foundation. Teachers of phases 1 and 2 have received training to use such program. 'Literacy Pro' program is used from Year 3 onwards to encourage students to read online. In phases 1 and 2, students also use Oxford Owl e-library in the school and at home. Since the previous inspection, the school has embedded the 'Kutubee' program in Arabic. This has increased students' capacity to read for pleasure. Students access the program to read in their classrooms, in the library and at home. Teachers assess students' reading fortnightly by phases, using an electronic assessment system. This indicates that Arab and non-Arab students are developing their reading and comprehensions skills. The school is an ambassador for the program across the Middle East. Teachers encourage students to read in all subjects and help them read for meaning. The school engages students and parents effectively in reading for pleasure. For example, parents receive guidance on how to support reading in English and Arabic in all phases. The school arranges book fares and book clubs in Arabic and English, competitions and visiting authors to the school to inspire students to read.

What the school does to achieve its TIMSS and PISA targets

The school leaders are aware of the PISA and TIMSS targets set for the school. Previously, the school has performed below the target set for the school in TIMSS examinations. The school has not qualified to take part in PISA examinations as the number on roll has been low in the past. Currently, the school leaders have set challenging targets for students to attain above the national and international standards in TIMSS and PISA examinations. To achieve and to monitor such targets, the school has appointed a PISA coordinator to oversee the school's work. It has also established a collaborative cross-phase staff team to address any potential gaps and to devise action strategies to ensure students meet the targets in PISA and TIMSS examinations. The school has also reviewed its assessment systems and the curriculum content to integrate TIMSS and PISA-style questions into every day teaching and learning, including problem-solving and critical thinking. The school has provided training for teachers of mathematics and science. Teachers of mathematics and science subjects work together to share best practice to help students build up their language skills and vocabulary. Students have access to past papers to help them improve their learning. This is having a positive impact on improving students' learning in mathematics and science. For example, this is evident in the way students solve mathematical problems in all phases. Older students willingly take part in research to improve their independent learning skills. Teachers assess students' learning regularly and encourage students to improve the quality of their work. Teachers keep parents fully informed about online tests and provide them with useful guidance on how to support their children's achievement, including use of homework.

Strengths of the school

1. Students' attainment and progress have improved in most subjects. This is because the school leaders have ensured that there are experienced teachers to deliver the required curriculum. Teachers have also raised their expectations of what students can learn and achieve. For example, they provide stimulating activities that enthuse students to learn. As a result, students engage well in learning and confidently communicate their ideas and feelings to others. They can ask for help whenever needed. 2. Most teachers demonstrate strong subject knowledge, use questions to test students' understanding and deploy resources well to support students' learning. They encourage students to develop their speaking and listening skills and to engage them in dialogue with their peers. 3. The school provides a safe, secure and hygienic learning environment. For example, staff conduct thorough checks on the premises and resources. They supervise students in all parts of the school and on the school's transport. They undertake regular fire evacuations to help students know how to leave the school building safely and calmly in the event of an emergency. 4. The principal and other leaders have set a very clear direction for the school and share it with the school community. For example, they are committed to inclusion. This is evident in the way they have organized intervention programs to provide additional support for students that need it. 5. The school leaders and teachers have developed very strong partnerships with parents. They involve parents in events such as National and Martyr's Days and Book fairs. They seek parents' views to influence future improvement such as the provision of technology to aid remote learning and the reading Kutubee program in Arabic. They have also established strong links with the local emergency and health services to help students, for example, learn about fire safety and how to keep themselves safe during COVID-19. The school leaders and staff work well with schools in the UAE and international communities such as universities to enrich students' learning.

Recommendations for improvement

1. Improve students' achievement across the school by: - strengthening students' knowledge about their understanding of the Islamic values and etiquette in phase 1, the importance of cooperation and communication in society in phase 2, and ways to find solution to issues related to daily life such as usury, in phases 3 and 4. - providing more opportunities in Arabic as a first language for students to practice their speaking skills and the way to recognize letters within words in phase 1, comprehension skills in phase 2, handwriting, use of correct spelling and extended writing, in phases 3 and 4. - assisting students in Arabic as a second language to learn new vocabularies and to develop their speaking skills in phases 2 and 3, reading and comprehension in phase 3, and creative writing in phases 3 and 4. - strengthening students' knowledge about environmental issues and the importance of recycling and how to improve their inquiry skills in phase 2, and research in phase 3. - assisting students to practice their English handwriting and to use correct grammar and punctuation for a minority of students in phases 2 and 3, and to develop further extended writing skills of students, particularly the higher attainers and Gifted and Talented (G and T) students in phases 2 to 4. - offering more learning experiences for students to form numbers correctly in phase 1, to learn multiplication facts for a few of the low attainers in phase 2, to strengthen reasoning skills in phase 3, and to extend the high order thinking skills across the school, particularly for the high attainers and G and T students. - strengthening students skills of how plants grow in phase 1, to improve investigative skills and how to apply them in practical activities in other phases. 2. Improve teaching and learning and use of assessment by: - ensuring that teachers consistently use assessment data precisely to match lessons with the different abilities and needs, including the higher attainers and G and T students. - ensuring that lessons help students develop high order thinking skills and independent learning. - monitoring the remote learning of SOD who study from home due to COVID-19. 3. Strengthen the role of the leadership in the school by: - providing training for teachers so that they can learn how to meet the needs and abilities of all students. - providing training for the middle leaders so that they know how to monitor the subjects taught and hold colleagues more accountable for students' performance, and especially in Arabic as a second language. - developing the role of the governing body so that they can monitor the school's work, support, challenge and hold the school to account. - ensuring that there is a student representation within the governing body. - keeping parents informed on how the school is improving and forging more links with parents and schools teaching the Arabic curriculum once permitted to do so. - making more use of the facilities when permitted to do so.
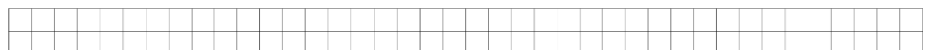
PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
Islamic Education follows the Ministry of Education curriculum for either first or second language speakers. In the most recent round of lesson observations teaching and learning in Islamic has been judged as at acceptable. 1.1.1 Attainment as measured against authorised and licensed curriculum standards A baseline demonstrates students' attainment in each unit at the beginning of the year Y1-13 and summative tests take place at the end of the unit. Y1-9 Unit tests are now aligned with the Schools' Attainment and Progress Tracker software -Classroom Monitor which is directly linked to the MOE curriculum. At the beginning of Term 1 AY 2021 under the supervision of the new Head of Arabic the KPI's CM has been audited to ensure they are fully aligned with the MOE Curriculum. The delivery of the curriculum is now consistent across the sections. The school uses Alef Education platform to support the learning of the students in Islamic Studies. It is an online platform that provides standardized approach to learning MOE Islamic Studies curriculum. Staff have been trained on how to use Classroom Monitor to track students' progress and make judgements that reflect the students' progress and learning journey. The students' progress and attainment can be accessed at any point in time and the data on the Classroom Monitor is used to differentiate the students. In most cases, Classroom Monitor reflects a higher performance in both progress and attainment as it is a formative process and allows students many opportunities to meet and master the KPI. Although the results reflect a downward trend from June 20-21 the current data show the students are acceptable, which is in line with our expectations given the external analysis and	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	The majority of students attain levels that are above the curriculum standards in phases 2, 3 and 4. In phase 1, most students attain in line with the curriculum standards. The school's internal assessment data indicates that attainment is good in phases 1 and 2 and outstanding in phases 3 and 4. However, the reported high levels of attainment in phases 3 and 4 were not seen in lesson observations and reviews of students' work during the inspection. MOE examination results for Grade 12 in 2020 and 2021 show outstanding attainment. There are no international standards for comparison. There are no external examinations for the other phases. In lessons and in students' work, the majority of students demonstrate knowledge, skills and understanding that are above curriculum standards in phases 2, 3 and 4. In phase 1, students attain in line with the curriculum standards. For example, in phase 1, students understand dining etiquette such as saying (besm allah alrahman alraheem) before they start eating, but they do not fully practice what they have learnt in the lesson to maintain such understanding, for example, during snack times. In phase 2, students show good understanding of the meaning and the benefits of honoring their own parents and being blessed by them. They understand the importance of having a family that is loving and caring. However, they are not able to share examples of how they link love and care with their daily lives. In phase 3, students know about the 'Resurrection' and the process before such as the splitting of the moon as a sign of the last 'Hour of Humanity' and the impact this will have on people. However, students are not able to articulate all the minor signs of the 'Hour' such as the opening of the Jerusalem and the rebirth of the prophet. In phase 4,

reports on our students. This is only Term 1, AY 21-22. Students will have the opportunity to revisit the KPI's Through Classroom Monitor we can identify the year groups and individual students who are making progress in line or above the national average. Trends over time have been affected by the Covid interruptions to the curriculum, the length of the school day and teachers' attendance. Evidence Source: Classroom Monitor Data Summative Tests Observations Progress Evidence - CM tracker Copy books Student displays Conversations with Students Marking / Feedback Policies in action /Assessment / Marking /Moderation Report Cards Target reports ILP's Alef Platform 1.1.2 Attainment as measured against national and appropriate international standards Target 'Students make progress beyond the curriculum standards' Irtiqa'a 2019 There are no international benchmarks to allow appropriate international standard comparisons, so the school aligns to the Ministry of Education requirements. However, Islamic KPIs have been reviewed and added to the whole school Progress and Attainment tracking system. The implementation of CM and CM training given to staff has strengthened the tracking of the progress and attainment of Islamic students. Teachers' judgements and the collection of evidence to support the teachers' judgements has been standardized across ALL the phases of the school. There is a moderation process in place to monitor and secure the consistency of the judgements of teachers whilst using CM and the awarding of marks in the unit test. The development of a robust and standardized accurate measure of attainment and progress is in place. Standard Unit Tests now in Year 1-9 are now linked to the KPI's from CM giving the students the opportunity to revisit KPI's that they have not met or to move from in line / met to exceeding. Current judgements are a realistic judgement of progress in comparison to other years. Students now make progress in line with the curriculum standards. 1.1.3

students show good understanding of the values and ethics of Islam, explaining the concept of forbidden sales and how it is related to the suspicion of usury. They can explain the negative effects of usury on the individual (the creditor and the debtor) and society, and suggests alternative solutions to usury. However, their understanding and awareness of the types of the forbidden sales is not fully clear such as alcohol in a Muslim society. The school has analyzed its internal assessment data for the phases taught in the school and external examination results for the MOE results for Grade 12. This shows that the attainment for all the phases over the past three years is very good when compared with the national standards. There are no external or international standards for comparison in this subject. While students do not attain at the levels reported by the school, their attainment is good in phases 2, 3 and 4. This is because teachers generally have high expectations and plan lessons which take account of students' needs. The school's internal assessment information and external data for the Grade 12 MoE data provided by the school indicates that students make good progress in relation to their starting points, over time and curriculum standards. During the inspection, in lessons and in students' work, the majority of students make better than expected progress, except phase 1. For example, in phase 1, students make the expected progress as seen in the way they share their ideas about Islamic values and etiquettes, such as saying (besm allah) before eating. In phase 2, students make good progress in the way they relate their respect to the other people around them. In phase 3, students articulate their views about some Islamic events. In phase 4, students continue to progress well in the way they share their ideas how usury can have negative effects on people and the society. There are no G and T students. Most groups of students, including boys, girls and SOD make good progress overall. For example, in phase 1, SOD and lower attainers

Knowledge, skills and understanding, especially in the key subjects In Islamic Studies lessons, large majority of students can show levels of knowledge, skills and understanding that are above curriculum standards. This is evidenced in students' recent work as they demonstrated their ability to think, process, engage in discussions, and present info. Students' reading and writing skills are important in order to perform at levels above curriculum standards. Students are given the opportunity to upskill their reading by accessing Kutubee (reading program-Islamic) 1.1.4 Trends in attainment over time Attainment Expectations prior to 2020/2021 were higher as students had access to a full curriculum and teaching and learning not affected by the challenges of the Pandemic. Students are now returning to the increased challenges according to the expectations from the ministry of education and through the continuous formative assessment data from CM. As expected there has been a decrease between June and Nov. The trend currently stands as Very good but this will even out by the end of Term 3 as Moderation training and monitoring at 6 weekly stages will actually make teachers judgements secure and we will have data that is reliable . Current data is subject to a three step process: 1 Can we confirm the data is accurate at time of entry into the system and protocols have been followed. 2 Can we support the data with evidence that is reliable? It follows the marking and feedback policy and is moderated. 3 Challenges are made to data if it seems to raise a red flag and doesn't cross check . Follow up is then actioned if the teacher is on a plan. 1.2.1 Progress of students, including those with special educational needs, against their starting points and over time. The school has identified the gaps from AY2020-21 (pandemic year) and has made significant steps through CM to identify students' progress within the KPI's . Teachers create intervention plans which are now reflective of where students are at any given time. Teachers planning now accurately indicates which KPI

are able to share their ideas about how to honor their parents, including respect and support. Boys and girls make similar progress. For example, in a Grade 6, boys talked about how the prophet respected his neighbors. The high attainers are not sufficiently challenged. In general, students make good links between what they learn in Islamic education and daily life, such as treating people in a good manner and showing respect to others.

's need to be revisited for individual / or groups of students. Planning now creates opportunities for students to improve based on their original starting points. Current CM data in Islamic. 1.2.2 Progress in lessons Lessons are structured following a new whole school lesson plan (SDP 2020-2021) which plans for progess in the lesson to be visible. This is reflected in the classroom as students are expected to articulate their Learning journeys. The climate for learning is set up so students can see their progress a, identify and monitor their next steps though a number of vehicles Wow walls , Copy books , Learning Ladders , Next Step trees. There has been a shift from the pace of the lesson being dictated by following the text book. 1.2.3.Progress of different groups of students SEN students have ILP'S and passports for learning which support their progress these are monitored over a 6 week period. Recommendations for Improvement in Islamic Education: Use of technology by students: applying research techniques and methods Assessment to become research-based and project-based Administer standardized assessment (ABT) Link their findings to UAE agenda, culture, and society.

Islamic Education - Next steps for students:

1. Strengthen understanding of Islamic values and ethics, including dining etiquette, particularly in phase 1. 2. Improve understanding about cooperation and communication between family members and people, especially in phase 2. 3. Read widely and suggest reasonable solutions about Islamic issues, such as usury to deepen knowledge and understanding, especially in phase 4.

PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
In the most recent round of observations all Arabic lessons were graded as good overall. Arabic for First Language Speakers (Arabic A) follows the Ministry of Education curriculum; and the National developed document for the Arabic curriculum. There is a baseline at the beginning of the year which demonstrates student attainment and summative tests at the end of each unit. CM is also used to measure the attainment of the students and is linked directly to the MOE KPIs. ABT External Arabic exams were introduced in November 2021 which are recognised by the MOE The Hod of MOE leads Arabic and alongside the Academic Director delivers a comprehensive professional development programme that is aligned with the Whole school programme and has allowed for considerable sharing of good practice and consistency across the school. This together with collaborative planning with the core subject teams has made for improvements in Arabic attainment Evidence Source: Lessons' observation forms. Performance management Weekly meetings (minuted) ABT Assessment KPI CM 1.1.1 Attainment as measured against authorised and licensed curriculum standards Arabic across all the schools is Good. Historically, it was acceptable based on teacher judgments and the attainment often reflected a mismatch between the written and the taught curriculum. Recent use of Unit testing /end-of-term exams have been aligned with CM KPIs which have been taught.The school uses Alef Education platform to support the learning of the students in Arabic . It is an online platform that provides standardized approach to learning MOE arabic In both Key Stages almost all students achieved standards that were at least in line with curriculum standards whilst a large majority achieved above in	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	The majority of students attain above curriculum standards in phases 2, 3 and 4. In phase 1, most students attain in line with the curriculum standards. The school's internal assessment data indicates that attainment is good in phases 1 and 2, and very good in phases 3 and 4. However, the reported high levels of attainment were not seen in lessons and students' work. MOE examinations for Grade 12 in 2020 and 2021 indicate that attainment is outstanding. There are no external examinations for the other phases. There are no international standards for comparison. In lessons and students' work, the majority of students demonstrate knowledge, skills, and understanding that are above curriculum standard, except phase 1. For example, in phase 1, students can recognize letters individually, but few can recognize them within a word. They listen well and develop acceptable speaking skills. In phase 2, the majority of students demonstrate good comprehension of what they listen to, and they can speak clearly to explain their ideas. They are aware of new words and can read short paragraphs and summaries showing good comprehension skills. However, the reading for the lower attainers is less well developed. In phase 3, the majority of students show good understanding when they listen to the text and can confidently discuss what they have understood. Their reading is improving steadily. Students' extended writing, spelling (including Tashkeel); and handwriting skills are less well-developed. In phase 4, the majority of students can show understanding when listening to the text and can discuss their ideas clearly. They read fluently and accurately. However, few students use punctuation marks when writing. The school has analyzed its internal assessment data and external examination results for Grade 12. There no external

KS1, and a large majority achieved above in KS2. There is no significant difference between girls' and boys' attainment in either Key Stage. A large majority of Emiratis students made above expected attainment in both Key Stages. Most SEN students achieved at least expected levels of attainment. A baseline demonstrates students' attainment in each unit at the beginning of the year Y1-13 and summative tests take place at the end of the unit. Y1-9 Unit tests are now aligned with the Schools' Attainment and Progress Tracker software -Classroom Monitor which is directly linked to the MOE curriculum. At the beginning of Term 1 AY 2021 under the supervision of the new Head of Arabic the KPI's CM have been audited to ensure they are fully aligned with the MOE Curriculum. The delivery of the curriculum is now consistent across the sections. Staff have been trained how to use Classroom Monitor to track students progress and make judgements that reflect the students progress and learning journey. The students' progress and attainment can be accessed at any point in time and the data on the Classroom Monitor is used to differentiate the students. CAT4 has been used to cross check the validity of the judgements. In most cases, Classroom Monitor reflects a higher performance in both progress and attainment as it is a formative process and allows students many opportunities to meet and master the KPI. Although the results reflect an upward trend from June 20-21 the current data show the students are good which is in line with our expectations given the external analysis were challenging they are part of our whole school focus to standardise our approach to Assessment across the curriculum and we have welcomed these reports This is only Term 1, and students will have the opportunity to revisit the KPI's and we have a clear Action in place to address the areas of concern Through Classroom Monitor we can identify the year groups and individual students who are making progress in line or above the national average. Trends over time

examination results for the other phases. This shows that the attainment for all the phases over the past three years is very good when compared with the national standards. There are no international standards for comparison in this subject. While students do not attain at the levels reported by the school, their attainment is good in phases 2, 3, and 4. This is because teachers generally have high expectations and plan lessons that take account of students' needs. Students' attainment in phase 1 is acceptable. The school's assessment information reports that students make good progress in relation to their starting points and over time and the curriculum standards. During the inspection, in lessons, and in students' work, the majority of students make better than expected progress except phase 1. For example, in phase 1, students are able to recognize the letter (ص) with all the short sounds (using Tashkeel) and can read visual words including the letters. In phase 2, students are able to write descriptive texts, taking into consideration the use of its elements, arranging the events, and writing clear good endings. In phase 3, students are able to read poems with a clear rhythm and analyze the verses of the poem in their own words. In phase 4, students use metaphorical sentences using specific words, for example, to describe their feelings. There are no G and T students. Most groups of students, including boys, girls, Emirati and SOD make good progress overall. For example, in phase 2, SOD and lower attainers are able to arrange the story events according to their time. In phase 4, high attainers can write a paragraph using the time-lapse technique.

have been affected by the Covid interruptions to the curriculum, the length of the school day and teachers attendance. However our students have had the opportunity to be at home and are speaking Arabic for longer periods than the norm, which will have some influence on our results. The school uses Alef Education platform to support the learning of the students in Arabic A. It is an online platform that provides a standardized approach to learning MOE Arabic A curriculum. classroom monitor data and reports Classroom Monitor Data Summative Tests Observations Progress Evidence - CM tracker Copy books Student displays Conversations with Students Marking / Feedback Policies in action /Assessment / Marking /Moderation Report Cards Target reports ILP's ABT DATA and target TARGET STUDENT classroom monitor target kutubee and level baseline test action plan Alef Platform Moderation 1.1.2 Attainment as measured against national and appropriate international standards There are no international benchmarks to allow appropriate international standard comparisons, so the school aligns to the Ministry of Education requirements. ABT has been introduced and this was our first entry into this. However, Arabic KPIs have been reviewed and added to the whole school Progress and Attainment tracking system. The implementation of CM and CM training given to staff has strengthened the tracking of the progress and attainment of Arabic students. Teachers' judgements and the collection of evidence to support the teachers' judgements has been standardized across ALL the phases of the school. There is a moderation process in place to monitor and secure the consistency of the judgements of teachers whilst using CM and the awarding of marks in the unit test. The development of a robust and standardized accurate measure of attainment and progress is in place. Standard Unit Tests now in Year 1-9 are now linked to the KPI's from CM giving the students the opportunity to revisit KPI's that they have not

met or to move from in line / met to exceeding. Current judgements are a realistic judgement of progress in comparison to other years. Students now make progress in line with the curriculum standards. Classroom monitor is a UK based software which standardizes the tracking and attainment of student progress. This is also a further step to align the Arabic with the English Maths and Science National curriculum approaches to assessment. The recent introduction of ABT as an external benchmark has highlighted gaps in the teaching and learning in Arabic across all phases. There is an action plan to address this, and it has started immediately. Evidence Source: ABT result ACTION PLAN FOR TARGET STUDENT training teacher 1.1.3 Knowledge, skills, and understanding, especially in the key subjects In light of the ABT results in November the curriculum has been restructured to further focus on linguistic skills, speaking, and listening. Each student has been set targets based on their language gaps (ABT results). All students are supported by text book Evidence Source: Individualized action plan (for every student) based on ABT results Listening & Speaking: Students are currently able to listen and understand spoken Arabic delivered at normal speed by the teacher or through video or audio. Students in Term 2 will have further exposure to a good model of speaking and listening of standard Arabic across the School Phases 1-4. The school is investing in Speaking and Listening software that will encourage students to participate and express themselves with fluency understanding during a dedicated teaching period in the ICT Lab. Students are currently assessed on their content, range of language, accuracy, and fluency. This will be strengthened In KS3 students as students participate in Drama using formal Arabic as an extended opportunity to practice their speaking and listening skills. Current ABT has shown that this is a challenge for us. A plan is in place see action. plan Evidence Source: For listening (kutubee) lab school & lesson plan) speaking competition deadline 31-1-2022 share teams and

dojo Alaf Reading: This has been a huge innovation in the school . Given the pandemic and students are at home parents are reporting that the students now have age appropriate and high quality reading materials and are keen to read our kutubee tracker is clear evidence of this Every day children take home readers from the new Kutubee Arabic Guided Reading Scheme, according to their level by level. Students are encouraged to summarize what they have read and complete a short, supervised quiz independently to ensure they have read and understand the book. Reading now has a firm hold in the Arabic classes. Students are enthusiastic and can be seen to be reading of their own volition. Parents are highly supportive of this scheme . The school has an ambassador for the project. A nice surprise is that Kutubee has been taken up by KS4-5 students. They are all reading! Evidence Source: lesson plan kutubee 14-9to 27-1 17693 book read 4736:25 hours read 732 students arabic challenge Writing: Higher expectations have led to an increase in the level and quality of writing. The staff have attended CPD with the English Medium teachers . Best practice has been shared as the team recognises that approaches to language learning can be shared. Students are assessed on various writing skills: content, accuracy, and range of language. Recently the Arabic staff have begun to use the strategies from Ross Wilson, the' big write 'used within the English lessons across all Primary phases up to Year 6 to extend their writing. Arabic will take part in the pilot scheme Pie Corbett 'Talk for writing' which is ongoing in the Primary and Early Years Phases of the school. Evidence Source: copy book lesson plan 2 dayes write comprehension integration with englash line dictation every day competition story did line 14-2 alaf 1.1.4 Trends in attainment over time Arabic Attainment Historically was Acceptable Irtiq'aa 2018 but Term 1 attainment results from CM reflect an upward trend. Given the trends during the pandemic as with all our subjects previous data gathered

during the period Term 3 2019, Term 3 -2020will not help us see an accurate evolution in our data. However current trends post Pandemic and upon returning to school we believe intimates the students are challenged enough according to the expectations from the ministry of education. The analysis of the trends over the past 2 years have helped identify the gaps and have served the purpose for the intervention programmes that are currently in place. Attainment Expectations prior to 2020/2021 were higher as students had access to a full curriculum and teaching and learning not affected by the challenges of the Pandemic. Students are now returning to the increased challenges according to the expectations from the ministry of education and through the continuous formative assessment data from CM. The trend currently stands as Very good, but this will even out by the end of Term 3 as Moderation training and monitoring at 6 weekly stages will actually make teachers judgements secure and we will have data that is reliable. Current data is subject to a three-step process: 1 Can we confirm the data is accurate at time of entry into the system and protocols have been followed. 2 Can we support the data with evidence that is reliable? It follows the marking and feedback policy and is moderated. 3 Challenges are made to data if it seems to raise a red flag and doesn't cross check. Follow up is then actioned if the teacher is on a plan. Evidence Source: CM ABT School lab 1.2.1 Progress of students, including those with special educational needs, against their starting points and over time. The school has identified the gaps from AY 2020-21(pandemic year) and has made significant steps through CM to identify students' progress within the KPI'. Teachers create intervention plans which are now reflective of where students are at any given time. Teachers planning now accurately indicates which KPI 's need to be revisited for individual / or groups of students. Planning now creates opportunities for students to improve based on their original starting points. Current CM data

Evidence Source: CM CONTAINS ASSESSMENT INTERVENTION 1.2.2 Progress in Lessons Most students are making better than expected progress in lessons as Lessons are structured following a new whole school lesson plan (SDP 2020-2021) which plans for progress in the lesson to be visible. This is reflected in the classroom as students are expected to articulate their Learning journeys. The climate for learning is set up so students can see their progress, identify, and monitor their next steps through a number of vehicles Wow walls, Copybooks, Learning Ladders, Next Step trees. K W sheets There has been a shift from the pace of the lesson being dictated by following the textbook. This is evident in more active and engaging teaching particularly throughout the Primary section Evidence Source: KWL PADLET WORDWILL QUIZZES LIVE WORKSHEET KUTUBEE 1.2.3 Progress of different groups of students SEN students have ILP'S and passports for learning which support their progress these are monitored over a 6 week period SEN students make good progress from their initial starting points Evidence Source: LESSON PLAN COPY BOOK LEVEL KUTUBEE INTERVENTION PLAN Recommendations for Improvement in Arabic as a First Language: Expand students reading skills Upskill students' ICT skills related to Arabic language (Arabic keyboard) Further integration of technology in KS1 and lower KS2.

Arabic First Language - Next steps for students:

1. Practice speaking in different contexts and remember letters within words, in phase 1. 2. Read widely and improve comprehension skills, in phase 2. 3. Practice handwriting, pay attention to spelling and write long stories, in phases 3 and 4.

PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

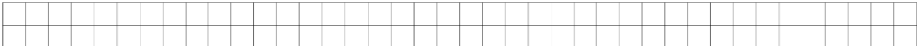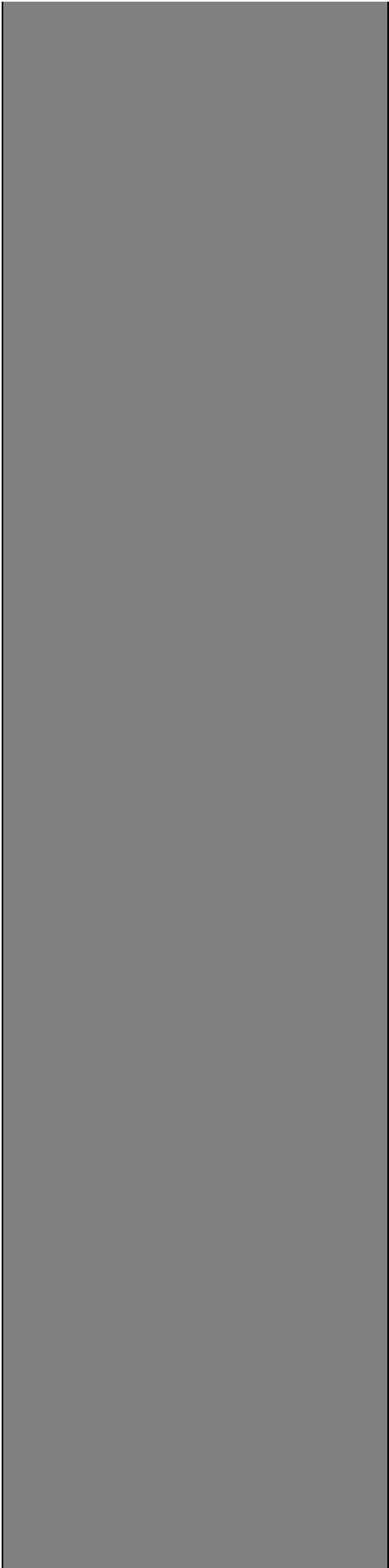| Internal Evaluations	Elements	External Evaluations
Arabic B has been exposed to the same changes that have been ongoing in Arabic A across all phases. 1.1.1 Attainment as measured against authorized and licensed curriculum standards A baseline demonstrates students' attainment in each unit at the beginning of the year Y1-13 and summative tests take place at the end of the unit. Y1-9 Unit tests are now aligned with the Schools' Attainment and Progress Tracker software -Classroom Monitor which is directly linked to the MOE curriculum. At the beginning of Term 1 AY 2021 under the supervision of the new Head of Arabic the KPI's CM has been audited to ensure they are fully aligned with the MOE Curriculum. The delivery of the curriculum is now consistent across the sections. The school uses the ABT Education platform to support the learning of the students in Arabic B. It is an online platform that provides a standardized approach to learning MOE Arabic curriculum. Staff have been trained on how to use Classroom Monitor to track students' progress and make judgements that reflect the students' progress and learning journey. The students' progress and attainment can be accessed at any point in time and the data on the Classroom Monitor is used to differentiate the students. In most cases, Classroom Monitor reflects a higher performance in both progress and attainment as it is a formative process and allows students many opportunities to meet and master the KPI. Although the results reflect an upward trend from June 20-21 the current data show the students are good which is in line with our expectations The external analysis ABT has raised some challenges for our students However this is only, Term 1, and students will have the opportunity to revisit the KPI's follow the action plan to ensure we have a closer	**1.1.1** Against curriculum standards **1.1.2** Against national and international standards **1.1.3** Knowledge, skills & understanding **1.1.4** Trends in attainment over time **1.2.1** Progress against starting points and over time **1.2.2** Progress in lessons **1.2.3** Progress of different groups	Most students attain levels that are in line with the curriculum standards across all phases. The school does not teach Arabic as a second language in phase 1. The school's internal assessment data indicates that attainment is acceptable in phases 2, 3 and 4. This is evident in lesson observations and reviews of students' work during the inspection. There are no MOE examination results for Grade 12 in this subject. There are no international standards for comparison. There are no external examinations for the other phases. In lessons and in students' work, most students demonstrate knowledge and skills that are in line with the curriculum standards in phases 2, 3 and 4. For example, in phase 2, students can understand simple words, phrases, and sentences about what they have learned. Students can respond using simple words and commonly used phrases and expressions. However, few students can hold discussions for a while to communicate their ideas. Students can recall familiar words and phrases using letters that they are familiar with and can write simple words, phrases and sentences, although they make spelling mistakes. In phase 3, students can hold short discussions using simple words and phrases. They can read and understand the meaning of simple sentences in a text. Their writing is less well developed. In phase 4, students develop adequate speaking skills. They enjoy reading and make good attempts at understanding the meaning. Students can write using simple words, but unable to write at length. Discussions with the school leaders indicate that they have analyzed its internal assessment data. There are no MOE examination results for Grade 12 or other phases. The school's data shows that the attainment for all phases over the past three years is good when

alignment with the external and internal assessment results. Through Classroom Monitor we can identify the year groups and individual students who are making progress in line or above the national average. Trends over time have been affected by the Covid interruptions to the curriculum, the length of the school day and teachers' attendance. Our Arabic B is often a small cohort resulting in very good progress in particular sections Evidence Source: Lessons' observation forms. Performance management Weekly meetings (minuted) ABT Results classroom monitor data and reports Classroom Monitor Data Summative Tests Observations Progress Evidence - CM tracker Copy books Student displays Conversations with Students Marking / Feedback Policies in action /Assessment / Marking /Moderation Report Cards Target reports ILP's ABT DATA and target TARGET STUDENT classroom monitor target kutubee and level baseline test action plan ABT PLATFORM 1.1.2 Attainment as measured against national and appropriate international standards There are mandatory international benchmarks to allow appropriate international standard comparisons, so the school aligns with the Ministry of Education requirements. However, Arabic B KPIs have been reviewed and added to the whole school Progress and Attainment tracking system. The implementation of CM and CM training given to staff has strengthened the tracking of progress and attainment of Arabic A students. Teachers' judgements and the collection of evidence to support the teachers' judgements have been standardized across ALL the phases of the school. There is a moderation process in place to monitor and secure the consistency of the judgements of teachers whilst using CM and the awarding of marks in the unit test. The development of a robust and standardized accurate measure of attainment and progress is in place. Standard Unit Tests now in Year 1-9 are now linked to the KPI's from CM giving the students the opportunity to revisit KPI's that they have not

compared with the national standards. There are no international standards for comparison in this subject. While students do not attain at the levels reported by the school, their attainment is acceptable in phases 2, 3 and 4. The inspection has validated the data during the lesson observations and the scrutiny of students' work. It is acceptable overall. The school's assessment information reports that students make good progress in relation to their starting points and over time. During the inspection, in lessons and in students' work, most of the students make expected progress overall. For example, in phase 2, most students use simple and common words. In phase 3, students make expected progress in the way they write a number of memorized words and phrases in a familiar context. In phase 4, students continue to make acceptable progress in their learning. For example, they use familiar words to share ideas with their teachers and peers, enjoy reading and try to explain what they have understood. They use simple words to construct sentences. There are no G and T students. Most groups of students, including boys, girls, and SOD make at least the expected progress. Boys make similar progress to girls and show interest in reading new books and making simple comments on what they like in stories.

met or to move from in line / met to exceeding. Current judgements are a realistic judgement of progress in comparison to other years. Students now make progress in line with the curriculum standards. We have however introduced ABT Evidence Source: ABT result ACTION PLAN FOR TARGET STUDENT training teacher KS2 Writing Higher expectations have led to an increase in the level and quality of writing. Students are assessed on various writing skills: content, accuracy, and range of language. They are encouraged to extend their writing using various resources. KS2 Listening Students are currently able to listen and understand spoken Arabic delivered at normal speed by the teacher or through video or audio. Students in Term 2 will have further exposure to a good model of speaking and listening of standard Arabic across the School Phases 1-4. The school is investing in Speaking and Listening software that will encourage students to participate and express themselves with fluency understanding during a dedicated teaching period in the ICT Lab. Students are currently assessed on their content, range of language, accuracy, and fluency. This will be strengthened In KS3 students as students participate in Drama using formal Arabic as an extended opportunity to practice their speaking and listening skills. Evidence Source: copy book lesson plan 2 days write comprehension integration with English line dictation every day competition story did line 14-2 Assessments KS2 Speaking Students are currently able to listen and understand spoken Arabic delivered at normal speed by the teacher or through video or audio. Students in Term 2 will have further exposure to a good model of speaking and listening of standard Arabic across the School Phases 1-4. The school is investing in Speaking and Listening software that will encourage students to participate and express themselves with fluency understanding during a dedicated teaching period in the ICT Lab. Students are currently assessed on their content, range of language, accuracy, and fluency. This will be strengthened In KS3

students as students participate in Drama using formal Arabic as an extended opportunity to practice their speaking and listening skills. Evidence Source: for listening (kutube lab school & lesson plan) speaking competition deadline 31-1-2022 share teams and dojo Key Stage 3 KS3 Reading Every day children take home readers from the new Kutubee Arabic Guided Reading Scheme, according to their level by level. Students are encouraged to summarize what they have read and complete a short, supervised quiz independently to ensure they have read and understood the book. Reading now has a firm hold in Arabic A classes. Students are enthusiastic and can be seen to be reading of their own volition. Parents are highly supportive of this scheme. The school has an ambassador for the project. A nice surprise is that Kutubee has been taken up by KS4-5 students. They are all reading! Evidence Source: lesson plan kutubee 14-9to 27-1 17693 books read 4736:25 hours read 732 students Arabic challenge copy book lesson plans 2 days write comprehension integration with English line dictation every day competition story did line 14-2 Assessments KS3 Writing Higher expectations have led to an increase in the level and quality of writing. Students are assessed on various writing skills: content, accuracy, and range of language. They are encouraged to extend their writing using various resources. Authors have been invited to work with students. KS3 Listening Students are currently able to listen and understand spoken Arabic delivered at normal speed by the teacher or through video or audio. Students in Term 2 will have further exposure to a good model of speaking and listening of standard Arabic across the School Phases 1-4. The school is investing in Speaking and Listening software that will encourage students to participate and express themselves with fluency understanding during a dedicated teaching period in the ICT Lab. Students are currently assessed on their content, range of language, accuracy, and fluency.

This will be strengthened In KS3 students as students participate in Drama using formal Arabic as an extended opportunity to practice their speaking and listening skills. KS3 Speaking Students are currently able to listen and understand spoken Arabic delivered at normal speed by the teacher or through video or audio. Students in Term 2 will have further exposure to a good model of speaking and listening of standard Arabic across the School Phases 1-4 . The school is investing in Speaking and Listening software that will encourage students to participate and express themselves with fluency understanding during a dedicated teaching period in the ICT Lab. Students are currently assessed on their content, range of language, accuracy and fluency. This will be strengthened In KS3 students as students participate in Drama using formal Arabic as an extended opportunity to practice their speaking and listening skills. Starting Term 3 Evidence Source: copy book lesson plan 2 days write comprehension integration with English line dictation every day competition story did line 14-2 Assessments for listening (kutubee lab school & lesson plan) speaking competition deadline 31-1-2022 share teams and dojo KS4 Reading Every day children take home readers from the new Kutubee Arabic Guided Reading Scheme, according to their level by level. Students are encouraged to summarize what they have read and complete a short, supervised quiz independently to ensure they have read and understand the book. Reading now has a firm hold in the Arabic classes. Students are enthusiastic and can be seen to be reading of their own volition. Parents are highly supportive of this scheme . The school has an ambassador for the project .A nice surprise is that Kutubee has been taken up by KS4-5 students. They are all reading! Evidence Source: lesson plan kutubee 14-9to 27-1 17693 book read 4736:25 hours read 732 students Arabic challenge copy book lesson plans 2 days write comprehension integration with English line dictation every day competition story did line

14-2 Assessments copy book lesson plan 2 days write comprehension integration with English line dictation every day competition story did line 14-2 Assessments lap school lesson plan KS4 Writing Higher expectations have led to an increase in the level and quality of writing. Students are assessed on various writing skills: content, accuracy, and range of language. They are encouraged to extend their writing using various resources. KS4 Listening Students are currently able to listen and understand spoken Arabic delivered at normal speed by the teacher or through video or audio. Students in Term 2 will have further exposure to a good model of speaking and listening of standard Arabic across the School Phases 1-4 . The school is investing in Speaking and Listening software that will encourage students to participate and express themselves with fluency understanding during a dedicated teaching period in the ICT Lab. Students are currently assessed on their content, range of language, accuracy and fluency. This will be strengthened In KS3 students as students participate in Drama using formal Arabic as an extended opportunity to practice their speaking and listening skills. KS4 Speaking Students are currently able to listen and understand spoken Arabic delivered at normal speed by the teacher or through video or audio. Students in Term 2 will have further exposure to a good model of speaking and listening of standard Arabic across the School Phases 1-4 . The school is investing in Speaking and Listening software that will encourage students to participate and express themselves with fluency understanding during a dedicated teaching period in the ICT Lab. Students are currently assessed on their content, range of language, accuracy and fluency. This will be strengthened In KS3 students as students participate in Drama using formal Arabic as an extended opportunity to practice their speaking and listening skills. This will begin after Half term Term 2 when are fully back face to face KS5 Reading Every day STUDENTS take home readers from the new

Kutubee Arabic Guided Reading Scheme, according to their level by level. Students are encouraged to summarize what they have read and complete a short, supervised quiz independently to ensure they have read and understood the book. Reading now has a firm hold in Arabic classes. Students are enthusiastic and can be seen to be reading of their own volition. Parents are highly supportive of this scheme. The school has an ambassador for the project. KS5 Writing Higher expectations have led to an increase in the level and quality of writing. Students are assessed on various writing skills: content, accuracy, and range of language. They are encouraged to extend their writing using various resources. Authors have been invited in to work with students. A nice surprise is that Kutubee has been taken up by KS4-5 students. KS5 Listening Students are currently able to listen and understand spoken Arabic delivered at normal speed by the teacher or through video or audio. Students in Term 2 will have further exposure to a good model of speaking and listening of standard Arabic across the School Phases 1-4. The school is investing in Speaking and Listening software that will encourage students to participate and express themselves with fluency understanding during a dedicated teaching period in the ICT Lab. Students are currently assessed on their content, range of language, accuracy, and fluency. This will be strengthened In KS3 students as students participate in Drama using formal Arabic as an extended opportunity to practice their speaking and listening skills. Beginning Term 3 KS5 Speaking Students are currently able to listen and understand spoken Arabic delivered at normal speed by the teacher or through video or audio. Students in Term 2 will have further exposure to a good model of speaking and listening of standard Arabic across the School Phases 1-4. The school is investing in Speaking and Listening software that will encourage students to participate and express themselves with fluency understanding during a dedicated teaching period in the ICT

Lab. Students are currently assessed on their content, range of language, accuracy, and fluency. This will be strengthened In KS3 students as students participate in Drama using formal Arabic as an extended opportunity to practice their speaking and listening skills. ABT Action Plan in place Evidence Source: for listening (kutube lab school & lesson plan) speaking competition deadline 31-1-2022 share teams and dojo lesson plan kutubee 14-9to 27-1 17693 books read 4736:25 hours read 732 students Arabic challenge copy book lesson plans 2 days write comprehension integration with English line dictation every day competition story did line 14-2 Assessments 1.1.3 Knowledge, skills and understanding, especially in the key subjects Students develop thinking skills at various levels by adapting the contemporary strategies and linguistic requirements in order to use them to understand and analyse the various intellectual, literary, and religious texts. Students use technology to enhance their learning and increase levels of knowledge, skills and understanding. The curriculum has been restructured to further focus on the four linguistic skills to ensure challenge and allow students to demonstrate higher levels of attainment in speaking, listening, reading and writing. Listening & Speaking The use of standard Arabic by teachers is monitored to ensure that students are exposed to a good language model. Students are able to listen and understand spoken Arabic delivered at normal speed by the teacher or through video or audio. Students are encouraged to participate and express their understanding with critical thinking and questioning using standard Arabic. Reading Every week children also take readers home from the Arabic Library by level and are encouraged to summarize what they have read. Writing Higher expectations have led to an increase in the level and quality of writing. Students are assessed on various writing skills: content, accuracy, and range of language. They are encouraged to

extend their writing using various resources.. Evidence Source: ABT Action plan abt target abt Assessments 1.1.4 Trends in attainment over time Assessment before 2021 clearly had different expectations. We believe that the students are beginning to be challenged consistently enough according to the expectations from the ministry of education as we return to normal. Attainment Expectations prior to 2020/2021 were higher as students had access to a full curriculum and teaching and learning not affected by the challenges of the Pandemic. Students are now returning to the increased challenges according to the expectations from the ministry of education and through the continuous formative assessment data from CM. As expected there has been a decrease between June and Nov. The trend currently stands as Very good but this will even out by the end of Term 3 as Moderation training and monitoring at 6 weekly stages will actually make teachers judgements secure and we will have data that is reliable . Current data is subject to a three step process: 1 Can we confirm the data is accurate at time of entry into the system and protocols have been followed. 2 Can we support the data with evidence that is reliable? It follows the marking and feedback policy and is moderated. 3 Challenges are made to data if it seems to raise a red flag and doesn't cross check . Follow up is then actioned if the teacher is on a plan. 1.2.1 Progress of students, including those with special educational needs, against their starting points and over time The school has identified the gaps from AY 2020-21 (pandemic year) and has made significant steps through CM to identify students' progress within the KPI's. Teachers create intervention plans which are now reflective of where students are at any given time. Teachers planning now accurately indicates which KPI 's need to be revisited for individual / or groups of students. Planning now creates opportunities for students to improve based on their original starting points. Current CM data in Islamic. Evidence Source: CM

CONTAINS ASSMINT INTERVENTION 1.2.2 Progress in lessons Most students are making better than expected progress in lessons as Lessons are structured following a new whole school lesson plan (SDP 2020-2021) which plans for progress in the lesson to be visible. This is reflected in the classroom as students are expected to articulate their Learning journeys. The climate for learning is set up so students can see their progress, identify, and monitor their next steps through a number of vehicles Wow walls, Copybooks , Learning Ladders, Next Step trees. K W sheets There has been a shift from the pace of the lesson being dictated by following the textbook. This is evident in more active and engaging teaching particularly throughout the Primary section Evidence Source: KWL PADLET WORDWILL QUIZZES LIVE WORKSHEET KUTUBE 1.2.3 Progress of different groups of students SEN students have ILP'S and passports for learning which support their progress. These are monitored over a 6-week period. Evidence Source: LESSON PLAN COPY BOOK LEVEL KUTUBEE INTERVENTION PLAN Recommendations for Improvement in Arabic as a Second Language: Expand students reading skills Upskill students' ICT skills related to Arabic language (Arabic keyboard) Further integration of technology in KS1 and lower KS2.

Arabic Second Language - Next steps for students:

1. Learn new vocabularies, use tools such as audios to listen and to repeat words and engage in discussions to help improve communication skills, in phases 2 and 3. 2. Read regularly and widely and try to understand the meaning of the text, in phase 3. 3. Take the initiative to write for different genres and purposes to improve writing skills in phases 3 and 4.
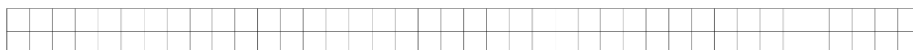
PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
1.1.1 Attainment as measured against authorised and licensed curriculum standards KS1-KS2-KS3 A baseline demonstrates students' attainment in each unit at the beginning of the year Y2-Y6 and summative tests take place at the end of the unit. Y1-9 Unit tests are now aligned with the Schools' Attainment and Progress Tracker software -Classroom Monitor which is directly linked to the MOE curriculum. At the beginning of Term 2 AY 20-21 under the supervision of the new Head of Arabic the KPI's CM has been audited to ensure they are fully aligned with the MOE Curriculum. The delivery of the curriculum is now consistent across the sections.The school uses Alef Education platform to support the learning of the students in Social Studies. It is an online platform that provides a standardized approach to learning MOE Islamic Studies curriculum. Staff have been trained on how to use Classroom Monitor to track students progress and make judgements that reflect the students progress and learning journey. The students' progress and attainment can be accessed at any point in time and the data on the Classroom Monitor is used to differentiate the students. CAT4 has been used to cross check the validity of the judgements. In most cases, Classroom Monitor reflects a higher performance in both progress and attainment as it is a formative process and allows students many opportunities to meet and master the KPI. Although the results reflect a downward trend from June 20-21 the current data show the students are acceptable, which is in line with our expectations given the external analysis and reports on our students. This is only Term 1 AY 21-22, and students will have the opportunity to revisit the KPI's. Through Classroom Monitor we can identify the year groups and individual students who are making	**1.1.1** Against curriculum standards **1.1.2** Against national and international standards **1.1.3** Knowledge, skills & understanding **1.1.4** Trends in attainment over time **1.2.1** Progress against starting points and over time **1.2.2** Progress in lessons **1.2.3** Progress of different groups	The majority of students in phases 2 and 3 attain levels that are above the curriculum standards. The school does not teach social studies in phases 1 and 4. The school's internal assessment data indicates that attainment is good overall in phases 2 and 3. There are no external assessments or international standards for comparison. In lessons and in students' work, the majority of students attain levels above the curriculum standards in both phases. In phase 2, students show good knowledge of UAE culture, heritage and history. For example, in Year 3, students know where water comes from, can name the sources such rivers, the sea and the wells and differentiate between drinking water and salted water. They also emphasize the importance of water to help people and other living things survive. However, they are not able to articulate how they can recycle water to save the environment. In Year 5, students confidently talk about the jobs that people did in the UAE in the past such as fishing and pearl diving. They can compare with the jobs people currently have in the UAE such as banking. Students confidently talk about the importance of tourism to boost the economy in the UAE. They refer to Expo2020 as a means of advertising businesses and reflecting the cultural diversity of the world. However, students do not always make inquiries to find out what certain countries can advertise. They are more reliant on what the teacher provides or the questions asked. In phase 3, students continue to develop good knowledge of the UAE culture, history and the development of technology. For example, in Year 7, students confidently talk about the benefits of technology, including the access to information online and remote learning due to COVID- 19. They also share their views about

progress in line or above the national average. Trends over time have been affected by the Covid interruptions to the curriculum, the length of the school day, and teachers' attendance. Evidence Source: Classroom monitor Periodic exams and finals in KS3 alaf 1.1.2 Attainment as measured against national and appropriate international standards Students' attainment has been administered to establish their academic stand, at the beginning of the year Y2-Y6. In years 7 to 10 students sit for periodic assessment and a final term test. In KS3, summative tests take place at the end of the unit. All PKIs, from Y2 to Y10 are now aligned with the Schools' Attainment and Progress Tracker software -Classroom Monitor which is directly linked to the MOE curriculum. At the beginning of Term 2 AY 20-21 under the supervision of the new Head of Arabic the KPI's CM has been audited to ensure they are fully aligned with the MOE Curriculum. The delivery of the curriculum is now consistent across the sections. Staff have been trained on how to use Classroom Monitor to track students' progress and make judgements that reflect the students' progress and learning journey. The students' progress and attainment can be accessed at any point in time and the data on the Classroom Monitor is used to differentiate the students. CAT4 has been used to cross check the validity of the judgements. In most cases, Classroom Monitor reflects a higher performance in both progress and attainment as it is a formative process and allows students many opportunities to meet and master the KPI. Although the results reflect a upward trend from June 20-21 the current data show the students are acceptable, which is in line with our expectations given the external analysis and reports on our students. This is only Term 1 AY 21-22 and students will have the opportunity to revisit the KPI's Through Classroom Monitor we can identify the year groups and individual students who are making progress in line or above the national average. Trends over time have been affected by the Covid

the negative impact that the use of technology can have on the strain of the eye and lack of movement and exercise. They suggest solutions on how to use the technology in a sensible way such as taking time to rest and to relax. By the end of phase 3, students confidently recall facts about the Mughal empire and compare it to the Mauryan, with regards to architecture. However, they are not able to make links with the UAE architecture. Students' research skills to compare and to present findings are not fully developed. Discussions with the school leaders indicate that the school has analyzed its internal assessment data. The assessment information indicates that the attainment over the past three years is good overall. For example, the subject co-ordinators have checked some samples of students' work to determine such attainment. The inspector checked the data and checked its validation when observing lessons and checking students' work. The attainment seen in lesson and students' work show that most attain in line with the curriculum standards. The school's assessment information reports that the majority of students, including SOD, make good progress in relation to their starting points and over time. In lessons and in students' work, the majority of students make good progress overall. For example, in phase 2, students refer to the colors of the flag and places they have visited in the UAE. They share their views about where the water comes from and how people, animals and plants rely on water to survive as well as discussing jobs that exist in the past and today. In phase 3, students progress as seen in the way they reflect on the importance of technology in daily life. There are no G and T students in phases 2 and 3. Most of the different groups of students, including boys, girls, Emirati, higher and lower attainers make good progress in relation to their starting points and capabilities. SOD do well. For example, in a Year 3 lesson, SOD can name water coming from the water tap and how water is sold in bottles. However, the higher

interruptions to the curriculum, the length of the school day and teachers' attendance. Evidence Source: Classroom monitor Periodic exams and finals i KS3 1.1.3 Knowledge, skills and understanding, especially in the key subjects In social studies lessons, large majority of students can show levels of knowledge, skills and understanding that are above curriculum standards. This is evidenced in students' recent work as they demonstrated their ability to think, process, engage in discussions, and presenting of info. Students' reading and writing skills are important in order to perform at levels above curriculum standards. Students are given the opportunity to upskill their reading by accessing Kutubee (reading program). Evidence Source: KPIs Presentations Projects Classroom monitor Kutubee tracking 1.1.4 Trends in attainment over time Attainment Expectations prior to 2020/2021 were higher as students had access to a full curriculum and teaching and learning not affected by the challenges of the Pandemic. Students are now returning to the increased challenges according to the expectations from the ministry of education and through the continuous formative assessment data from CM. As expected there has been an increase between June and Nov. The trend currently stands as Very good, but this will even out by the end of Term 3 as Moderation training and monitoring at 6 weekly stages will actually make teachers judgements secure and we will have data that is reliable. Current data is subject to a three step process: 1 Can we confirm the data is accurate at time of entry into the system and protocols have been followed. 2 Can we support the data with evidence that is reliable? It follows the marking and feedback policy and is moderated. 3 Challenges are made to data if it seems to raise a red flag and doesn't cross check. Follow up is then actioned. if need be the teacher is on a plan. 1.2.1 Progress of students, including those with special educational needs, against their starting points and over time The school has identified the gaps

attainers are not sufficiently challenged. This is because they have access to the same work as their peers before they try more challenging pieces of work.

from AY 2020-21 (pandemic year) and has made significant steps through CM to identify students' progress within the KPI's. Teachers create intervention plans which are now reflective of where students are at any given time. Teachers planning now accurately indicates which KPI 's need to be revisited for individual / or groups of students. Planning now creates opportunities for students to improve based on their original starting points. Evidence Source: Classroom monitor KPIs Progress reports Targets 1.2.2 Progress in lessons Students engage in their lessons: peer work, group work, and individual work indicate engagement and progress within the lesson. As gaps in learning have been identified (based on KPIs and CM), teaching focuses on students' progress within each lesson through dialogue, feedback, and various forms of assessment. Evidence Source: Conversations with students Feedback Assessment 1.2.3. Progress of different groups of students Different groups of students make different progress. Having identified the differences in students' levels based on baseline assessment and Classroom monitor data, teaching focuses on targeting each group of students based on their data: high achievers are given accelerated work which includes access to Kutubee (reading program) after completing the work. Low achievers are given work based on their ability and gradually grow from level 1 work to level 2 to level 3 work, level 3 being the highest level. Evidence Source: KPIs Classroom monitor Activities Worksheets Recommendations for Improvement in Social Studies: Consistent use of technology by students: applying research techniques and methods Assessment to become research-based and project-based Administer standardized assessment (ABT) Link their findings to UAE agenda, culture, and society.

Social Studies - Next steps for students:

1. Strengthen knowledge about where water comes from, help find ways to save water and understand the importance of recycling, in phase 2. 2. Ask questions, find out about global economy and share examples about ways to advertise and promote tourism to expand knowledge and understanding, in phase 2. 3. Use the internet search, refer to books comparing information to help improve research and presentation skills, in phase 3.
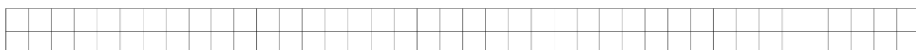
PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

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

Instructional Language - Next steps for students:

PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
The school follows the EYFS Curriculum and has begun to implement some of the new changes from the 2021 Curriculum in both FS1 and FS2. Primary follows the ENC, attainment is measured without levels. KS3 follows Pearson iLower Secondary Curriculum; KS4 follows IGCSE KS5 AS/A levels. English is Mandatory at KS4/5. In recent observations Most observations have been observed as at least Good Evidence Source: RWInc Phonics Data Fresh Start Data Classroom Monitor Data GL Assessment Data PIRLS CAT 4 Reports 1.1.1 Attainment as measured against authorised and licensed curriculum standards A baseline demonstrates students' attainment in each unit at the beginning of the year Y1-13 and summative tests take place at the end of the unit. Y1-9 Unit tests are now aligned with the Schools' Attainment and Progress Tracker software -Classroom Monitor which is directly linked to the ENC curriculum. At the beginning of Term 1 AY 2021 under the supervision of the Head of Primary and the Secondary Head of English the KPI's on CM have been audited to ensure they are fully aligned with the ENC Curriculum. The delivery of the curriculum is now consistent across the sections. Staff have been trained how to use Classroom Monitor to track students progress and make judgements that reflect the students progress and learning journey. The students' progress and attainment can be accessed at any point in time and the data on the Classroom Monitor is used to differentiate the students. CAT4 has been used to cross check the validity of the judgements. In most cases, Classroom Monitor reflects a higher performance in both progress and attainment as it is a formative process and allows students many opportunities to meet and master the KPI. The current data show the students are	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	Most students attain in line with curriculum standards in phases 1 and 2. The majority of students attain above curriculum standards in phase 3 and the large majority of students attain above curriculum standards in phase 4. Internal assessments indicate that most students in phase 1 attain in line with curriculum standards. In phase 2 these assessments indicate that the majority of students attain above curriculum standards. In phases 3 and 4 internal assessments indicate that the large majority of students attain above curriculum standards. This concurs with the attainment seen in lessons and in students' books, in phases 1 and 4 only. In their external GL cognitive tests in 2020 and 2021, the minority of children attain the expected standard in phase 1. The minority of students attain the expected standard in phases 1 to 3 and this is also the case for Year 10 students in phase 4. The school has not yet taken PISA tests as the number on roll was low before. Most students attain above curriculum standards in phase 4 in their IGCE, AS and A level examinations in 2020 and 2012. In lessons and reviews of students' work, most students attain in line with curriculum standards in phases 1 and 2. The majority of students attain above curriculum standards in phase 3 and the large majority of students attain above curriculum standards in phase 4. In phase 1, most children understand graphemes and digraphs in their work in phonics, but only the majority can use their knowledge confidently in writing words. In Year 1, most student are able to apply their developing phonic awareness to enable them to read and respond orally to very short phrases, but only a minority are able to grasp concepts such as 'feature' when describing people. By the end of phase 2, most students show good reading and listening skills which enable them to comprehend quickly

acceptable which is in line with our expectations given the external analysis and reports on our students. This is only Term 1 And students will have the opportunity to revisit the KPI's. Through Classroom Monitor we can identify the year groups and individual students who are making progress in line or above the national average. Trends over time have been affected by the Covid interruptions to the curriculum, the length of the school day and teachers attendance. EYFS observations and learning walks indicate that EYFS attainment is consistently high and is evidenced in the teacher assessment records. Lesson observations are good or better across FS1 and FS2. The children are thriving in a happy and stimulating environment. Their language development is beginning to show through their wide range of vocabulary and language when talking. Successes: Language development through Talk For Writing and robust Phonic programme - RWI, talk homework and Question of the week. Recommendations: Continue with language rich activities that support and develop children's talk and language in all curriculum areas. Evidence Source: Classroom Monitor GL Progress Assessment RWInc tracker Fresh Start Tracker Cracking Comprehension Assessments White Rose Math Periodicals Switched on Science Unit Tests 1.1.2 Attainment as measured against national and appropriate international standards English KPIs have been reviewed and added to the whole school Progress and Attainment tracking system. The implementation of CM and CM training given to staff has strengthened the tracking of the progress and attainment of the students. Teachers' judgements and the collection of evidence to support the teachers' judgements has been standardized across ALL the phases of the school. There is a moderation process in place to monitor and secure the consistency of the judgements of teachers whilst using CM and the awarding of marks in the unit test. The development of a robust and standardized accurate measure of

the teacher's input into the lesson and understand English in a variety of genres such as poems and short stories. A minority of students in phase 2 demonstrate weak writing, handwriting and punctuation skills. In phase 3, most students can identify connectives and understand their use in sentences, but handwriting remains an issue for a few students together with using the correct sequence of verb tenses when writing paragraphs. In phase 4, most students demonstrate a high level of skills, especially in listening, but a few students in Year 10 are less secure in applying their knowledge of grammatical concepts in their extended writing. Internal assessments indicate that attainment has improved over time for most students in phases 1 and 3, while it has remained stable in phases 2 and 4. Results in the external GL tests for most students in phases 1 to 3 have remained stable and also for Year 10 students in phase 4. Over the past 3 years the attainment of most students in external examinations in phase 4 has remained consistently above international standards. Attainment for the other phases is good. Internal and external assessment information indicates that the majority of students in phases 1 to 3 make better than expected progress in relation to their starting points. The large majority of students make better than expected progress in phase 4. In lessons and in their school work the majority of students in phase 1 make better than expected progress in their phonic awareness. For example, they quickly combine individual sounds into CVC words such as 'cot'; 'can' and can recognize and repeat these words chorally and individually and recognize their written forms when asked to choose from a list. The majority of students in phase 1 recognize the written representations of new words and make quick connections with the spoken form. In phase 2, the majority of students make better than expected progress, especially in listening and reading. For example, in Year 6 they absorb the

attainment and progress is in place. KS 1& 2 Standard Unit Tests now in Year 1-9 are now linked to the KPI's from CM giving the students the opportunity to revisit KPI's that they have not met or to move from in line / met to exceeding. Current judgements are a realistic judgement of progress in comparison to other years. Students now make progress in line with the curriculum standards. The schools use Cat 4 and GL Assessments in line with ADEK recommendations for British Curriculum schools / KSS/5 use Pearson International Examinations. In external examinations the majority of students attain levels that are below International and National standards. In order to raise student attainment the English Department is implementing a clear, focused strategy to address areas of weakness or underperformance. It will place emphasis on effective dialogue and feedback and student response. Regular teacher feedback will be given to do this. In addition to this, students will be given frequent opportunities to self and peer assess their work. Students will be given time to respond to this feedback. Furthermore, students will be shown a variety of exam techniques. EYFS 1.1.2 Attainment The external GL assessments have shown to be a pointless task for the children and reflect bad data for the department. GL tests have changed in style from using the IPad to now a paper formal assessment booklet. These UK based tests use language that the children are not familiar with and cover concepts not taught before the children take the tests. Successes:All children attempted the GL tests to the best of their ability. Recommendations: We have integrated GL Maths questions into the White Rose Maths planning to ensure concepts such as UK coins - Money, is covered. As well as continuing to build and develop a language rich, stimulating environment to widen children's vocabulary and language. Evidence Source: Classroom Monitor GL Progress Assessment R.W.Inc tracker Fresh Start Tracker Cracking Comprehension

key elements of a poem or story and use this information to structure their answers in guided writing activities. In phase 3, the majority of students make better than expected progress, especially in listening and reading, For example in Year 9, they write logical accounts in chronological order, but a few students occasionally mix up the present and past tenses. In phase 4, over time, a large majority make better than expected progress in all four skills. For example, in Year 12 in grasping the complex theoretical uses of standard and non-standard morphology. The majority of students in phases 1 to 3 make better than expected progress while a large majority in phase 4 make better than expected progress. Across the phases, SOD and G and T students make similar progress to that of their peers. In a few year groups and classes, girls progress better than boys, but these gaps are not significant. There are no differences in the performance of Emirati students when compared to that of other national groups.

Assessments 1.1.3 Knowledge, skills, and understanding especially in the key subjects Almost all students are ELL. The school has now fully integrated the New EYFS Curriculum, The National Curriculum, I lower Secondary and are following the expectations for each area. A variety of methods have been used to monitor attainment in English with the use of both internal and international exams data. Together with effective leveling and target setting any deficiencies in knowledge, understanding and skills can be quickly identified through the use of CM which is used consistently across all phases up to Year 9. Listening & Speaking In the Foundation Stage Communication and Language remains a key priority, particularly in light of the increasingly high levels of ELL pupils entering this phase of the school, almost all pupils. We focus on oral language development throughout the curriculum and opportunities to enhance speaking and listening skills through role-play, exploring and using imagination. Language Development is a key area in the New EYFS Curriculum 2021 and to enhance our already great opportunities we have included, talk homework through the Question of the Week. Communication and language are now being extended and developed through a daily 20 minutes session of RWI Phonics in FS2 and in FS1 although not compulsary we teach basic letter sounds through a practical way and through play activities. Phonics has a craft linked to the letter sound to make the children's learning more tangible. A wide range of opportunities is provided, both in class and across the early years curriculum. to develop confidence and ability in speaking. In all phases across the school, assemblies are held to promote high quality spoken language and to expose children to a wide range of vocabulary KS1 & 2 Opportunities for listening and speaking are integrated in the daily lesson plans of all subjects taught through the medium of English. Listening and speaking skills co-occur in real-life discourse and they are not mutually exclusive. The

teaching of listening and speaking skills in integration improves oral communicative competence of the students which in turn supports learning in all subjects across the curriculum. The practice of listening and speaking both in the classroom and in real communication situations entail unique features that result in real contributions to overall language learning. The use of the RWInc phonic and Fresh Start programmes develop the initial communication skills for EYFS and are extended through KS 1 & 2 streamed lessons to accommodate the abilities of the ELL cohort at Ajyal. Through a variety of reading based activities, as part of a guided reading carousel, students are encouraged to work collaboratively and engage in conversation, presentation, debate and critique; all of which develop their ability to understand and respond effectively. ECAs offer relevant real life interaction to support the practice of listening and speaking skills throughout all Key Stages. Evidence Source: RWInc tracker Fresh Start Tracker Cracking Comprehension Assessments ECAs Classroom Monitor Data GI Assessment CAT 4 Data Guided reading lessons and planning IEPS ALPs In KS3 Literacy Pro Strength 1: In the AY 2021-2022 the introduction of Literacy Pro has expanded access to books at the students reading level. 45% of students now access a range of books for pleasure. Currently 90% are accessing a range of books or reading material. Impact can be seen in the progress which is monitored every term by Lit Pro. Students change the book. In KS4 Historically Ks4 results were low but last results were outstanding 100% pass rate In preparation for their exams, students routinely practice their comprehension skills using a variety of short texts about a range of topics. Class discussion and presentation of ideas is encouraged and speaking abilities practiced within a supportive and structured setting. Further exam preparation allows students to practice listening skills by listening to a range of audio recordings. In KS5 Analysing spoken data from across the world, students studying English Language

at A-level are encouraged to practice their comprehension abilities. In lessons, discussion of theories, data and concepts is fostered. Here students are given the opportunity to practice formulating an argument and articulating their own thoughts and ideas. Reading Early foundations for attainment in Reading are laid down from Foundation Stage (FS) to Year 2 via rigorous phonics lessons. The school has invested heavily in the Ruth Miskin Read Write Inc Programme. This is also used with older children 'Fresh start' to close gaps in phonic knowledge up to year 6. 3 full day sessions of external CPD have been given to support the training of staff this year. This training and support with the programme is ongoing and has key review dates built into the after support. The Phonic data is recorded on the RWInc tracking sheet. 2021/22 EYFS Phonic Data KS 1 &2 Guided Reading across the school ensures the development of comprehension. The school uses Oxford Owl as one of its sources and reinforces comprehension skills through the Rising Stars Cracking Comprehensions program. Where necessary the Ruth Miskin Read, Write, Inc and Fresh Start programs are used to quickly upskill students in phonics mastery though it is expected that all Yr 3-6 students will be off phonics by the end of Term 2. From Yr 1-6 these programs are used as part of a split 50 minute lesson which incorporates a Reading Carousel to encourage a love of reading in different guises. Literacy Pro supports Reading development and there is a teaching Librarian in place. Students from Y1-9 are allocated a library period a week in Y1-6 this is taken by the librarian. Across the school, there is an increased focus on reading and a love of reading. This year we have Ajyal Read as an initiative to promote reading further. The purchase of Kutubee has opened access to an extended range of guided reading materials in Arabic across all phases. KS3 Literacy Pro. The introduction of Literacy pro into kS3 is an ongoing process which has been slowed by the recent corona restrictions.

Despite this, students have been allocated a weekly library lesson to read. In addition to this, engagement literacy pro is set as weekly homework. In an effort to raise appreciation for literacy in Secondary, students have created a reading wall in which they review a book they are currently reading. Form tutors are also encouraged to hang a poster of a book they are reading, along with a review, outside their classroom. Evidence Source: RWInc tracker Fresh Start Tracker Cracking Comprehension Assessments ECAs Classroom Monitor Data Gl Assessment CAT 4 Data Guided reading lessons and planning IEPS ALPs Oxford Owl E-Library Literacy Pro Writing FS2 Attainment in Writing has continued to be a focus across the school. There is an increased focus on the spelling, punctuation and grammar element of the writing curriculum; teachers received professional development to upskill them in teaching this. Talk for Writing across school has been piloted successfully in EYFS and in Year 2 and will roll out to KS2 in 2023 , scaffolding sentence structure, key text, and key vocabulary. KS1 & 2 The Writing Curriculum was reviewed in 2019 and the school has now embedded the teaching of writing through Power of Reading as a vehicle to raise engagement and attainment in Reading and Writing. Power of Reading also is being used to develop a vibrant reading community and supports the school in transforming its reading culture. Specific skills are taught during class time through shared and guided writing. Weekly independent writing opportunities allow students to apply skills learnt throughout the week. Assessment of said skills take place every two weeks as part of an independent writing session which assesses a specific set of KPIs according to the unit which has been studied. RWInc tracker Fresh Start Tracker Cracking Comprehension Assessments TFW Power of Reading 1.1.4 Trends in attainment over time Data and gap analysis has begun since the implementation of classroom monitor September 2017 for EYFS and Primary. We look at trends,

track progress and identify gaps in learning. Interventions across EYFS and Primary and now Lower Secondary from 2020, are implemented and as a result attainment is rising and gaps are closing. Attainment Expectations prior to 2020/2021 were higher as students had access to a full curriculum and teaching and learning not affected by the challenges of the Pandemic. Students are now returning to the increased challenges according to the expectations from the ministry of education and through the continuous formative assessment data from CM. As expected there has been an increase between June and Nov. The trend currently stands as Very good but this will even out by the end of Term 3 as Moderation training and monitoring at 6 weekly stages will actually make teachers judgements secure and we will have data that is reliable. In addition to this, the current trend will decline as a result of formative assessment data from CM being based on more accessible KPI. As the year moves on, these are to become more challenging which will result in fewer targets being met by all and, as stated above, will contribute to the data levelling off. Current data is subject to a three step process: 1 Can we confirm the data is accurate at time of entry into the system and protocols have been followed. 2 Can we support the data with evidence that is reliable? It follows the marking and feedback policy and is moderated. 3 Challenges are made to data if it seems to raise a red flag and doesn't cross check . Follow up is then actioned if the teacher is on a plan. The English Department's aim across the school is to maintain and further develop the new central data storage system established in AY 2020-21. Summative and formative assessments are an incremental, long-term process that are embedded in the curriculum. Student progress is monitored through these and uploaded to CM. A meaningful and manageable assessment schedule will be put in place that allows us to collect relevant and accurate data reflective of each student's ability. In

addition to this, staff are to be given additional training to manage data collection more effectively with less error. RWInc tracker Fresh Start Tracker Cracking Comprehension Assessments TFW Power of Reading Classroom Monitor GL Progress Assessment 1.2.1 Progress of students, including those with special educational needs, against their starting points and over time. EYFS, KS1 & KS2& KS3 Use of GL Progress assessment data, RWInc Phonics data, CAT4 and CM data from AY 2020-21, has provided benchmarking levels and tracks the progress of all students of different ability groups. Students profiling and specified differentiation allows for key areas to be focused upon for both cohorts and individuals, leading to specific target setting and progress monitoring. Reinforcement of underachieved KPIs throughout the year allow for constant upscaling and improved KPI performance. Specific intervention focus from specialist teachers to be delivered to breakout groups and underachieving students. KS3 To continue to develop, implement, maintain and embed the rigorous assessment data, collection system that is set up for English. At the moment, KS3 students are shown to make better than expected progress at 'very good'. It is to be expected that this is to level off as the year progresses as future targets to be met on classroom monitor are set to become more challenging. to ensure Effective use of data and robust monitoring and information, sharing mechanisms will continue to be used. Across the department, moderation and standardisation will continue to take place frequently. Data uploaded to CM and marks awarded in tests will be discussed internally and reviewed in order to maximise consistency. Mapping the curriculum as a spiral curriculum at KS3 and KS4, effective targets, which are revisited and expanded as the students progress, in line with the ENC and IGCSE have been set by the HoD. Evidence Source: RWInc tracker Fresh Start Tracker Cracking Comprehension Assessments TFW Power of Reading Classroom Monitor GL

Progress Assessment 1.2.2 Progress in Lesson Most students are making better than expected progress in lessons as Lessons are structured following a new whole school lesson plan (SDP 2020-2021) which plans for progress in the lesson to be visible. This is reflected in the classroom as students are expected to articulate their Learning journeys. The climate for learning is set up so students can see their progress, identify, and monitor their next steps through a number of vehicles Wow walls, Copybooks , Learning Ladders, Next Step trees. This is evident in more active and engaging teaching particularly throughout the Primary section 1.2.3 Progress of different groups of students To utilise and share the completed analysis of the school's Teaching and Learning Attainment data to inform teaching and learning for AY 2021-22. Monitoring and tracking student progress, and identifying trends in data that will be shared with specific year groups, will allow all stakeholders to put in place targeted intervention and support, to make sure all students are supported to make the necessary steps in their learning. This data will be generated through ongoing formative assessment, RW Inc assessment, Cat4, periodic exams and end of term exams. If necessary, identified areas of weakness will be retaught in order to fill gaps in learning and rectify misconceptions. Intervention and extension will be put in place for students that require it. Recommendations for Improvement in English: To continue to use robust data to drive appropriate intervention and extension to attempt to meet both National and International standards. To develop further our student articulation of their learning To continue to build up sharing best practice with the Arabic department

English - Next steps for students:

1. Improve handwriting and use of punctuation for a minority of students in phases 2 and 3. 2. Improve the use of grammar for a minority of students in phases 2 and 3. 3. Improve the extended writing skills in phases 2 to 4, particularly the higher attainers and G and T students, to raise their achievement in this skill.
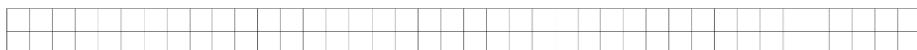
PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
Re-evaluation of the curriculum, the ENC is for the UK and we felt that the curriculum design is new. White Rose Maths has replaced the Rising Stars program in delivering the ENC Numeracy curriculum. Attainment is generated through assessment of KPIs which are recorded and tracked through the Classroom Monitor data management system. The iLower Secondary transition started in AY 20-21. We have CPD, transitions, and pilot study. This has been fully implemented starting this AY 21-22 iLower Secondary was researched and made collaboratively between the decision involved KS2 and KS3, SLT. 1.1.1 Attainment as measured against authorised and licensed curriculum standards For KS 1 & 2 & 3 attainment is measured against performance of KPIs delivered through the White Rose Maths curriculum. Weekly learning objectives are reinforced through unit periodical tests every 2-3 weeks. Meeting and mastery of KPIs are recognised through both formative and summative assessment of student performance. Pacing and target setting allow for a wide scope of differentiation throughout the scheme. Continuous assessment analysis allows for challenge and intervention wherever appropriate. GL Progress testing and TIMMS testing (Year 5) & Y9 have provided external assessment data in line with National and International standards and expectations which helps guide the department to make informed decisions inorder to make a 360 assessment of our students In KS3: We plan by Breaing down the material assigned for each Year Level into a Three terms Plan. Teachers follow the week-by-Week Plan as a pacing chart to implement the Curriculum. An new innovative is to merge the curriculum at year 6/ 7 We are exploring the following For Year 6 Term 3, Year 7 Term 1 Plan will be implemented. In other words	1.1.1 Against curriculum standards 1.1.2 Against national and international standards 1.1.3 Knowledge, skills & understanding 1.1.4 Trends in attainment over time 1.2.1 Progress against starting points and over time 1.2.2 Progress in lessons 1.2.3 Progress of different groups	The majority of students in phases 1, 2 and 3 attain levels in their work that are above the curriculum standards. In phase 4, the large majority of students attain levels that are above the curriculum standards. The school's internal assessments indicate good attainment in phases 1, 2 and 3 and very good attainment in phase 4. The inspection findings and discussions during the joint observations with the leadership team agree on such good attainment up to phase 3 and very good attainment in phase 4. TIMSS tests for 2019 shows a large minority of students in Years 4 and 8 performed below the expected level. The school has not qualified for the PISA test in the past as the number has been low. In 2020 and 2021, GL tests for phases 2 and 3 note acceptable attainment. There are no examinations in GL for phase 4. In 2021, CAT4 examination results for students in Years 5 and 9 show that the attainment is in line with the national standards. In 2020 and 2021, IGCSE examinations for Year 11 indicate outstanding performance. In 2020 and 2021, attainment is outstanding in GCE A Level and very good in AS Level. In lessons and in students' work, the majority of students in phases 1 to 3 attain levels that are above the curriculum standards. In phase 4, students' attainment is very good. In phase 1, students develop good early mathematical knowledge and skills. For example, in the Foundation Stage 2 (FS2), children learn to say the number names in order, count up to a given number and match a set of objects to the corresponding numerals independently. By Year 1, students confidently say numbers forward and backward beyond 50 and recognize numerals. They can add and subtract numbers, using the correct signs. However, in both FS2 and Year 1, a minority of students do not form numbers correctly. In phase 2, students

Year 6 will begin in Term 3 the Year 7 Curriculum. Year 7 will begin in Term 3 the Year 8 Curriculum. Year 8 will begin in Term 3 the Year 9 Curriculum. For KS 4 and KS5 : Break down the specifications Three terms Plans,.keeping enough time to practice solving Past Paper Exams. This is currently under review and we have through CPDspent some considerable time discussing our Theory of Action . This a big Focus in Term 2 For IGCSE , the assigned syllabus by EDEXCEL will be divided into a two years program Year 10 and Year 11 (with some essentials that are added to Year 9) keeping enough time to practice solving Past Paper Exams. Teachers will follow the week-by-Week Plan as a pacing chart to implement the Curriculum. The school has just completed an external innovation programme focusing on Transition Transition Plans Year 7-Term I Plans to be used with Year 6 Term 3 1. Week-by Week Plan Term I.(Pacing Chart) 2. Basic Questions connected to the KPIs of each week. These questions will be used to revise the essential concepts covered and could be used to add as an evidence in the Classroom Monitor. 3. KPIs List with sample questions on each KPI that students will be doing and also could be added as an evidence in the CM. 4. Half - term Sample Tests that will be shared with students to practice. These sample tests are similar to tests assigned by i-Lower secondary. Shared with you both the original Test and then samples Test. EYFS Table 1.1.1 Attainment Table EYFS uses the White Rose Math programme and also includes some other elements such as questions from GL assessments and Development Matters - Number strand - Shape space and measure strand - to inform and tailor our planning. Successes: Math development through concrete and practical activities are enabling students to talk about their learning and are securing basic number foundations. Keeping parents informed helps to support our children in this area. Implementation of both White Rose Maths and Classroom Monitor has allowed for extensive data driven decision making and greater individual

develop good mental maths and calculation skills. For example, in Year 5, students learn to use their good multiplication skills to solve operations related to fractions. By Year 6, students confidently plot coordinates on graphs correctly and explain their findings. However, a few of the low attainers have not mastered their multiplication facts to solve problems. In phase 3, students continue to develop their good mathematical skills. For example, in Year 7, students keenly calculate interior and exterior angles of regular and irregular polygons. By Year 9, students can tackle operations, involving 'X terms'. Occasionally, teachers easily accept the answers from students and miss the opportunity to encourage them to explain their findings clearly and to develop further their reasoning skills. In phase 4, students confidently demonstrate very good problem-solving skills, including 'X expressions' in Year 10 and factorization in Year 11. By Year 13, students can tackle geometrical equations, sine and cosines at a brisk pace. Discussions with the school leaders indicate that the school has analyzed its internal and external assessment data. The assessment information indicates that the attainment over the past three years against national standards is good in phases 1, 2 and 3 and it is very good in phase 4. External examinations show outstanding attainment in IGCSE and GCE A Level and very good results in AS Level. The school's assessment data shows that students make good progress in phases 1, 2 and 3. The progress is very good in phase 4, in relation to students starting points and over time and the curriculum standards. In lessons and book reviews, the majority of students in phases 1, 2 and 3 make good progress overall and it is very good in phase 4. In phase 1, students develop good number work skills, for example, to say the number names, count, add and to subtract numbers. In phase 2, students continue to develop their mathematical skills as seen in their ability to conduct mental maths and to reason well. In phase

student need recognition. Recommendations: To hold a workshop for parents on WR Maths and its importance in developing children's understanding of the subject and how they can continue to support at home. Further use WR Maths and CM to assist data-driven decision making. 1.1.2 Attainment as measured against national and appropriate international standards The school uses CAT4 and GL Progress Assessments in line with ADEK recommendations for British Curriculum schools. TIMMS assessment and Question a Day material reinforces national standard expectations. KS3-5 use Pearson International Examinations Recommendations: Further develop WR Maths periodical unit tests to assist in target creation and assessment analysis. Further incorporate TIMMS maths materials into all Maths planning and delivery in Yrs 4 and 5. Continue to develop through Maths planning to ensure all concepts are covered and that the ½ termly internal assessments continue to inform children planning. Strength 1: White Rose Maths across KS1 & 2, has provided a well structured platform to assess student attainment through KPIs on Classroom Monitor, and reinforcement through frequent end of unit periodicals. Output from this process has allowed data driven decisions to be made regarding Gifted and Talented students and Intervention procedures for students who are perceived to have gaps in their learning. In the higher Primary year groups incorporation of TIMMS testing resources and Question a Day materials reinforce the Maths Curriculum. Strength 2: KS3 program: We have a well resourced curriculum iLower Secondary in place. Teachers are confident and have been supported by CPD, Action Plans, Survey, Feedback from HODs and Pearson to initially roll out the new curriculum. Strength 3: The data now shows an improvement in maths in Term 1, Classroom Monitor progress tracker reflects the students progress in Term 1. Transition biggest development - Planning was completed and reviewed at the end of AY 20-21.

3, students confidently solve operations, involving polygons and 'X terms'. In phase 4, students confidently tackle complex operations, involving equations, coordinates, sines and cosines. There are no SOD in phase 4. Most of the different groups of students, including boys, girls, Emirati and lower attainers in phases 1, 2 and 3 make better than expected progress in relation to their different starting points and capabilities. Progress of the different groups is very good in phase 4. Girls make very good progress when compared to the boys. Girls in Grade 12 demonstrate their findings about equations as boys do. In phase 3, SOD make good progress overall. This is because they benefit from the support they receive from their teachers and intervention programs by support staff. This helps them meet their personal goals. For example, in a FS2 activity, SOD use practical resources to make a set of objects to match to the corresponding numbers. In Year 6, SOD equally take part in tasks to solve coordinates. However, the high attainers and G and T students are not consistently highly challenged across the school. This is because at times, the work is not sufficiently matching their abilities.

Support from Primary and Secondary teachers has been ongoing and gives time to deliver the beginning of the iLower secondary curriculum in Year 6. We started iLower Secondary for continuation, preparation and development of the curriculum. 1.1.3 Knowledge, skills and understanding especially in the key subjects Curriculum mapping using WR Maths curriculum in line with skills-based KPIs ensure all age related skills are covered, with emphasis on all KPIs being met by the end of term 3 with a majority of said KPIs showing evidence of mastery. Assessment Trackers in place.(CM) Clear directions, good resources, monitoring the impact through the use of a new tracker. Pacing Charts for each Term are to be followed and implemented by teachers. For KS3: Key Performance Indicator will be used throughout the Classroom monitor and evidence will be added to confirm the LEVEL and knowledge of EACH KPI . For additional assessments, two periodic exams and End of term exam will be taken each term. For KS4 and 5 continuous assessment will be considered by quizzes and topic assessments to make sure that the coverage is under control. For additional assessments, two periodic exams and End of term exam will be taken each. 1.1.4 Trends in attainment over time Area of Improvement? What are the next steps.. ?- To drive the intervention program fully in Classroom Monitor. -Further CPD and support for staff regarding gathering judgements because we are in a transition period to moving out from having Periodic exams. Periodic is a snapshot of a certain element; it should be a preview for the progress of students' attainment. The plan is that Year 9 students will be able to sit by the end of Term 2 at school as an End of Term Exam for Mathematics Year 9 Achievement Test Pearson Edexcel International Award in Lower Secondary. Reference Paper LMA11/01.. This will allow moving some of the IGCSE units down to Year 9 Term 3 breakdown in order to have more time in KS4 to let students be exposed to IGCSE Exam Papers. -

HODs to shift in the assessment culture in the school. Attainment Expectations prior to 2020/2021 were higher as students had access to a full curriculum and teaching and learning not affected by the challenges of the Pandemic. Students are now returning to the increased challenges according to the expectations from the ministry of education and through the continuous formative assessment data from CM. The trend currently stands as acceptable/ good but this will even out by the end of Term 3 as Moderation training and monitoring at 6 weekly stages will actually make teachers judgements secure and we will have data that is reliable . Current data is subject to a three step process: 1 Can we confirm the data is accurate at time of entry into the system and protocols have been followed. 2 Can we support the data with evidence that is reliable? It follows the marking and feedback policy and is moderated. 3 Challenges are made to data if it seems to raise a red flag and doesn't cross check . Follow up is then actioned if the teacher is on a plan. KS4 results over the past two years have been outstanding with 100% pass rate 1.2.1 Progress of students, including those with special educational needs, against their starting points and over time. Use of GL Progress assessment data, CAT4 and CM data from AY 2020-21, has provided benchmarking levels for all students. Students profiling and specified differentiation allows for key areas to be focused upon for both cohorts and individuals, leading to specific target setting and progress monitoring. Reinforcement of underachieved KPIs throughout the year allow for constant upscaling and improved KPI performance. Specific intervention focus from specialist teachers to be delivered to breakout groups and underachieving students. Teaching and Learning: With clear directions from teachers and good resources that are shared with students students are showing acceptable progress. All KS3 students and teachers are involved. Some of the KS4 and KS5 students are involved depending on the course selection.

Parents follow up on their children. Evidence Source: Classroom Monitor data and reports RS Summative Assessments CAT 4 Data Observations Progress Evidence - CM tracker Copy books Student displays Conversations with Students Marking / Feedback Assessment / Marking /Moderation Report Cards Target reports ILP's Recommendations Make sure that students are guided and have access to resources needed for the Learning journey. Continue to monitor students' performance and analyse data results to modify and amend plans. Post on TEAMS and on school portal any material that will be guiding parents to follow up the learning journey for their children. EYFS 1.2.1 Progress Recommendations: FS2 data continues to be good and to ensure this moving forward we continue to promote and develop a curriculum rich Mathematical environment using WRM resources, communicate with parents and supply a wealth of number related games, weblinks and activities for all children in the EYFS department. 1.2.2 Progress in lessons The Maths department have made strident efforts to ensure students can articulate their learning Students are able to identify their mistakes and know what are the next steps to avoid these mistakes. Regular meetings are scheduled for teachers to discuss the implementation of lesson plans that are already prepared and do the necessary modifications when needed. Students will be able to articulate the learning objectives of the lesson and what they are expected to do during each lesson to achieve the learning objective. Students will be able to tell what they have learned during each lesson and can point on the learning wall the color which reflects the level of achievement they are at. The Maths department works collaboratively with Science across Phase 3 and 4 with a strong belief in effective assessment: We provide teachers with the baseline information they need to plan effectively to meet student need; Our steps are to provide teachers and leaders with an indication of

what has been learned which then informs short term planning of next steps; Provide students and parents with an understanding of where children are (current grade/ starting point), where they need to be (expected end point/ target grade) and how best to get there (the provision: teaching, learning, intervention, and support) We have a clear strategy to improve and be committed to the process; Teachers expectations are high (attainment and progress) for all students including those identified as POD, EAL or complex needs; Attendance for all students is high (including for on-line sessions); as a result our parental engagement increased Our Curriculum model is now fit for purpose with a broad balance of approaches to learning underpinned by clear progression through the year, key stage or phase 1.2.3 Progress of different groups of students Progress across different groups is good The way students learn varies vastly and COVID has widened this gap even further. We will continue as a Maths department across all they key stages to use a variety of initiatives to improve the progress of all students and engage them further in the learning process and overcome any learning barriers in Maths lessons. This mirrors our Science approach . We are looking forward to our students returning to school. PROVIDE OPEN-ENDED ASSIGNMENTS: offer open-ended learning opportunities in reading, social studies, and science, the better. While this allows high-achieving students to take their work to a deeper level, it is incredibly beneficial for all students. Projects that draw on a broad range of higher-level thinking and provide opportunities for real-life learning experiences lead to more enjoyment in learning for all students in Science. CREATE OPPORTUNITIES FOR COLLABORATION: cluster-grouping high achieving and gifted students for more in-depth group assignments. This will enable you to more easily provide different assignments and content. USE TIERED ASSIGNMENTS All students benefit from tiered assignments with shared content and themes. It gives

all students a chance to share knowledge and ideas yet, at the same time, work at a level that is both academically challenging and comfortable. It also gives teachers the chance to teach more flexibly and to engage students' interests as well as meet their needs. INDEPENDENT PROJECTS: interested students are given the chance to pursue independent study or project work. To keep them engaged, pose a few questions, and let them choose one to solve. To add even more value to the project, consider ways that their work might help the school or the wider community. ACCELERATED PROGRAM: extremely advanced students will need or prefer an accelerated program. There are many forms of acceleration such as grade skipping or content acceleration to challenge our gifted and talented students. SEN students make expected progress in line with their initial starting points Recommendations for Improvement in Mathematics: Further investment in manipulative and digital resources in line with the White Rose math scheme of work further embedding and incorporating of TIMMS study material to reinforce Maths skills across Year 4 and 5. Recommendations are in our Action plan Further develop the collaborative practices that have been set up with KS2 and KS3 Build upon the relationship established with the Maths lead in Primary Develop further the plans for Transition at KS3 Y9-10

Mathematics - Next steps for students:

1. Practice writing numerals in different contexts to improve number skills, for a minority of students, in phase 1. 2. Strengthen calculation skills to aid solving problems correctly, especially for a few of the low attainers, in phase 2. 3. Explain and show clearly the method to solve problems to strengthen the reasoning skills, in phase 3. 4. Tackle complex operations and set challenging personal goals to expand higher order thinking skills, especially for the higher attainers and G and T students, in all phases.

PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
1.1.1 Attainment as measured against authorised and licensed curriculum standards We measure and track the progress of what we are doing which allows us to make informed decisions - if it has a positive impact on our school community. We provide students and teachers alike with training in the methods of continual improvement. The teachers are relentless in their efforts to ensure that all our students are dedicated to lifelong learning - they work creatively, independently, and inventively. Students know how to make progress and how to move on – feedback from teachers and communication through marking is invaluable. This feedback, together with reflection and improvement time, deepens learning and has challenging expectations for all students while encouraging them along the way. This invariably has a positive impact on progress and attainment while developing confidence and resilience in every student. The judgments made are data driven and are collected in a variety of ways, both summative and formative, e.g., mini assessments, quizzes, periodic tests, EOY exams, etc. Classroom Monitor is an evidence-based system that supports our decision making in Science regarding a student's progress at any given time in the academic year and attainment at the end of the academic year. Data collected is robust, rigorously monitored, and moderated. Teachers in the Science Department adapt their planning and teaching based on this to support all students to make suitable progress during the academic year. Intervention groups are identified for additional support during lessons or otherwise including the use of Technology and web-based learning platforms to enhance and enrich students' knowledge. This information is communicated to parents regularly.	**1.1.1** Against curriculum standards **1.1.2** Against national and international standards **1.1.3** Knowledge, skills & understanding **1.1.4** Trends in attainment over time **1.2.1** Progress against starting points and over time **1.2.2** Progress in lessons **1.2.3** Progress of different groups	Most students attain in line with curriculum standards in phases 1 and 2. The majority of students attain above curriculum standards in phase 3 and the large majority of students attain above curriculum standards in phase 4. Internal assessments indicate that most students in phase 1 attain in line with curriculum standards. In phase 2, these assessments indicate that the large majority of students attain above curriculum standards. In phases 3 and 4, internal assessments indicate that the large majority attain above curriculum standards. In their external GL cognitive tests in 2020 and 2021, the minority of students attain the expected standard in phases 1 and 2. Most students attain the expected standard in phase 3 and this is also the case for Year 10 students in phase 4. In the TIMSS tests in 2019 a large minority of students in Years 4 and 8 met the accepted standard. Most students attain above curriculum standards in phase 4 in their IGCE, AS and A level examinations. Most students attain in line with curriculum standards in phases 1 and 2. The majority of students attain above curriculum standards in phase 3 and the large majority of students attain above curriculum standards in phase 4. In phase 1, most students are able to follow instructions to carry out simple experiments. Most children have a basic understanding of colors, plants and the planets in the FS2 and in Year 1, most students can identify differences between common and wildflowers. Only a few students, however, understand the functions of a plant. In phase 2, most students have a secure understanding of scientific terminology. For example, in Year 4, students can name and identify different light sources but few students are able to investigate changes to light using a range of phenomena. In phase 3, most students have a secure

Evidence Source: Classroom Monitor data and reports RS Summative Assessments CAT 4 Data Observations Progress Evidence - CM tracker Copy books Student displays Conversations with Students Marking / Feedback Assessment / Marking /Moderation Report Cards Target reports ILP's Baseline assessments 1.1.2 Attainment as measured against national and appropriate international standards The primary purpose of assessment is to provide valid and reliable information about whether students are successfully learning the intended curriculum while progress is the extent to which students have learned or are successfully learning the intended curriculum. The school uses Cat 4 and GL Assessments in line with ADEK recommendations for British Curriculum schools / KS1-5 use Pearson International Examinations and GL Progress tests to baseline students while regular formative and timely summative assessments effectively informs high quality lesson design with curriculum review/ improvement integrated as an incremental process. Excellence in the quality of classroom teaching also narrows any gaps for all groups of children. Teaching, learning, student outcomes and attainment, and our provision are rigorously monitored and evaluated on a regular basis to gauge effectiveness, relevance, and the value that we are adding to our students' education, well-being, and care. All staff understand the reasons for setting an assessment and monitoring achievement - what useful information or action it can produce: identify trends and patterns; plan goals, such as objectives/actions in the School Improvement Plan (SIP) and track progress towards goals. Effective teaching yields positive outcomes (IMPACT). Assessment in its various forms (formative, summative, diagnostic) is often an incremental, long-term process. To have the desired impact assessment must be useful, targeted, sustainable, and integrated in the learning process. Effective assessment: provides teachers with the baseline information they need to plan

understanding of scientific concepts but sometimes have difficulty in explaining them orally and applying them to everyday contexts. In phase 4, most students have a deep understanding of scientific principles and processes. For example, Year 10 students demonstrate a clear understanding of the diffusion process which supports their investigations into the movement of particles. Internal assessments indicate that attainment has improved over time for most students in phases 1 to 3, while it has remained stable in phase 4. Results in the external GL tests for most students in phase 2 and relevant students in phase 4 have remained stable but these have improved for phase 3 students. Over the past 3 years, the attainment of most students in external examinations in phase 4 has remained consistently above international standards. Internal and external assessment information indicates that the majority of students in phases 1, 2 and 3 make better than expected progress in relation to their starting points and over time. The large majority of students make better than expected progress in phase 4. In their lessons and class work, the majority of students in phases 1 to 3 make good progress and it is very good in phase 4. For example, students in FS2, mix different color paints and become aware how colors change when they mix. In phase 2, students continue to progress well as seen in the way, they use scientific language related to electrical processes. By Year 4, they write scientific steps to create an electrical circuit. In phase 3, students progress well in the way they think deeply about scientific concepts. In phase 4, most students apply their scientific concepts to their practical applications. The majority of different groups of students, including boys, girls, Emiratis, low attainers and high attainers, in phases 1 to 3 make better than expected progress while a large majority in phase 4 make better than expected progress. Across the phases, SOD and G and T students make similar progress to that of their peers. There are no

effectively to meet student needs; Provide teachers and leaders with an indication of what has been learned which then informs short term planning of next steps; Provide students and parents with an understanding of where children are (current grade/ starting point), where they need to be (expected end point/ target grade) and how best to get there (the provision: teaching, learning, intervention, and support); Provides evidence that students have made successful progress; Helps the HOD to evaluate the effectiveness of the curriculum and teaching and learning strategies implemented. We have a clear strategy to improve and be committed to the process; Student outcomes are high (attainment and progress) for all students including those identified as POD, EAL or complex needs; Attendance for all students is high (including for on-line sessions); Parental engagement increases; Curriculum model is fit for purpose with a broad balance of subjects underpinned by clear progression through the year, key stage or phase Academic improvement and high achievement in Science are dependent on: Strategic leadership – clear focused strategy to address areas of weakness or underperformance Raise aspirations and have the highest of expectations of all students and teachers - use well-evidenced strategies, and address gaps relating to ethnicity, gender, SEND, EAL and social background Effective use of data – robust monitoring and information sharing mechanisms Strategic deployment of a diversified workforce Quality first teaching and learning An inclusive and innovative curriculum that meets the needs of all students A strong link with the community A clear commitment to parents' involvement in the learning process Good and well-coordinated targeted support [in collaboration with the SENDCo] through extensive use of shadow teachers, English as Additional Languages teachers (EAL), and Learning support teachers Evidence Source: Classroom Monitor data and reports Switched on Science Periodic Assessments CAT 4 Data

significant gaps in the progress between boys and girls. There are no differences in the performance of Emirati students when compared to that of other national groups.

Observations Progress Evidence - CM tracker Copy books Conversations with Students Marking / Feedback Assessment / Marking /Moderation Report Cards Target reports ILP's Baseline assessments 1.1.3 Knowledge, skills and understanding especially in the key subjects The Rising Stars - Switched on Science program in KS1 and 2 provides a comprehensive scientific exposure to key skills and a wide range of Scientific concepts and KPIs. The curriculum allows for progression of knowledge and reinforcement of skills from KS1, through lower and upper KS2. There is a large emphasis on practical investigation and understanding of scientific vocabulary, whilst developing key investigatory skills which can then be utilised across the curriculum. End of unit periodical assessments allow the teachers to review KPIs which have been covered in weekly learning tasks, while the repeated use of key skills, from unit to unit, ensure all skill-based KPIs should be met, with a greater opportunity for mastery available. In the higher Primary year groups incorporation of TIMMS testing material and Question a Day materials reinforce the Science Curriculum. The curriculum developments and planning in the Science department provides opportunities for all students to make adequate progress during the year and keystage. The curriculum (INTENT) design, the skills and knowledge that we aim to build throughout the year or across the Key Stage for students to achieve, are built around the iLower Secondary Curriculum in KS3. We pride ourselves on a curriculum that is accessible to all. The Team has a clear focus on developing students' ability to recall and retrieve key learning. Staff will draw on several strategies to promote opportunities for students to use their existing knowledge and demonstrate their love for learning. We ensure that all students follow a knowledge-rich curriculum. The curriculum reflects the vision of the school in that we provide a learning environment of high expectations and high aspirations for all – we have a curriculum that is stimulating,

rigorous, and inclusive - meets the needs of all students including those identified as POD, EAL, complex needs, and varying abilities. We pride ourselves on a curriculum that is accessible to all. We ensure that all students follow a knowledge-rich curriculum. The curriculum reflects the vision of the school in that we provide a learning environment of high expectations and high aspirations for all – we have a curriculum that is stimulating, rigorous, and inclusive - meets the needs of all students including those with SEND, EAL, complex needs, and varying abilities. Curriculum Vision in Science: Developing schema for knowledge connections and retrieval: Delivering new knowledge that is rich and diverse, metacognition, planning for teaching and teaching how to remember old knowledge and make connections to new knowledge Teacher led knowledge delivery: Teachers being the experts in learning and knowledge delivery, teachers identifying the most appropriate strategy for delivery, reviewing, and adapting their teaching in response to feedback - identify and support those who need further challenge Closing gaps – Assessment: Mapping component mini assessments with feedback and action, mapping end of topic/composites assessments, identifying gaps and misconceptions, re-teaching whole class, using different methods to reteach, develop and use knowledge organisers Further down the line we can explore the opportunity to develop the curriculum further and enhance the learning experience for our students where a range of subject based skills are developed: skills in thinking and creativity – critical thinking, communication and collaboration; and Behavioural and social skills – self-confidence, mindfulness, courage, resilience and leadership. This will ensure that our students develop on societal, economic, and personal levels while using technology to transform traditional learning. 1.1.4 Trends in attainment over time Attainment Expectations prior to 2020/2021 were higher as students had access to a full

curriculum and teaching and learning not affected by the challenges of the Pandemic. Students are now returning to the increased challenges according to the expectations from the ministry of education and through the continuous formative assessment data from CM. As expected there has been a decrease between June and Nov. The trend currently stands as Very good but this will even out by the end of Term 3 as Moderation training and monitoring at 6 weekly stages will actually make teachers judgements secure and we will have data that is reliable. Current data is subject to a three step process: 1 Can we confirm the data is accurate at time of entry into the system and protocols have been followed. 2 Can we support the data with evidence that is reliable? It follows the marking and feedback policy and is moderated. 3 Challenges are made to data if it seems to raise a red flag and doesn't cross check . Follow up is then actioned if the teacher is on a plan. 1.2.1 Progress of students, including those with special educational needs, against their starting points and over time. Use of GL Progress assessment data, CAT4 ,CM data Periodic and End of Year Tests from AY 2020-21, has provided benchmarking levels for all students. Students profiling and specified differentiation allows for key areas to be focused upon for both cohorts and individuals, leading to specific target setting and progress monitoring. Reinforcement of underachieved KPIs throughout the year allow for constant upscaling and improved KPI performance. Specific intervention focus from specialist teachers to be delivered to breakout groups and underachieving students. Teaching and Learning: With clear directions from teachers and good resources that are shared with students students are showing good progress. Recommendations Make sure that students are guided and have access to resources needed for the Learning journey. Continue to monitor students' performance and analyse data results to modify and amend plans. Post on TEAMS and on school portal any material

that will be guiding parents to follow up the learning journey for their children. 1.2.2 Progress in lessons Effective teaching hinges on engagement, challenge, questioning, independent learning, assessment, and progress made. Teachers are the experts in learning and knowledge delivery, identifying the most appropriate strategy for delivery, reviewing, and adapting their teaching in response to feedback - identifying gaps and misconceptions, re-teaching using different methods including masterclasses to support students to retain knowledge. Teachers are also aware of how to support students with SEND, EAL, or complex needs. Delivery of practical science lessons have been severely hampered by both Distance Learning and in school social distancing and limiting of collaborative learning and group activities. Learning is effective when: Teachers create a positive climate for learning - the best conditions to learn; There is precision planning and delivery – before and during lessons; There is checking for understanding and reteaching – during the lesson and next steps; Teachers have a clear roadmap of learning over time – an aggregation of the intended knowledge; Students can understand how to approach and embrace challenges, how to interpret what they have learnt, how to build on ideas, and never be afraid to try something new and make it evolve; Students are encouraged to express themselves; be confident to ask questions without prejudice; and take risks knowing that if they fail, they have the resilience to reflect, improve and succeed. 1.2.3 Progress of different groups of students The way students learn varies vastly and COVID has widened this gap even further. We will use a variety of initiatives to improve the progress of all students and engage them further in the learning process and overcome any learning barriers in Science lessons. PROVIDE OPEN-ENDED ASSIGNMENTS: offer open-ended learning opportunities in reading, social studies, and science, the better. While this allows high-
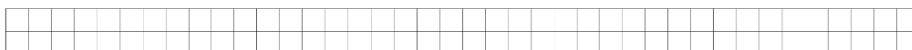
achieving students to take their work to a deeper level, it is incredibly beneficial for all students. Projects that draw on a broad range of higher-level thinking and provide opportunities for real-life learning experiences lead to more enjoyment in learning for all students in Science. CREATE OPPORTUNITIES FOR COLLABORATION: cluster-grouping high achieving and gifted students for more in-depth group assignments. This will enable you to more easily provide different assignments and content. USE TIERED ASSIGNMENTS All students benefit from tiered assignments with shared content and themes. It gives all students a chance to share knowledge and ideas yet, at the same time, work at a level that is both academically challenging and comfortable. It also gives teachers the chance to teach more flexibly and to engage students' interests as well as meet their needs. INDEPENDENT PROJECTS: interested students are given the chance to pursue independent study or project work. To keep them engaged, pose a few questions, and let them choose one to solve. To add even more value to the project, consider ways that their work might help the school or the wider community. ACCELERATED PROGRAM: extremely advanced students will need or prefer an accelerated program. There are many forms of acceleration such as grade skipping or content acceleration to challenge our gifted and talented students. Recommendations for Improvement in Science: Investment in science materials for more effective practical investigations at KS1 &2 level. Explore the possibility of effectiveness of the Pearson iPrimary programme for delivery of the science curriculum in KS 1 & 2 and provide greater continuity in the delivery of the science curriculum at a whole school level.

Sciences - Next steps for students:

1. Improve knowledge about how plants grow, in phase 1. 2. Engage more in investigations and find out how things work to deepen scientific knowledge and understanding, in phase 2. 3. Apply scientific knowledge and skills into practical applications and explain findings orally, in phases 2 and 3.

PS1: Students' Achievements

1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
1.3.1 Students' engagement in and responsibility for their own learning Each term reports are sent home to parents with reference to Attitude to Learning - and student engagement. Teachers make reference to student engagement and levels of responsibility. The school is using Classroom Monitor, to develop children's and teacher's target setting of the new curriculum objectives and to help children reflect on their strengths and next steps. Lesson observation data (learning judged at 93% good or better) demonstrate that almost all students have high levels of engagement and take responsibility for their own learning. Throughout the school there are regular CPD sessions and team discussions about the process of learning with an emphasis on self and peer assessment. The initial 2 weeks of the school year is devoted to the school's expectations which helps students appreciate the value of how we learn; encouraging them to learn in different ways whilst identifying and understanding their preferred learning style. The children are also encouraged to think about their identity- which is linked to our school's My Identity Programme. Learning objectives and success criteria are made clear at the beginning of each lesson. Middle leaders have responsibility for the development and expansion of student responsibility and leadership across the school. The Student Leadership provides opportunities for pupils to develop learning and leadership skills and to recommend initiatives to further learning inside and outside the classroom. The Principal and SLT members meet with students to discuss their levels of engagement and responsibilities in and outside of school. The school provides numerous extra-curricular opportunities for students both within and outside of the classroom. Each week students receive the Best Conduct Award. The home	1.3.1 Engagement and responsibility 1.3.2 Interactions, collaboration, communication 1.3.3 Application and connections 1.3.4 Innovation, enterprise, enquiry, research, critical thinking, use of I.T.	Students enjoy coming to the school and engage well in learning and discussions with their teachers and peers. They show responsibility for their work. Students know their strengths and what they need to improve. They respond well to teachers' oral and written feedback and keenly self-correct. For example, in a Year 6 mathematics lesson, students quickly act on the feedback offered by the teacher to plot coordinates correctly. Students' improved English language skills supports their learning effectively. They communicate their views confidently, interact well with their teachers and friends and collaborate when required. For example, in English, older students are fluent speakers and lead on debates relating to social affairs independently. In Arabic as a first language, Year 6 students are able to talk about the importance of planting trees to improve the climate. Across the school, students make good links between areas of learning and relate their experiences well to the real world. For example, in a Year 7 social studies lesson, students are able to explore the benefits of technology in daily lives. They emphasize the major role that technology has played during remote learning, due to COVID-19. They share negative points about the over use of technology and the impact it might have on individuals such as strain on the eyes, cause of headaches or migraines and lack of movement and exercise. In Arabic as a first language , Year 6 students write about the natural environment in the UAE and explain how trees give clean oxygen and absorb carbon dioxide to help people breathe. In FS2, children set up a role play area and invite each other to enjoy healthy meals made of fruit. Across the school, children and students are innovative. For example, students in phases 3 and 4 have created bright and colorful murals

learning and marking policy have been designed to maximise student engagement and responsibility. The "Next Steps" marking requires students to reflect upon their learning and what they can do to improve their learning even further. The School Council and leadership opportunities e.g. school newsletter enhance further learning opportunities in and outside of the classroom. The Extra Curricular programme which includes intervention programmes provides opportunities for the less and more able students are supported and challenged. Themed weeks and days support student engagement e.g. Enterprise week, Arts Week, World Book Day. Evidence Source: Learning Made Visible protocol Student Council Class Ambassador Lesson Observations Learning Walks CPD Calendar Planning Documents Medium Term Plans Year Leader Role in development and monitoring of student data Student surveys Rewards Systems-SOTW House System ECAs School Events Calendar 1.3.2 Students' interactions, collaboration, and communication skills Students are skilfully guided by teachers and support staff enabling them to know what they do well and how to improve. Evidence of self and peer assessment based on success criteria can be found in planning and marking. Teachers plan opportunities for peer teaching and group work to take place regularly. Collaboration is one of the learner profile attributes and is a key feature of all schemes of learning. Interactions with parents and the wider community are encouraged through everything that we do – including the creative curriculum, home learning policy, parental workshops, reporting and assessment processes. The international nature of the school is an integral part of the school's vision and ethos which continually promotes student interaction and collaboration right across all phases. The extracurricular programme expands to support further opportunities for interactions and collaborations within Abu Dhabi and around the world e.g. Trips, Visits. The school hosts a number of high

that inspire others to paint. In FS2, children create colorful paintings and drawings that represent their families. In phases 3 and 4, through food technology, students eagerly create imaginative and tasty recipes and cook meals for others to taste. Students develop strong enterprise skills. For example, they raised funds to help families that are financially affected by COVID-19 and purchased computers to donate to them. In most of the subjects, students inquire to find out how things work. For example, in a Year 7 mathematics lesson, students ask questions of how regular polygons differ from the irregular ones. However, the use of inquiry in social studies is inconsistent in phase 2. This is because teachers do not always offer students the opportunity to ask questions and to find out how certain things work. Older students use the library and technology to lead on research such as finding out about the English literature related to Shakespeare. However, in social studies, not all teachers offer students the opportunity to lead on research and to present new ideas to others. In general, students have good opportunities to think critically and to solve problems as observed in mathematics. Critical thinking experiences to challenge the higher attainers and G and T students even further is less well developed in all subjects. Students are adept learners of technologies. This is seen in the way students confidently use computers in the lessons during face-to-face and online to achieve their personal goals and to access the other areas of learning such as in English, mathematics and Arabic.

profile events throughout the year which enhance student and parent interaction and collaboration eg. International day, Enterprise and Arts week. Evidence Source: Target setting IEPS ALPs Summative and Formative assessments House System Dojo Rewards SOTW Group projects School Vision and Mission ECA 1.3.3 Application of learning to the real world and making connections between areas of learning The school's learning agenda is holistic and designed to enable all students to develop transferable skills for the future. The learning agenda at Ajyal MBZ is constantly reviewed to keep pace with the rapid technological developments and ever changing demands of the 21st century e.g. D Thinking, Digital learning etc. My Identity dispositions and values are embedded within the curriculum to encourage independent learning, empowering students to take on responsibility and to discover their identity. The school uses its PD and coaching programme to ensure that the best current educational practice from around the world is shared and developed. Evidence Source: ECAs My Identity Moral Education Programme Assemblies 1.3.4 Innovation, enterprise, inquiry, research, critical thinking, problem-solving, and use of learning technologies In Science students are encouraged to predict, hypothesize, present their findings and suggest appropriate conclusions with confidence. Investigative skills are supported by timetabling UKS2 lessons into the fully equipped and staffed Science/DT laboratory. Each year group studies a 'Working Scientifically' unit at the end of the year to apply all the skills learnt throughout the year. Staff receive PD and coaching on current best practice from around the world. Teachers use questioning techniques effectively to develop students' understanding and promote higher order and creative thinking skills. Teachers work in their Year teams to develop the cognitive processes of learning and building a number of tools for learning and thinking. Evidence Source: ECAs My Identity Moral Education

Next steps for students:

1. Ask questions and look for reasonable answers to improve inquiry skills, in phase 2. 2. Take part in research about environmental issues, use ICT, refer to books and increase presentation, particularly in phase 2. 3. Tackle more challenging work and learn to solve problems to extend critical thinking skills, particularly for the higher attainers and G and T students in all subjects.
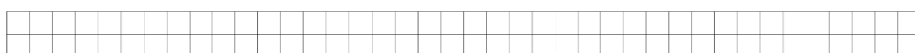
PS2: Students' personal and social development

2.1 Personal development

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

Next steps for students:

PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

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

Next steps for students:

PS2: Students' personal and social development

2.3 Social responsibility & innovation

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

Next steps for students:
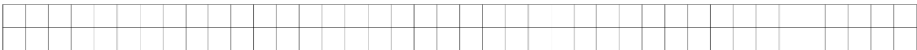
PS3: Teaching and assessment

3.1 Teaching

| Internal Evaluations	Elements	External Evaluations
3.1.1 Teachers' knowledge of their subjects and how students learn A highly effective recruitment strategy is in place which leads to the appointment and induction of fully qualified teachers in their chosen subject/age area. A detailed and extensive induction programme takes place at the beginning of the year. Additionally, A handbook of resources, policies and practices is sent to new teachers in the June/July of each year. All new teachers are observed by Senior Leaders within the first half term to ensure their strengths and areas for development are identified. A robust cycle of performance management is in place across the school. Professional Development needs are identified and planned for at this point. The school runs a comprehensive CPD programme, both in house and involving external agencies. Half-termly monitoring and CPD schedule ensure CPD and coaching/mentoring programmes meet the needs of individual teachers. Best practice is shared across all phases on an on-going basis. This takes place through peer observations, team teaching, coaching programmes and staff meetings. A number of networks have been set up across schools in Abu Dhabi to share best practice and resources. Toolkits and shared resources from best practice across the school are stored on centrally accessible drives. In the recent cycle of lesson observations 88% of teachers were judged as good or better. In lesson observations teachers demonstrated good or better technological, pedagogical and expert subject knowledge. Teachers ensure that they meet the diverse needs of students by catering for a range of learning styles through robust lesson planning, sourcing of appropriate teaching materials and development of IEPs, ALPs and intervention groups through streaming. Evidence: EYFS:	3.1.1 Subject knowledge and how students learn them 3.1.2 Lesson planning, the learning environment, time and resources 3.1.3 Interactions, questioning and dialogue 3.1.4 Strategies to meet the needs of all students 3.1.5 Developing critical thinking, problem-solving, innovation and independent learning skills	Most teachers demonstrate secure knowledge of their subjects, and how students best learn them and it is very good in phase 4, especially in English, mathematics and science. It is also good in other subjects and phases, such as in Islamic education in phases 2, 3 and 4. In Arabic as a second language, the subject is acceptable. Teachers teach students difficult concepts or new skills. For example, in a Year 13 mathematics, teachers demonstrate to students how to calculate algebraic equations, tangents, sines and cosines. Across the school, teachers plan stimulating lessons that motivate students to learn. For example, in Year 1, teachers use songs and physical movements to help students recognize big numbers. Teachers provide a calm and welcoming learning environment and use a wide range of resources to support students' learning. For example, in FS2, children enjoy practical activities such as painting and role-play in the house to help them play and to rehearse what they have learnt. In a Year 8 social studies lesson, the teacher uses video-clips and photographs to help students draw comparisons between Mughal and Mauryan architecture. In general, lessons proceed at a good pace in all lessons. In the very good lessons, students work at a very brisk pace. For example, in a Year 11 mathematics lesson, students respond quickly to the teacher's previous written feedback while the teacher shares the learning objective on the board at the beginning of the lesson. This enables students to maximize their learning. In other lessons, teachers use time well to supports students' learning. Teachers question students well to test their understanding and to encourage them to participate in learning. In the most effective lessons, for example in a Year 10 English lesson,

Evidence Me Teaching and learning Student outcomes Primary KS1 &2 Medium Term Planning Robust Planning meetings Development of IEPs and ALPs driven by data collected from Classroom Monitor and external exams. 3.1.2 Lesson Planning, the learning environment and the use of time and resources Medium term plans are created in the form of unit plans annually to ensure students' needs are met. The school provides all teachers with a lesson planning proforma that is used across the school and identifies resources as well as progress and differentiation. Learning objective and success criteria are explicit in planning and referred to during lessons. Planning formats empower teachers to ensure each part of lesson progresses learning and use teaching strategies such as mini plenaries. There are "non-negotiables" around lesson planning and examples of best practice are shared across teams. Exemplar materials are shared within and across teams. Lessons encompass a variety of methods to ensure all students' learning styles are met- CAT 4 reports help to define students' learning styles and needs. Annotated plans show adaptation of lessons to suit individual learners and ongoing daily assessments. My Identity learning dispositions are an integral part of lessons. There are consistent guidelines and expectations around lesson planning and examples of best practice are shared across teams. Exemplar materials are shared within and across teams. Students are active participants in their learning with planning showing some whole class teaching but with more focus on small group, paired and independent learning. A wide range of resources are available to support learning in all subject areas. Pupils are introduced to a wide-range of technology to support their learning. A range of resources ensure that technology is widely used to support learning throughout the school. Teachers make full use of the school's outstanding facilities both within and outside of their classrooms such as our Library, Science Labs and Theatre. All

the teacher promotes dialogue. As a result, students are able to expand their knowledge of complex sentences using similes and metaphors to share their ideas and to write an article for the school magazine based on daily events. In general, most teachers use a range of teaching strategies and methods to meet the needs and abilities of all students. For example, they differentiate questions for the different groups of students and provide suitable tasks to meet the needs of most students. SOD receive appropriate tasks to help them achieve the learning objective and to progress steadily. However, this is less consistent across the school. In the most successful lessons, for example, in Arabic as a first language, the teacher takes into account the ability of the different groups and provide well-tailored support for individuals. In the less effective lessons, for example, in the phase 2 in Arabic as a second language, activities and teaching strategies are not sufficiently matched to the needs of the groups and individuals. In general, teachers provide opportunities for students to be innovative. For example, in art, students in phases 2 to 4 attend lessons by specialist art teachers and learn to develop creativity and imagination in their work. For example, in phase 2, students create imaginative pictures of their favorite animals, habitats and flowers. Music and songs enhance students' learning. Most teachers offer learning experiences for students to develop their skills to solve problems as seen in mathematics, for example, to solve polygons and algebraic equations. However, not all teachers promote students' higher-order thinking skills, to foster their independent learning and to further challenge them, especially the higher attainers and G and T students to work at a deeper level.

Primary classes have additional learning support from an LSA – younger students one per class and older students have at least one per year two classes. LSAs support the needs of small groups of students to meet specific learning targets. Classroom and corridor displays scaffolding and celebrates current learning. The learning environment expectations are clearly defined by the school through CPD, learning walks and Performance management cycles. Resources to support DL and F2F learning are provided as required with ample CPD events and subscriptions to educational platforms such as WR Hub/Lit PRo/RWINc/Oxford Owl/ Rising Stars and Cracking Comprehension. Evidence Source: EYFS: Lessons are 'hands on' Stimulating rich child led learning environment well paced challenges and task for the students Excellent resources Primary KS1 &2 Sample lesson plans IEPs ALPs CPD calendar Performance management samples 3.1.3 Teacher-student interactions including the use of questioning and dialogue Teachers questioning that encourages wonder and inquisitiveness, higher order thinking and reflection are the norm. Following the release of the Final Assessment Commission Report which highlights the value of formative assessment the Assessment and Feedback Policy has been reviewed and updated to ensure feedback is valuable and advances learning. During lessons teachers are expected to adjust direction of learning based on student responses and individual needs. Regular book scrutinies ensure that teachers are following policies in place for feedback and dialogue and identify strengths and areas for development. Teachers use KWL to establish what students know, want to know and have learnt from a topic. After each Data drop in individual student progress is reviewed and where needed, interventions put in place to support. Evidence Source: EYFS: Good dialogue and discussions with team members, parents and students Primary KS1 &2 Learning Made Visible protocol Bloom's Taxonomy
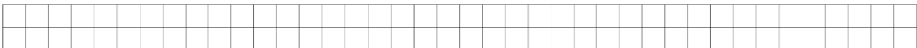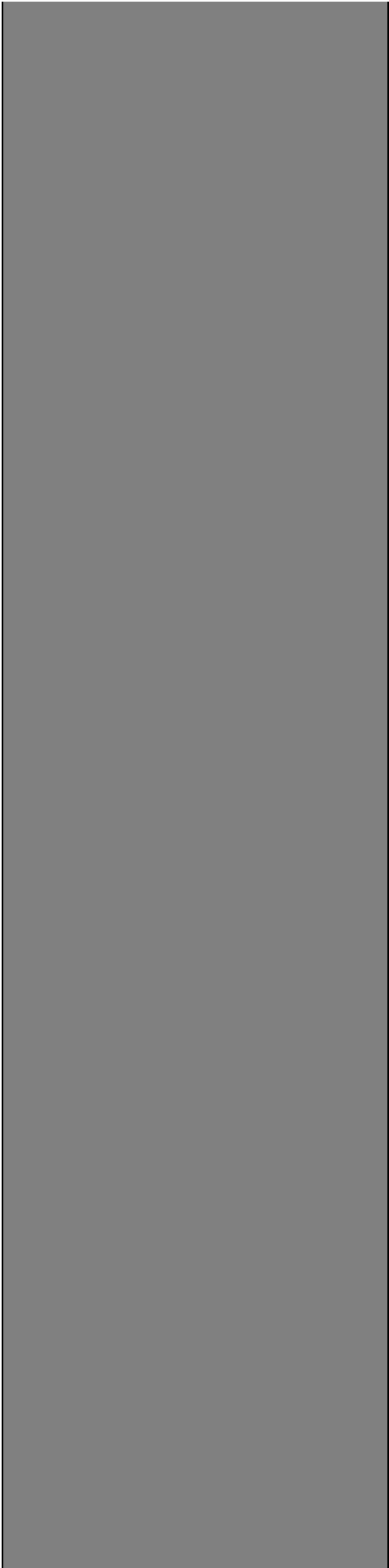
Dr Edward De Bono Six thinking hats was used to strengthen the teaching styles in Arabic lessons 3.1.4 Teaching Strategies to meet the needs of individuals and groups of students The Inclusion Team provides support for additional learning and language needs implementing Individual IEPs. Child friendly Individual Education Plans are agreed in a meeting between the parent and child and are in place for all Wave 3 SEN students. These are easily accessible to all staff, parents and the learners. Teachers work closely with LSAs in daily lessons to meet the needs of all groups of students. Differentiation is explicit in lesson plans and caters for different learning styles, abilities and backgrounds. Where appropriate there is a setting for students in Phonics and Reading. Pull out and in class intervention and extension strategies are driven by data& evidence collected through Classroom Monitor and external assessment reports. The use of differentiated instruction, sound knowledge of the curriculum and student learning styles supports the needs of the individual and groups of students. Evidence Source: EYFS: Internal class interventions developed to suit the individual needs of the children. Differentiation Primary KS1 &2 Lesson Plans Intervention groups IEPs ALPs Target samples 3.1.5 Teaching to develop critical thinking, problem-solving, innovation and independent learning skills High order thinking questions are intrinsic to lesson delivery and promote reasoning. As part of the schools' commitment to Design Thinking and the cognitive thinking approaches, ongoing. PD is in place to support and develop higher order thinking skills, creativity and independent learning. Students have regular opportunities to reflect on their learning throughout lessons verbally, in their books through next step marking. Activities that promote critical thinking are planned effectively and regularly Entrepreneurship sessions promote collaboration, reasoning and innovation. In the Foundation Stage an extensive continuous provision style learning environment encourages independent learning.
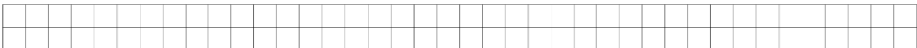
The revised Home Learning Policy is application of learning in class project based. This promotes and enhances critical thinking and independent learning. Displays across the school are designed to engage students and promote critical thinking. My Identity morning activities are designed to engage students and promote critical thinking. Bloom's Taxonomy was used to strengthen teaching and learning practices. Dr Edward De Bono Six Thinking Hats approach was implemented into the teaching practices to strengthen the teaching styles in Arabic lessons. Evidence Source: EYFS: Through a wide and varied range of challenging learning opportunities. Primary KS1 &2 Learning Made Visible initiative
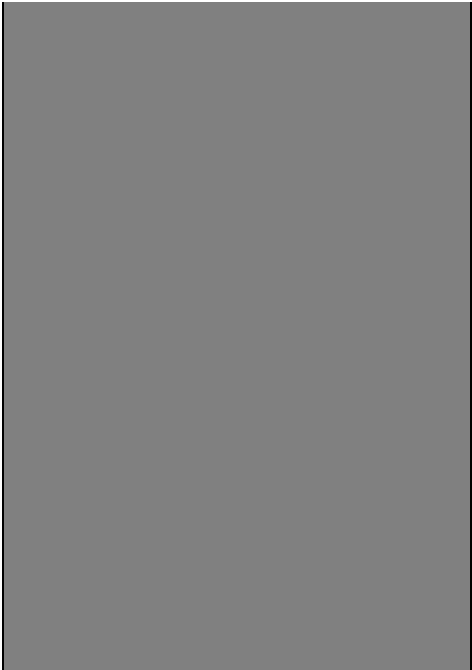
Next steps for teachers:

1. Ensure that teachers adapt their strategies and lessons to fully meet the needs and abilities of all students, including the high attainers and G and T students. 2. Improve the higher-order thinking skills for students, especially for the high attainers and G and T students to think about their own learning and to share their knowledge with others. 3. Introduce a wider range of strategies to enable students to work independently.

PS3: Teaching and assessment

3.2 Assessment

| Internal Evaluations	Elements	External Evaluations
3.2.1 Internal Assessment Process Summative and formative assessment is used, is ongoing and the data is input into Classroom Monitor. It is shared with staff through the data analysis, moderation cycles and is shared with the parents through Term reports , external exam summaries and communicated/explained during PTC. Evidence Source: EYFS: Summative and formative assessment is used and is ongoing this information goes on our Evidence Me app and is shared with staff and parents. Primary KS1 &2 CAT 4 Reports Term Reports PTC Schedules GL Assessment Data Gl Assessment Scheduling 3.2.2 External, National and International benchmarking All benchmarking is inline with UK National Expectations. It is conducted through formative and summative assessment both internal and through external international and national exam boards. GL progress assessment/CAT 4 assessments/Pirls/TIMMS/ABT. Evidence Source: EYFS: All benchmarking is inline with UK National Expectations. Primary KS1 &2 TIMMS reports GL Assessments Cat 4 Assessments 3.2.3 Analysis of assessment data to monitor students' progress Assessment is vital to the education process. At Ajyal school, the most visible assessments are summative. Summative assessments are used to measure what students have learnt at the end of a unit, to promote students, to ensure they have met required standards. These KPIs and targets are tracked on Classroom Monitor and the data is used to inform planning, develop individualised intervention and advanced learning plans. It is also used for reporting of student progress and attainment. Data is collected through internal and external assessment. Evidence Source: EYFS: Data is used to inform the planning and to move the	3.2.1 Internal assessment processes 3.2.2 External, national and international benchmarking 3.2.3 Analysis of assessment data to monitor students' progress 3.2.4 Use of assessment information to influence teaching and the curriculum 3.2.5 Teachers' knowledge of and support for students' learning	The school's internal assessment systems and processes are systematic, and link effectively to curriculum standards, providing clear indication of how to measure students' academic progress and personal development. For example, the school ensures that the assessment system is fit for the school's purposes. The school leaders have reviewed the curriculum and ensure that the assessment link to the curriculum standards. For instance, early reading assessment is linked to the school's phonics' program to be able to measure students' progress. The school effectively benchmarks students' outcomes against the national, following ADEK Policy for benchmarking and international standards, including IGCSE, A Level and AS Level. Since the previous inspection, the school has recruited a senior leader with expertise in assessment to monitor and to moderate the school's assessment data. It has introduced an assessment system called Class Monitor (CM) for teachers to use. This helps teachers to monitor students' progress and to identify those who require extra support. The school has also employed an administrator to facilitate the assessment process. Leaders also check the students' external examination results and help students improve their learning. For example, the school uses CAT4 data to identify students who require help or more challenge in learning. The school leaders also analyze the assessment data, including information they gather through the CM. Leaders monitor the assessment data regularly and share the information with teachers so that they can provide extra support in classrooms for students. Leaders also check students' work to match it with the assessment data provided for individual students. As a result, the school offers intervention programs. For

teaching and learning forward. Primary KS1 &2 TIMMS reports GL Assessments Cat 4 Assessments Classroom Monitor 3.2.4 Use of assessment information to influence teaching, the curriculum and students' progress A balanced system that includes formative and summative assessments provides the best evidence for what students are learning and still need to learn. This system of well-constructed formative and summative, both internal and external standardised assessments, allows students to demonstrate their abilities and knowledge and then reflects how close they are to meeting educational goals and standards. When assessment activities are aligned with instructional activities and content standards, teachers can provide students with information about which concepts and skills they need to learn. Then teachers can use data driven results to help students understand and celebrate what they already know and set targets for what they still need to work on. Evidence Source: EYFS: The data drives our teaching and planning which influences the progress of the young students. The assessment both informs the parents and the teachers. Primary KS1 &2 TIMMS reports GL Assessments Cat 4 Assessments Classroom Monitor Lesson Plans Intervention groups IEPs ALPs Target samples 3.2.5 Teachers' knowledge of and support for students' learning Teachers need to understand subject matter , so that they can help students create useful cognitive maps, relate ideas to one another, and address misconceptions. This kind of understanding provides a sound pedagogical knowledge which enables teachers to make ideas accessible to their students. A skillful teacher figures out what students know and believe about a topic and how learners are likely to "hook into" new ideas. The teachers at Ajyal demonstrate a sound knowledge of the KS1 & 2 ENC and MOE curriculum, this can be observed through the learning walks, the climate for learning, the learning made visible protocol, informal drop ins and lesson observations.

example, SOD in phases 2 and 3 receive good support to develop their phonological skills, reading and how to solve mathematical problems. In general, teachers monitor the impact of these practices. For example, Year 1 teachers test students' knowledge of phonics when they attend reading sessions with them. However, assessment information is less consistently well-used to influence teaching in some of the daily lessons such as in Arabic as a second language or acceptable teaching and learning. In a minority of lessons across the phases, the level of challenge set in lesson activities is not always accurately matched to students' needs and abilities, including the higher attainers and G and T students. This is because, higher attainers, for example, at times start with the same tasks as other students before having access to more challenging work. in Arabic as a second language in all phases, students work at the same pace. In all subjects, teachers set personal learning targets for students, share and review them with parents regularly. Teachers also offer guidance to parents on how to support their children's learning at home, particularly during remote learning. Parents of SOD are well involved in devising and implementing their children's learning targets. For example, parents attend regular meetings with their children's teachers and the counselor responsible for students' content educational plans either face-to-face or through online meetings. They review students' targets regularly to help them achieve their personal goals. Teachers provide helpful and constructive oral feedback to students during lessons and mark their written work regularly. For example, students in phase 1 respond well to oral feedback and enjoy praise and encouragement. Marking guides students on how to improve their work, including next steps. In other phases, students respond well to their teachers' comments and learn to assess and improve the quality of their work. However, peer evaluation is less

Decisions on Intervention and extension is driven through GL assessment and Classroom Monitor Data. Interpreting learners' statements and actions and shaping productive experiences for them require knowledge of child development and an understanding of how to support growth in various domains—cognitive, social, physical, and emotional. Within a diverse student body the effectiveness in which teachers connect with students also requires an understanding of differences that may arise from culture, family experiences, developed intelligences, and approaches to learning. Teachers need to be able to inquire sensitively, listen carefully, and look thoughtfully at student work. Motivating students requires an understanding of what individual students need and what tasks are likely to give them enough success to encourage them to work hard to learn. Teachers need several kinds of knowledge about learning. Teachers need to think about what it means to learn different kinds of material for different purposes and how to decide which kinds of learning are most necessary in different contexts. They must be able to use different teaching strategies to accomplish various goals and many means for evaluating students' knowledge and assessing students' approaches to learning. They must also be able to identify the strengths of different learners while addressing their weaknesses. In addition, all teachers need tools to work with students who have specific learning disabilities or needs. At Ajyal we use data and teacher judgement to develop specific learning plans to support the needs of the students for both lower and high ability students. Teachers need to know about curriculum resources and technologies to connect their students with sources of information and knowledge that allow them to explore ideas, acquire and synthesize information, and frame and solve problems. And teachers need to know about collaboration—how to structure interactions among students so that more powerful shared learning can occur;
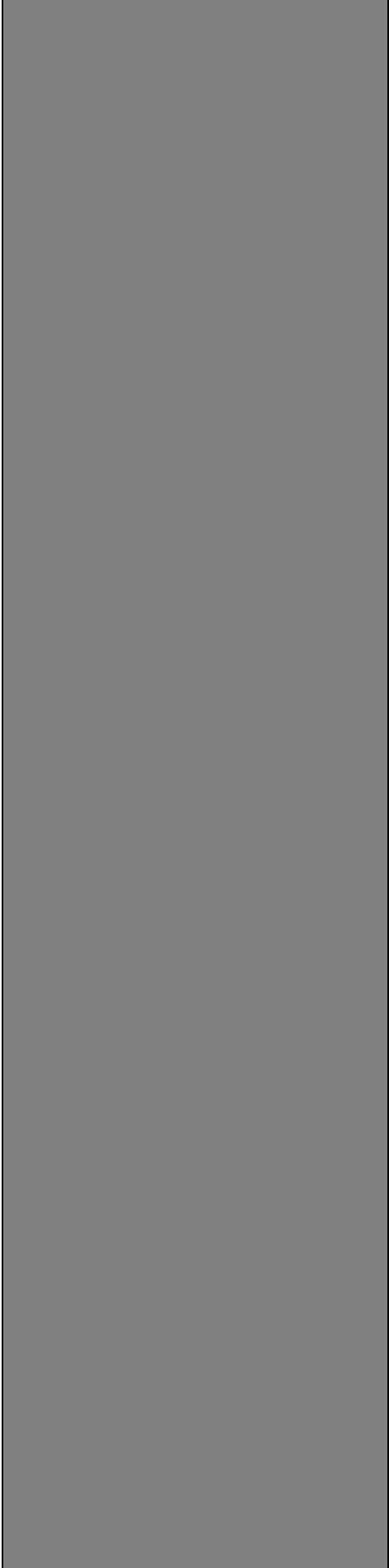
consistent in the school.
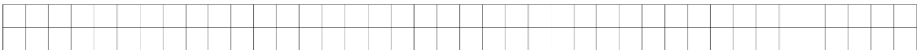
how to collaborate with other teachers. Teachers collaboratively work on the yearly plans, medium term plans and weekly lesson plans ensuring consistency in approach across the year levels which are then fine-tuned to suit the individual needs of the students within their classes and ability groups. Teachers need to be able to analyze and reflect on their practice, to assess the effects of their teaching, and to refine and improve their instruction. They must continuously evaluate what students are thinking and understanding and reshape their plans to take account of what they've discovered.This became particularly important during distance learning and hybrid learning due to the nature of the students' study environment, technological ability and support available in the learning environment. Evidence Source: EYFS: The teachers demonstrate a great knowledge and a strong pedagogy of the early years and the EYFS curriculum, this is shown through the learning walks, informal drop ins and lesson observations. The teachers also know their students very well. Primary KS1 &2 Lesson Plans Intervention groups IEPs ALPs Target samples teaching Materials Digital resources Learning Made Visible initiative

Next steps for assessing learning:

1. Use assessment data with rigor to provide tasks and activities that match with the different abilities and needs, including Arabic as a second language, high attainers and G and T students. 2. Review the assessment data to provide more bespoke intervention programs for all students and how to prepare for SOD when they resume face-to-face learning. 3. Encourage students to evaluate the work of their peers so that they can learn from one another.
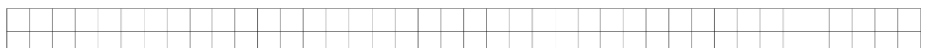
PS4: Curriculum

4.1 Curriculum

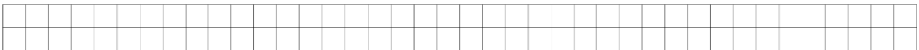| Internal Evaluations	Elements	External Evaluations
	4.1.1 Rationale, balance and compliance 4.1.2 Continuity and progression 4.1.3 Curricular choices 4.1.4 Cross curricular links 4.1.5 Review and development	

PS4: Curriculum

4.2 Curriculum adaptation

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

Next steps for curriculum leaders:

PS5: Protection, care, guidance and support of students

5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
5.1.1 Care, welfare and safeguarding of students, including child protection 'Our vision at AJYAL International School, MBZ (AJIS) is to provide a first-class, excellent education rooted in the well-being of all our community stakeholders to contribute to the UAE Centennial 2071 vision of a happy and cohesive society.' Ajyal School's Vision Over the past two years we have been committed to developing a whole school safeguarding policy and child protection through the well-being program, which bridges the gaps between the different school phases, ensuring continuity and effective embedding at all levels. The last academic year saw the launch of the Pastoral Team, Student Council Body, Parents Council, Board of Trustees, and the Well-being Committee which includes staff, students, parents, and Board members. The purpose of this was to raise awareness of the importance of implementing rigorous procedures which protect the safeguarding of all students. At the end of Term 1 all members of staff within AJIS were required to complete training through the medium of EduCare. Many of these topics were closely linked to ensuring that the school was highly effective in protecting students and linked to fulfilling the UAE Vision of having high quality teachers within our school. These courses were completed by 95% of our staff at AJIS. Two separate WIFIs were created - one for staff and one for students. The students' Wi-Fi is being closely monitored and anything deemed to be inappropriate is being filtered out of use. The online safety of our students is further being effectively protected through the celebration of the international event 'Internet Safety Day' which will be celebrated and supported across the whole school. Furthermore, online safety is also effectively taught as part of the ICT and Computing curriculum.	5.1.1 Care, welfare and safeguarding 5.1.2 Arrangements to ensure health, safety, security 5.1.3 Quality of maintenance and record keeping 5.1.4 Suitability of premises for all students 5.1.5 Provision for and promotion of safe and healthy lifestyles	The school has comprehensive policies and procedures to safeguard students, including child protection. Safeguarding and child protection policies are made available on the school's website, and can be viewed by parents and others at any time. The school takes effective steps to ensure students and parents know whom to contact if they have any welfare concerns. For example, the names and photographs of such persons are displayed in the school. The school also shares such information with parents and students via email. The leadership team and designated persons for safeguarding check and review the safeguarding and child protection policies and procedures regularly. Staff have attended child protection training and know how to keep children safe in the school and to protect themselves from allegations. Parents receive regular guidance on how to keep their children safe from social media during remote learning. Students spoken to show very good knowledge about e-safety that they have learnt in the school. 'The Anti-bullying Week' helps to raise students' awareness in all phases about the importance of respect for others. Displays in the corridors by students from phase 3 highlight the message to 'Be a buddy but not a bully'. Students in phase 1 have produced their own posters about anti-bullying. Students in phases 2, 3 and 4 have received support from visiting speakers such as the social police to share awareness about anti-bullying. Discussions with students from phase 4 indicate that they are very knowledgeable about the different types of bullying, including cyber bullying and understand the possible negative impact that social media might have on individuals. The school ensures that health and safety policies and procedures are thorough and aim to keep students safe and secure. For example, the health and safety

Next Steps: Two nurture rooms are currently being developed within the Secondary School - one for boys and one for girls. The purpose of these rooms is to provide a space for students to develop their; social skills, self-confidence, 'cool down', and speak to a member of the Pastoral Team about any concerns they may have. Evidence Source: Minutes of Meetings Well-being Calendar of Events Microsoft Teams Posts Class Dojo Posts Weekly Letters Social Media Posts Student Leadership Questionnaire Educare Certificates Parent Council Meeting Minutes Board of Trustee Meeting Minutes Student Council Minutes Induction Training Schedule Safeguarding policies Evidence in Practice Wellbeing Calendar ICT Lesson Plans Examples of activities from Internet Safety Day, 2021 Educare Certificates Minutes of Meeting Pictures taken of the rooms - currently being created 5.1.2 Arrangements to ensure health, safety and security AJIS has a consistently high standard in maintaining the health and safety for all students and staff including visitors. Good housekeeping and hygienic practices are one of the priorities of AJIS including maintaining and providing a fully safe and healthy living environment. COVID-19 related cases are immediately reported on the Infectious Disease Notification System (IDN) as per mandatory requirements. Pest control implementation is conducted frequently in all areas of the school. Transportation team is also hands on in ensuring the safety of students going to school and going back home with proper timings and schedules based on DOT mandatory requirements including competent bus monitors on board. Air and water quality testing is conducted every 6 months together with water tank cleaning. All legal compliance including Civil Defense, MCC, School Clinic certificates are always updated and valid. Evidence Source: Housekeeping Policy Infection control Policy COVID-19 Protocol Transportation Policy DOT/QCC Certificates Pest Control Reports Water quality testing and water tank cleaning report Civil

leads undertake robust checks on the premises and resources, including weekly fumigation, internal sanitization, water quality testing and air monitoring. The school implements COVID-19 policies and protocols very well to ensure the safety of students across all phases. These include signed one-way walking systems in corridors and for students to use separate staircases at staggered times. The school also implements thermal imaging at entry and exit points to ensure the safety of staff, students and visitors. The fire risk assessments of the premises, including fire drills are regular. Staff supervise students in all parts of the school and on the school's transport to help them remain safe and secure. The school maintains comprehensive and systematic records of the welfare, health and safety. For example, the buildings and facilities are maintained in excellent order, including the laboratories and food and design technology suites. Records, including incidents and accidents are very well kept, including subsequent actions. Detailed health records of all students are kept in the school's clinic with information on students' medical needs, including their height and weight. Procedures for safely administering medication are in place and students' medication is kept securely locked. For example, the school nurse monitors and addresses the medical needs of students, including those with diabetes. The nurse also keeps medical records of staff and adults and provides them with support on their health and well-being, including how to monitor weight. The school premises and buildings provide excellent physical environments for all phases. There is ample space both inside and outdoors across all phases. There are ramps and a lift to enable easy access to the top floors of the school. There are suitable toilet facilities for students, staff and visitors with mobility difficulties. Class sizes for students are generous, and rooms are very well ventilated and lit. The school promotes students' safety and healthy living effectively. For example, students engage very well

Defense certificate, MCC Certificate, School Clinic License 5.1.3 Quality of maintenance and record keeping AJIS facilities and equipment are well maintained, Equipment maintenance is done periodically as scheduled. Facility related damages are reported and rectified on proper timeline, Incident reporting is done through AL ADAA system as per mandatory requirements by ADEK. Evidence Source: Water tank cleaning Report Water quality test report Incident reports 5.1.4 Suitability of premises and facilities for all students, including those with special educational needs AJIS facilities provide a wide-ranging environment which can cater the needs for all including students with special needs. All entrances have disable pathway. Fire evacuation chair is available to be used for Students with special needs. 2 Lifts available for catering students with special needs. SEN intervention room is available at all year levels. Evidence Source: All Toilets facilities have Disable cubicles suitable for special needs students Fire evacuation chair 5.1.5 Provision for and promotion of safe and healthy lifestyles H&SAJIS is regularly conducting healthy awareness sessions for all its students and staff, AJIS clinic has competent nurses that are available for any health-related concerns. Moreover, a care plan for each student and staff with medical health conditions is made available for the department concerned. Healthy lifestyles are actively encouraged at AJS, throughout the whole school. Active lifestyles are supported through the popularity of physical weekly extra-curricular activities, delivered by different members of the teaching staff besides the Physical Education Department. This has been further successfully promoted by the celebration of 'International World Fitness Day'. Healthy eating is encouraged through the variety of nutritious and diverse food groups on offer in the school canteen. Next Steps: To extend our promotion of a healthy lifestyle to all stakeholders including parents and the further community. Evidence Source: Nursing Care Plan School Clinic

in physical exercise in the school and enjoy their play in the outdoors. They also take part in the school initiatives such as the '10 Steps' healthy program and' World Fitness Day' to help them develop their physical skills and to promote their physical health. The school's cafeteria provides snacks and hot meals. Students give feedback to the cafeteria staff on the quality of the healthy food provided. The pastoral team provide nutritional guidance and health care plans in collaboration with the school nurses. The school counselors and the pastoral team provide and share regular advice and guidance with students and parents on how to adopt safe and healthy lifestyles. However, a minority of students do not adopt healthy eating habits as they consume unhealthy snacks. The school nurses promote initiatives such as dental health and hygiene and support students' mental health and well-being very effectively.

Licenses Nurse Licenses Health awareness Training Extra-curricular activities timetable Extra-curricular activities letter to parents. Picture Evidence - shared on social media

PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
5.2.1 Staff-student relationships and behaviour management 'To embrace a happy and positive life-style and the spreading of positive messages internally and externally to ensure the well-being of all AJIS community.' Ajyal's School Mission. AJIS school community follows a systematic behaviour policy, based on the guidelines set out by ADEK which is effective in managing the behaviour of students. The Behaviour Policy is visible throughout the school environment and all members of the school community are familiar with it and it is effectively implemented and followed. In response to Online Learning a Behaviour Management Policy has also been created, effectively implemented and shared with all stakeholders. A Traffic Light system is used throughout the school to monitor and encourage students to make the correct choices. The Secondary School have recently (Term 2) implemented their own version of the Traffic Light system as a way of promoting continuity throughout the school, especially for those Key Stage 3 students who have had a prolonged absence from school due to the COVID-19 Pandemic. Behaviour is consistently tracked and monitored using the Orison system. Students and staff achievements are celebrated weekly through an Achievement Assembly. This happens in each class, across the school. The relationship between staff and students is very positive across the school. In the Secondary School there is an opportunity for student voice where students are able to vote for their Teacher Star of the Week, earning House Points for that teacher. This has helped to build and maintain extremely positive relationships between staff and students as they have been able to share their opinions and the sense of competition has been developed. In the 2018 IRTIQA inspections it was noted that there	**5.2.1** Staff and student relationships and behaviour management **5.2.2** Promotion and management of attendance and punctuality **5.2.3** Identification of students with special needs, gifted, talented **5.2.4** Support for students with SEN and the gifted and talented **5.2.5** Guidance and support for all students	Relationships between staff and students are excellent across all phases. All teachers show care and empathy towards their students, praise and encourage them to learn. The school shares the behavior rules with parents and students so that they are familiar with the expectations. Students are clear about the school's code of conduct and respect the rules. All teachers implement the behavior management strategies consistently. The school counselors provide support to students and their parents on positive behavior and attitudes to learn. Staff are sensitive to the challenges and impact of COVID-19 pandemic and endeavor to support and meet the needs of online and face-to-face students. For example, staff respond quickly to any requests made by students and parents. A house point system promotes positive relationships between staff and students. The school offers teachers and students 'Star of the Week', which are displayed in the school's corridors. The school has developed effective systems and procedures to manage attendance and punctuality. The social worker and the pastoral team follow up students' absence and lateness. The school takes pride in motivating students to attend the school and to value learning. The school conducts celebration assemblies in all phases. For example, in phase 1, children receive a class award to boost their attendance. In other phases, students receive a year group award which aims to improve attendance and punctuality through a team building approach. The school maintains accurate records of attendance and punctuality and share this information with staff and senior leaders to ensure a unified approach is in place to improve attendance and punctuality. A Year 3 student commented on how it was 'really good to be back in the school

was a lack of consistency throughout the school. A whole school House system has been created and is effectively being implemented across the different phases of the school. Students have gained a sense of belonging when assigned to a House. Teachers have also been assigned to a House to create a sense of competitiveness and engage all members of the school community with the House system. It is now part of our registration procedure that students are assigned to Houses when they enter the school system. Our House Logos were uniquely designed by our students, connecting to their Emirati heritage. We have based our House System on Emirati symbols and culture; Palm, Petroleum, Pearl and Falcon. All staff, irrespective of position, received training during Induction Week on the importance of the House System and how it can be an effective tool for well-being. The training was also refreshed at the beginning of Term 2 for Middle Leaders. In the social survey completed by the Student Leadership Team, 100% of students stated that they enjoyed the House competition and looked forward to the announcement each week. Comments were made in the feedback such as 'This is there to motivate students to work together as a team and to support each other and this will increase the participation in classes.' We have further developed our consistency throughout the school through the implementation of the HP Innovation which we have externally been deemed as 'Outstanding'. This innovation involved focusing on the transi tion from Key Stage 2 to Key Stage 3. The well-being successes of this was the fact that both students and teachers from the two key stages were able to create a rapport before the commencement of Term. Students were informed of what to expect in Secondary School, Form Tutors, Ms. Sahar (Supervisor) etc. Evidence Source: Behaviour Policy - Face to Face Learning and Online Learning Orison - Behaviour Report Star of the Week certificates House Point Displays Achievement Assembly PowerPoints Teacher Star of the

and to see our friends and work independently'. The attendance is 97%. The school has comprehensive systems and procedures to identify SOD and G and T students. Systems include observations that teachers make, assessments in subjects and information they receive from parents. They also conduct cognitive tests to check the level of reasoning and to identify any difficulties such as dyslexia, concentration or speech. The school also uses the CAT4 assessment data to identify students with specific talents and to help meet their aspirations. Staff have meetings with parents and students to discuss the potential gifts and talents. A member of the senior leadership team oversees the provision of SOD. This individual works very well with parents and agencies such as speech and language and occupational therapists to ensure that students receive the appropriate support they need. SOD are identified using agreed criteria internally and have individual educational plans. The school sets targets for learning and development, including written input from parents, students and staff members. SOD receive good support through intervention programs in the school. However, the school does not have enough evidence to show how it monitors the learning of SOD who still attend remote learning at home. G and T students do not always receive sufficient challenge to maximize their learning. Students receive very good support from the school staff on their personal development and well-being. For example, the pastoral team monitors students' well-being and provide the appropriate support to students such as how to manage anxiety due to COVID-19. In response, a five-minute rest breaks have been introduced between lessons for students to rest and to reflect on their learning. Teachers say that students are relaxed and ready to learn in the next session. In addition to this, a schedule of extra-curricular activities is planned to resume, to enable students to benefit and enjoy experiences beyond academic learning such as

Week certificates Teacher Star of the Week survey Emails Whatsapp Messages Class Dojo Messages Microsoft Teams Message Pastoral Flowcharts Student Leadership Survey Timetables Form Time Resources Minutes of Meetings Teacher reflection 5.2.2 Promotion and management of attendance and punctuality AJIS ensures that students are attending all classes and activities that result in their understanding of the curriculum and the subject being taught according to the ADEK Policy. We are following our attendance policy and encouraging our students through our reward system. Parents are well informed about their child/children's absence or late arrivals in school through email, phone calls and WhatsApp messages. All the records were kept safely. Daily absences are recorded online document on drive with the absence reason. There are authorised and authorised absence procedures according to the documents provided by parents. Target: Achieve 98% in attendance and planning to give some awareness programme to parents in this regard. Increasing our reward system and house points for attendance prospective. There is a clear attendance policy with a stepped process for dealing with attendance issues. An electronic attendance system has been established in school. The importance of excellent Attendance and punctuality is emphasized in the home/school agreement. Excellent attendance is rewarded with certificates across the school and written acknowledgements e.g. teacher e-mails, displays, letters home, certificates. Discussions of attendance are built into our assemblies and Curriculum Enrichment Programme. Parents are required to submit holiday request forms and holidays in term time are actively discouraged. Reporting to parents on attendance and punctuality increased to 6 times a year. Front of House staff follow a stringent first day response procedure; Student Welfare Lead analyses attendance on a half-termly basis, contacting parents when attendance is unsatisfactory.

cooking clubs. Transition to the new academic year is well organized across the school. For example, students in all phases meet their new teachers before the beginning of the academic year and get to know them. Parents also receive a welcome call before their children join the school. Currently, staff hold online meetings with parents to assist students in phase 3 about making decisions about choices of subjects. Discussions with students from phase 4 indicate that they receive very good advice and guidance about the career choices and next steps in their education, including career fairs and CV writing. Parents say they receive support from teachers about their children's career pathways.

100% attendance and punctuality of individuals celebrated weekly, termly, and annually. Evidence Source: Attendance record on Orison Emails to Parent Live document on drive about absence with reasons Attendance certificates WhatsApp records 5.2.3 Identification of students with special educational needs, and those who are gifted and/or talented The SENCO is involved in the registration process. Students who require additional support are identified through entrance testing, CATs, baseline data, progress checks and teacher, LSA and parent referrals. Entrance tests are undertaken to allow us to identify the needs of the students. Previous school reports and medical reports (if available) are gathered during registration to inform provision of support. Across both primary and secondary level ongoing analysis of student progress takes place within every year group at various intervals throughout each term. Data is gathered and analyzed rigorously in relation to phonics, literacy, and numeracy. CAT 4, GL and ABT assessments are administered, the results of which are used to inform planning and provision of support. We follow the UK SEN code of practice and use assess, plan, do, review cycle to support our students. Students with diagnosed special educational needs receive individual support from the SET - either in or out of the classroom setting depending on their requirements. A Learning Passport, Care Plan and Individual Education Plan are drafted to support their particular needs, and these are discussed in depth with class teachers and relevant staff. Students who require additional support in particular areas receive intervention periodically throughout the week in groups. A Learning Plan is drafted to suit the combined needs of these children. These groups are dynamic and usually adjusted every 6 weeks in line with levels of progress and achievement. Emphasis is placed on SEN support if anything over and above the normal differentiated curriculum is needed and a wave system of intervention is in place to ensure the students are
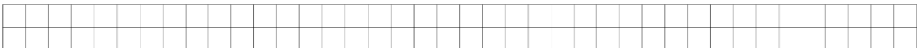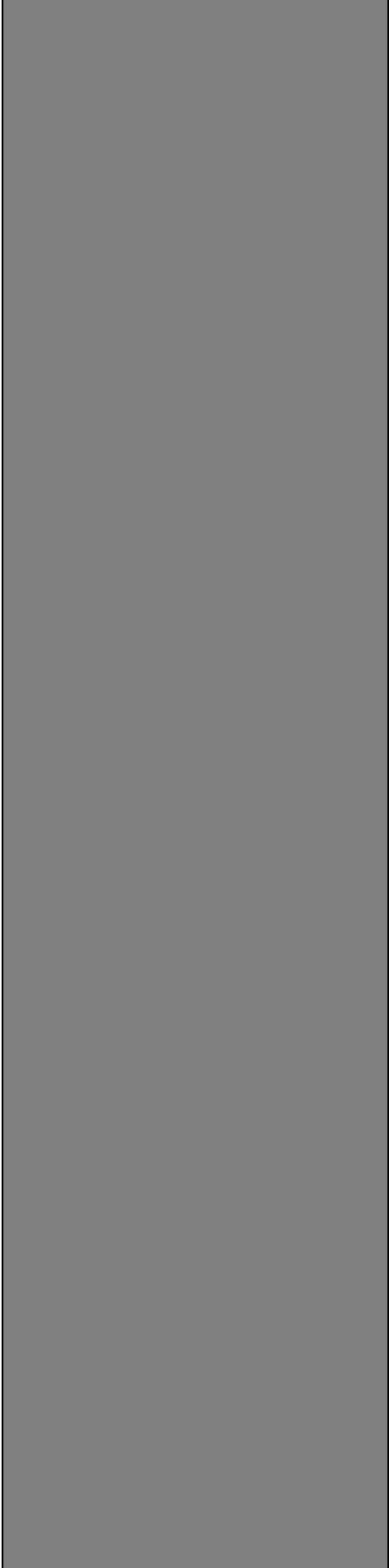
supported effectively. Staff training on identification of need in place annually. An early Intervention program is implemented in EYFS specifically targeting early acquisition of phonic and number skills. We follow the ADEK Sen Policy Handbook written and stored in library. Next Steps for Term 3 In relation to the identification of those pupils with special educational needs, the next steps would be heavily steered towards staff training. Covid has greatly impacted the ability to offer interactive group sessions, team building and research projects centred around Special Educational Needs. A rigorous approach will be taken towards establishing a secure knowledge of special educational needs among all staff across both primary and secondary schools and extending to include staff such as the H&S Officer, social worker, community officer and other relevant members of the Ajyal school community. Evidence Source: Previous school reports Medical Reports/ diagnosis CAT 4 assessments Baseline phonics/ reading data CPD/ staff training Teams reference page for SEN Minutes of staff meeting - year groups/ individual staff Provision of support notes, plans, resources & files for staff. Student Support Plans (SSP) and files Early Intervention Plan ADEK SEN Policy SEN / POD Handbook 5.2.4 Support for students with special educational needs, and those who are gifted and/or talented Ajyal International School is fully inclusive and accepts students with a wide range of special educational needs. Our last report dated 2018, outlined that our provision for SEN was not adequate. "Across the school, students with special educational needs make too little progress because class teachers do not understand how to support their learning." Now, Ajyal offers extensive support. The SENCO liaises with all class teachers, year leaders, heads of department and senior leaders frequently. A strong link has been established with the Pastoral Team and the PE department to incorporate all aspects of inclusion - mental health, wellbeing, and

fitness, in addition to academic needs. An Individual Learning Plan has been drafted for certain pupils in collaboration with the Head of PE to facilitate Gross motor Movement for those who require it. The SENCO also liaises with H&S officer and the school nurses to prepare supporting documents and files such as healthcare plans and risk assessments. The school counsellor, the special education team and the learning support assistants offer support across all phases. Meetings are held regularly to not only track student progress, but also to address any issues of concern and make suggestions about upcoming events or practices to support the children. CPD's are regularly attended to cover all aspects of SEN, Wellbeing, Pastoral Care, and Inclusive Practices. Teaching children with additional needs is a whole school responsibility: quality first teaching essential to meeting needs. Class teachers assess, plan, do, review, and modify the curriculum to meet individual needs. SENCO supports this by providing extra resources, documents, and techniques relevant to the child. All teachers receive CPD on implementing IEP's. All staff are provided with training to support and share inclusive practices. A graduated response to need is supported by provision mapping. A register is kept based on this approach. The SENCO drafts Individual Education Plans for each child with special educational needs. These are written in collaboration with the parents, the class teacher, and all members of the special education team. Parents are an integral part of the support offered - their opinions are highly valued in the IEP process. The targets and objectives are personal to each child and reflect their capabilities. Ajyal International School works hard to place emphasis on the children's strengths, focusing on the skills they already have and building on these to support their learning. Fortnightly meetings are held to discuss the child's progress with the class teacher. SENCO communicates with parents weekly to offer a positive element of progress from their week. IEP's are

working documents, adjusted, and amended as required. Individual, specifically written SEN reports are provided for each child with additional learning needs. Classroom monitor is used as a formative assessment tool - in addition to standardised assessments. Informal assessment is gathered through work samples, observations, learning walks and through parent/ student feedback. Classroom Monitor has facilitated the development of secure, deep learning based on Bloom's Taxonomy. At Ajyal we focus on, and incorporate the psychomotor, cognitive, and affective elements of learning simultaneously. For some secondary pupils, the Ziggurat Model is used as a comprehensive tool for identifying and supporting needs. Teachers plan for children identified as MAGT, personalizing learning and offering appropriate challenges through enrichment activities, extension in lessons and broader opportunities within the school social structure. The Inclusion team provides additional support where appropriate: this includes support for SEN, EAL, MAGT and those with challenging behaviour. Plans are drawn up as required and are personal to each child. The Inclusion Team offers both withdrawal (STIP - Specific Targeted Intervention Program) and in class support where appropriate depending on the child. Specific support offered during Arabic/Islamic lessons to identify Arabic first language children who have a high level of need. EAL provision extended to meet a growing need across school. Provision follows an early identification model similar to SEN, including assessment of admission, additional support, and close monitoring to ensure progress. Training given to staff on how to support EAL students in class; teachers encouraged to raise concern early so that support can be put in place. Register of EAL students is regularly updated. EAL Plan established and in use. SENCO liaises regularly with outside agencies - a variety of different therapists to incorporate their practices and approaches to
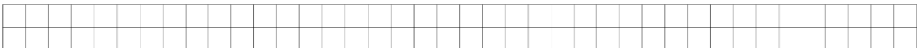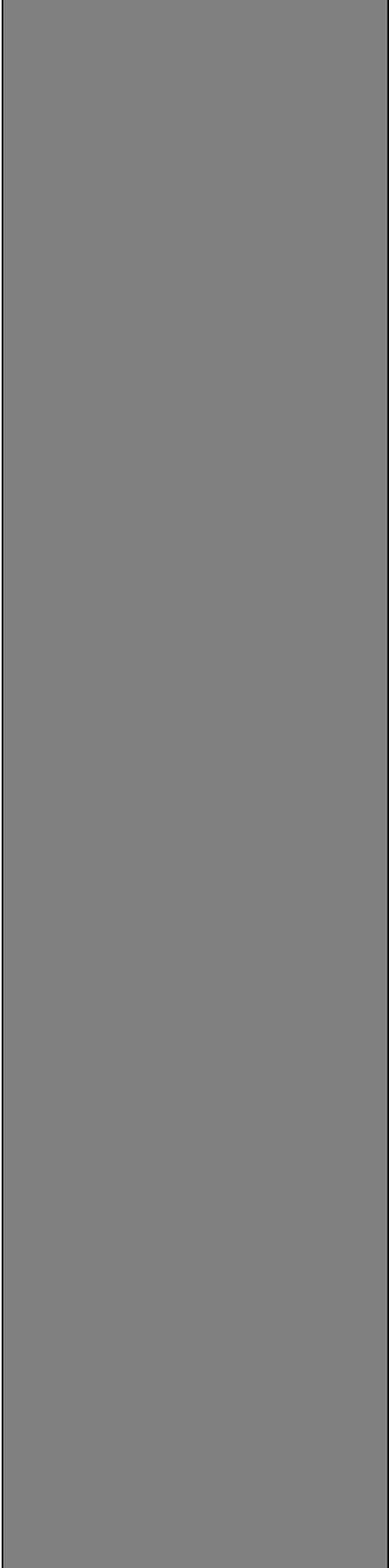
learning into the specific child's individual plan. Subsequently these are discussed with the class teacher and a triangle approach to teaching and learning is established with the SENCO, Class teacher and external therapist steering the direction of learning. To support our pupils with additional needs, Ajyal uses the following supports and resources Reading Programmes - Oxford Reading Tree, Scholastic Lit Pro, Bug Club and Kutubee Typing Programmes Spelling Programmes (SNIP/ TOE by TOE) Individual tablets/ IPads Assistive Technology Reading Rulers Coloured Reading Strips Fidget Boxes Sensory Toys A Break Room to relax/ practice some mindful techniques Fundamental Movements programme specifically for those with motor movement issues Elevator Fire Evacuation Chair SENCO conducts regular check-ins, learning walks, observations, and IEP meetings to assess pupil participation, progress, and teacher differentiation. SENCO communicates with parents regularly about the level, quality and consistency of support and intervention provided. SENCO has set up an individual Teams page for each pupil with special educational needs to use (in addition to their class page). This page offers support for all aspects of the curriculum, as well as Wellbeing elements. Activities, work tasks, informal assessments, games, and stories are posted daily for those pupils that continue to remain online. Pupils communicate with SENCO throughout the day via the chat box should they need immediate help or support with anything. Next Steps Regarding the provision of support for pupils with additional and special educational needs, and in collaboration with the pastoral team we will be establishing two nurture rooms in secondary school. The aim of these rooms is to provide a space for wellbeing and mindfulness and to promote the supportive aspect of inclusion which extends far beyond academia. The rooms for secondary school will be a space to encourage reflection, acknowledging the need for a mindful pause on a busy day. We aim to encourage the pupils
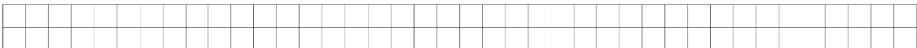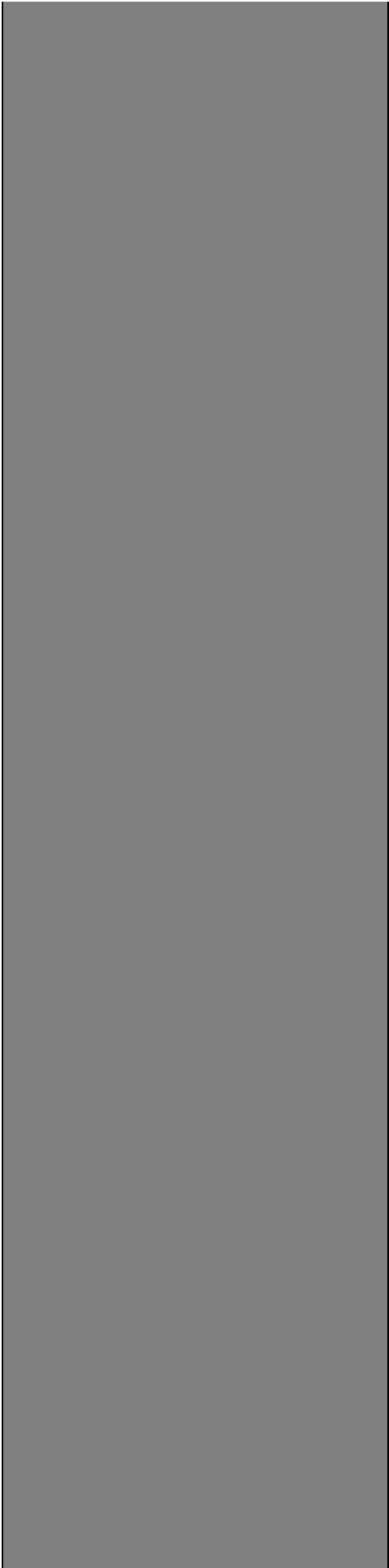
themselves to recognise when this break may be needed. Supervision will be available. Suitable activities will be set up within the rooms to relax, encourage reflection and promote positivity and self care. In primary, the rooms will be focused towards sensory stimulation, offering a variety of resources to appeal to those children who may require extra stimulation through lights, sounds and fidget toys. There will also be an option to relax for those who may feel overwhelmed by daily school activities and routines. Projectors, soothing sounds, bubble machines and bean bags will be used to create a peaceful, calm and safe space. Evidence Source: Minutes of meetings with different school departments. CPD enrollment and completion certificates Learning Passports Care Plans Individual Education Plans. Risk Assessments. Calendar of events Wellbeing occasions marked SSP with all related individual files for SEN children kept in the SENCO office and used for reference during meetings. CPD completion Certificates Provision Maps Parent Meeting Minutes IEP Meeting Minutes Team Messages Emails WhatsApp messages Certificates of recognition/ achievement SEN Reports Classroom Monitor Data Classroom Monitor Reports Summative Tests Formative Tests Diagnostic Tests Ziggurat Model MAGT- ALPs CAT 4 Reports MAGT register EAL Plan EAL register identifying specific children of concern External Reports Communication Log Reading attainment Data Lit Pro Data Learning Walks Observations Progress Meetings Parent Feedback. Individual Teams page Communication via chat messages. Evidence in practice Work samples submitted. 5.2.5 Guidance and support for all students 'To ensure that no student needs to complete a University Foundation Program.' UAE Vision, 2021 In line with UAE Vision, 2021 Ajyal has committed itself to ensuring that our students are prepared for life after secondary education. We have appointed a Career Guidance Counsellor who is available to meet students on a

personal or group basis. Furthermore, we have now scheduled a 'Career' lesson for those students who are preparing to leave education (Key Stage 5). Year 9 students have also been timetabled with a 'Career' lesson so that this highly effective support can guide them into picking the correct IGCSE options, suited to their abilities and interests. These effective and proactive steps are those which are needed to ensure that the UAE vision is met within AJIS - ensuring all students are prepared for their time at university and can begin their further educational journey as soon as they are able to. Next Steps - We would like to further extend and develop our students' preparation for further education. We will be actively seeking opportunities to visit University fairs (virtually) so that students are aware of the potential options which are available to them. Due to COVID external visits/ trips have not yet been approved. 'Students do not know who to contact for different issues.' 2020 Online Inspection The 2020 Distance Learning report deemed that students did not know who to contact in regard to different issues and concerns, namely pastoral and well-being ones. In response to this feedback flowcharts have been shared with students which show the steps they should take if they are ever facing a problem. These flowcharts are visible around the school and have also been shared with staff, parents, and students via Microsoft Teams etc. Furthermore, in a survey completed by the Student Leadership Team, over 90% of students have said that they are aware of the member of staff who they can approach regarding different concerns. Form Tutor time provides a platform for students to share concerns. Next Steps - With the return of face to face learning we will be looking at reintroducing the last period of the week being dedicated to Form Time. These sessions will be a mixture of celebration, guidance, and support, well-being activities. Evidence Source: Timetables Minutes of Meetings with Career Guidance Counsellor Photographic Evidence

of Career Guidance Office Pastoral Boards throughout the school containing images of the Pastoral Team Flowchart of the steps to take if there is an issue of concern		

Next steps for leaders:

1. Help students understand the importance of healthy eating and the possible impact it might have on their health and well-being. 2. Monitor how SOD study from home using online learning to ensure they continue to make the best possible progress. 3. Provide support and challenge for the G and T students to meet their aspirations.

PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
6.1.1 Vision and direction Leadership teams have a clear vision and sense of direction evidenced by the priorities within the School Improvement Plan. This is focused on continually Rising students' progress and achievement. A new thorough school vision and mission was developed in 2020 and involved consultation and collaboration with all stakeholders within the school. The SLT and leaders at all levels of the school promote a vision rooted in improving provision, Rising standards and outcomes and preparing students for the next stage of life. SLT maintains teacher voice and cross phase voice in decision making through teacher SLT representation. The inclusive nature of the school and its focus on all groups (SEN, Emirati, Expats, EAL, HA/GT) is reinforced through whole staff and departmental meetings, the school environment and in school policy. The school Governing body was active up until 2019 but has been ongoing in some regions of roles and members. Evidence source: New vision and mission, Performance Management documents, Meeting Schedule, Minutes from meetings, Year leader meeting minutes, Phase SEFs and Action Plans, Year leader projects, Middle leader training, Highly experienced, UK trained Recommendations for Improvement The New vision and mission set a clear strategic direction shared by the whole school. It is now in the embedding stage, having been rolled out last year. To focus on strategies to extend the new vision and mission to the whole school community. The school governing body has been undergoing a review during the academic period, June till December 2021. Our next step is to share with the new governing body the new vision and mission. 6.1.2 Educational leadership (where are we now?) Senior Leaders are highly qualified and experienced. The Leadership team embraces	6.1.1 Vision and Direction 6.1.2 Educational Leadership 6.1.3 Relationships and Communication 6.1.4 Capacity to Innovate and Improve 6.1.5 Impact on and accountability for school performance	The Principal and leaders at all levels articulate a very clear vision and strategic direction for the school. They share their ambitions with staff and the wider school community, aiming at improving attainment and progress and preparing students very well for the next stages of their education. Leaders at all levels are committed to inclusion and the UAE national and Emirate priorities. For example, the school has a senior member of staff to oversee the provision of SOD and to liaise with parents and multi-agencies to help attend to the needs of individual students. The school has recruited a PISA coordinator and has established teams to support and monitor the PISA and TIMSS examinations to improve students' standard of education. The school leaders demonstrate very clear knowledge and understanding of best practices in teaching, learning and assessment. They support a positive learning culture and improved standards of students' learning and personal development. They have been successful in upskilling new staff to teach different subjects in the school, including English, mathematics, science and Arabic. The school leaders have provided training to the heads of departments so that they can support teachers on how to plan lessons, to implement the curriculum and to monitor students' progress. They have also restructured the middle leadership teams, reviewed their job descriptions in all subjects to empower their leadership roles and to build the school's capacity. For example, the senior leaders ensure that middle leaders and teachers of the English curriculum have a thorough knowledge of the English National Curriculum, the EYFS Curriculum and the Learning and Development Matters. Overall, the school leaders have sustained good performance since the previous inspection and have significantly

leadership at all levels of the school and expectations are that the vision and mission are actioned. To emphasize this the middle leadership team has been restructured to empower the leaders in these roles. Detailed revised Job descriptions are in place Middle leaders are developing revised roles in line with the new job description job description has been Developing knowledge of leaders in curriculum: Leadership at all levels of the school understand the English National Curriculum and Early Years Curriculum and are well versed in current changes and innovations. All school leaders currently demonstrate a thorough knowledge of the curriculum. We have invested in a robust tracking and monitoring system of student attainment, Classroom Monitor. All leaders have had to review English National Curriculum KPIS and ensure they are fit for purpose to ensure a consistent approach to the delivery of the curriculum across all the phases. EYFS was a new curriculum and the head of early years went on a workshop to sharpen and upskill her knowledge. All KPIs have been revised and updated on a new software, Classroom Monitor, and shared from Year 1 to Year 6 in all subjects. In early years, the leader underwent training, a course. All teachers receive training in their curriculum area. Across the school there is a broad mix of experience combining those with several years' UK experience, some new to teaching and others with experience from outstanding schools from a wider international network. Evidence Source: CPD, SLT Staff overview, Teacher profiles/experience, Year leader meetings each week APs attend weekly phase, meetings, SLT meeting agenda and minutes, include finance/premises issues 6.1.3 Relationships and communication Weekly meetings with line managers empower middle leaders while ensuring line managers are in tune with teams. Regular meetings take place including administration, finance, and registration ensuring all departments play a full part in decision making. Regular emails and

improved students' attainment and progress. However, some aspects of leadership, such as the strategic use of assessment data by teachers to inform teaching are not yet fully embedded. The school has acknowledged that there is more work to do to improve the use of assessment in the school. Relationships across the school are very strong. Morale throughout the wider school community is high. The school has retained a good quality of education and has dealt well with the challenges of COVID-19. For example, teachers continue to plan and deliver their lessons by supporting students attending face-to-face and remote learning. Staff say they have clear roles, responsibilities and lines of accountability. They know whom to refer to for support and guidance. The school leaders support and hold staff accountable for students' achievements. For example, they check students' attainment and progress data with the teachers. They ask questions to find out how teachers are narrowing the gaps in students' learning and how they can provide extra support to help, for example, SOD and lower attainers to catch up. The school leaders ensure that the school is compliant with ADEK requirements. For example, they ensure that there are suitable staff to teach the different phases, to deliver the Arabic and English curricula and to know how to align students' attainment and progress with ADEK Assessment Policy. The school's capacity to improve is very good.

updates to stakeholders. Evidence Source:Meeting agendas and minutes, Emails 6.1.4 Capacity to innovate and improve coherence between the improvement plans of the Primary and the Secondary Transition Reading KS2 KS3 Lit pro math's Action for math's collaboratively designed by Helen, Kamal, Louise, Joanne, "Talk for Writing'", from EYFS into Year 2 White Rose Math's iLower Secondary 'INVESTOR IN PEOPLE': As a Leadership team we value the importance of investing in people. We have adopted a policy of promoting staff internally and identifying from our pool of staff admin teachers who could with support be mentored and coached into new positions. There are pathways for all stakeholders to develop and move forward. This is part of their Professional development. Performance management scheme has been put in place for the Academic staff. (APP) The new system triangulates the whole school's last Irtiqaa report, SEF, and SDP. The plan has a whole school this means that the school has a collaborative approach to meeting the schools KPI's. The school's performance management program still needs to be refined in order to ensure equal opportunity for all stakeholders. Developing knowledge of leaders in curriculum. Irtiqa'a '' Area for improvement The school continues the cycle of improvement. To build leadership capacity and sustainability, Distributed Leadership was established. Curriculum, Year Group and Senior Leaders all share a clear direction for the school. The school continues to grow with the induction of new staff on an annual basis. Evidence Source: PM Forms, PM targets, PM review cycles 6.1.5 Impact on and accountability for school performance and standards The school is fully compliant with statutory and regulatory requirements. A robust process of Performance Management is in place to secure further school improvement and provide opportunities for relevant CPD. All positions have role descriptors against which individuals are annually reviewed. Next Steps:

Middle leaders conduct joint observations with senior leaders to share responsibility for self-reviewing where the school is at and mapping the next steps for staff and school.

PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
6.2.1 Processes for school self-evaluation All leaders across the school demonstrate a strong commitment to school improvement. Self-evaluation and improvement planning is highly effective. The last ADEK Inspection recommendations have been built into a school development plan that reflects where the school is going as a learning community, engaging teachers, students, and parents in the process of self-review. Team Leaders have worked on Action Plans and Mini-SEFs to feedback into the whole school SEF. Performance reviews reflect Role Descriptors, Mini-SEF feedback, and individual student information via Classroom Monitor both at the team level via team meetings and Phase Leaders and at the whole school level via the principal. Working parties CPD Implement Evaluate Evidence Source: Self-Evaluation Form School Development Plan CDP Calendar Staff Handbook Staff Survey ADEK My Identity Report PPM documents Phase SEFs and action plans. Monitoring Files. Observation summaries Classroom Monitor 6.2.2 Monitoring and evaluation of teaching & learning in relation to students' achievement Our comprehensive Monitoring Cycle of monitoring and evaluation is in place across the school including teaching and learning, curriculum provision and student progress. Lesson observation tool focuses on practice on learning, teaching and assessment; with moderation ensuring consistent use. Detailed data analysis from termly assessments form part of our monitoring cycle and identify areas of progress and potential under-achievement. Intervention planning and its impact are regularly reviewed as part of this process. New staff observed within a month of starting, receiving timely feedback and mentoring. Observation feedback is standardized, the majority of	6.2.1 Processes for self evaluation 6.2.2 Monitoring and evaluation of teaching and learning 6.2.3 Processes and impact of improvement planning 6.2.4 Improvement over time	The school's self-evaluation (SEF) is systematic. It includes the views of staff, parents, students and other stakeholders. For example, the team leaders have devised their action plans and subject SEFs to feed into the whole SEF. SEF also notes other sources of information such as the national and international assessments. This helps the school leaders to highlight strengths and rightly identifies key areas for improvement. The school has systems in place to observe teaching and to monitor students' learning. For example, progress tracker is checked by senior leaders to identify any students who are less performing. Such information is shared with teachers so that they can provide appropriate support for individuals. Senior leaders observe lessons regularly and provide feedback to teachers on how they can improve the quality of their work. Middle leaders are beginning to observe lessons alongside the senior leaders to help moderate their judgments. However, the middle leadership team, particularly of the Arabic as a second language require more support to improve the teaching and learning in their subjects. The school's development plan includes the school's priorities for improvement with measurable timescales, costings and a system for monitoring and evaluation of the school's actions. This has resulted in significant improvements in students' attainment and progress. For example, teachers of English have attended phonics training and this is helping students to improve their ability to read and write. In mathematics, students develop good skills to solve problems and it is very good in high phase as a result of teacher training. However, assessment data is not always used sufficiently to identify weaknesses in individual students' performance and in Arabic as a second language in all phases. Overall, the school has maintained a good quality of

observations are conducted by senior leaders and middle leaders (to develop expertise) and improvement targets are the focus of feedback. An effective performance management programme is in place which places great emphasis on self-improvement and self-directed PD. Data driven Use data to inform planning, teaching, and learning Use data to inform training Evidence Source: Triangulation cycle to ensure robust judgements Mid-year PM to review progress of targets/address issues/provide support plan Observation timetables Self-review 6.2.3 The processes and impact of school improvement planning (Investors in People) Clear processes are in place across the school which impact upon school improvement planning which include the building of an assessment department to service the upscaling of data across the whole school. The assessment team has been appointed and covers the key assessment areas. The team has had internal intensive training and modelling of how to collect data analysis, questionnaires, feedback, student interviews and team reviews. The results inform our review processes, which includes the accurate identification of high-quality CPD. The self-evaluation cycle included all levels of leadership, operations, staff, parents, and students, reflecting a comprehensive review of the school's needs. The UAE national priorities have been embedded into the SDP and action plans and into our structural thinking. Evidence Source: Use of CM to track progress and analyze data Intervention programme Enrichment programme – boosters Monitoring cycle – lessons, book looks, learning walks Lesson observation timetable – includes UAE staff 6.2.4 Improvement over time School leaders effectively track and evaluate progress over time. Early identification allows the school to review and adapt strategy where necessary. Throughout the year we have shown improvement in our teaching and learning, which is always at the heart of our school's function. Student data is tracked via

education and acted on most of the recommendations noted in the previous inspection report. For example, in English, students' writing is improving steadily and students enjoy writing as part of the Big Write program. In phase 4, teachers of English, mathematics and science provide challenging tasks that support and extend students' learning.
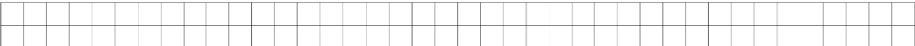
Classroom Monitor to ensure teachers and school leaders make judgements and maintain information over time. Arabic medium teachers line managed by Phase Leaders to ensure their pedagogical development as what is deemed as good practice. Next Steps: Questionnaires, feedback, student interviews

Next steps for leaders:

1. Provide training for staff on how to use assessment data to identify weaknesses in students' performance. 2. Strengthen the roles of the middle leaders to further monitor all subjects effectively, particularly in Arabic as a second language. 3. Make sure strategic use of data to inform teaching is fully embedded to improve students' achievement further across the school.

PS6: Leadership and management

6.3 Partnerships with parents

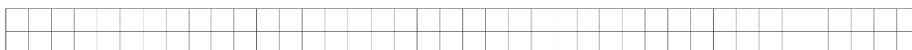| Internal Evaluations	Elements	External Evaluations
6.3.1 Parental involvement AJIS employs a dedicated Parental Relations Executive (PRE) located in the school reception area, solely focused on building the link between parents and school. The PRE provides support and guidance for parents on all aspects of school life. The school has a Community Café offering parents their own space where they are invited as a valued member of our community. The school operates an open-door policy where parental views are welcomed and listened to. Evidence Source: Parent Conferences Parent Council Coffee Mornings with the Principal Emails, WhatsApp, SMSs Surveys, questionnaires 6.3.2 Communication Parents are kept informed through a variety of methods e.g. newsletters, reports, workshops, parents' evenings, learning walks, Class Dojo, Instagram, and curriculum booklets. The school has Class Dojo, Twitter, and Instagram accounts to further engage and inform parents with two-way communication. Parent curriculum support materials are made available to parents electronically to enable parents to support learning at home. Parents engage the principal through the various methods of communication in the school. The opinion and voice of parents makes up a significant part of the strategic thinking of the school and corporate body. Evidence Source: Parent Partnership Action Plan Parent workshop feedback. Parent anecdotal feedback Parent Relations Executive Parent Council Minutes Parent handbook Parent welcome meetings Parent communication - Half termly newsletters Termly reports Termly parents' evenings Weekly dojo messages Parents' complaints procedures Emails Website Social Media (Instagram, Facebook, Twitter) SMS Postings on School Main entrance (main contact details of key people) 6.3.3 Reporting to	6.3.1 Parental involvement 6.3.2 Communication 6.3.3 Reporting to parents 6.3.4 Community partnerships	Parents contribute very well to the life of the school, including involvement in special days, such as National and Martyr's Days, celebrations of festivals such as Eid, raising funds to help families affected by COVID-19 and contribution to the organization of the Book Fair. Parent association provides regular feedback to the school about parents' views. The school employs a parental relations executive (PRE) who works in the school and helps to build on the link between parents and the school. For example, the PRE arranges for parents' coffee mornings and parents' councils to enable parents to meet each other and to ask for support when needed. The Principal attends such meetings to meet the parents and to respond to any requests they make. The school leaders seek parents' views on a range of school initiatives through regular questionnaires, meetings and parents' conferences. They gain parents' views and use them well to inform improvements. For example, the school has sought parents' viewpoints on the provision of computers and access to internet at home to support remote learning. This has led to more provision of technology equipment for families and the update of the school's technology systems such as making sure that the internet is accessible in all parts of the school for staff and students. The school has also provided a range of Arabic books to enthuse students to read, following the request made by parents. However, parents would appreciate more information of how well the school is progressing with regards to the improvement points noted in the previous inspection report. Parents appreciate the way staff keep them very well informed about their children's academic progress and personal development and well-being. For example, they receive regular reports about their children's efforts, targets, behavior

parents There is a clear reporting policy which was informed through parent consultation. Data snapshots, parent conferences, learning walks and formal reports take place regularly during the year to keep parents informed about progress and areas for development as well as any areas of concern. Evidence Source: Business links for National Day and other events 6.3.4 Community, national and relevant international partnerships A wide range of community links have been established which offer an extensive range of opportunities for all. AJIS has supported many charities; our children have raised money to support organizations. We host a number of local community events throughout the year including a National Day, International Day, termly book fairs, Arabic Book Fair, and termly charity events. Our parent association is very active throughout the school. Activities include the organization of whole school events, supporting after school activities, supporting charitable initiatives and fund Rising for the school. Our parent association provides constructive half-termly feedback to the Leadership of the school to ensure that any generic parental concerns and observations are discussed and fully addressed. Evidence Source: Tamara – book fairs, world book day, author visits National day celebration, Saudi National Day New parent council elected for Academic Year 21-22

and well-being. Parents say that the school's digital system makes it easy for parents to include any information they would like to share with the teachers, including the PCR results. Parents confirm that their children make good progress over time. Some parents have also noted that their children have made consistent good to very good progress, especially in English and Arabic-speaking, reading skills and in mathematics. The school has comprehensive systems to report on students' academic progress, personal and social development. This also includes strengths and improvement points as confirmed through the discussions with parents and the scrutiny of a sample of students' reports. The school has developed a number of productive partnerships with community groups such as fire emergency services, health professionals and national schools. For example, the school has developed very good networks with schools following the English curriculum to share their expertise. The school works very well with international educational institutions, for example, from the United Kingdom to develop the English curriculum, assessment and the EYFS learning and development. The school would benefit more from opportunities to work closely with schools following the Arabic curriculum to improve students' attainment and progress in the school even further.

Next steps with parents and partners:

1. Inform parents on how the school is improving since the previous inspection. 2. Work more with parents to expand further the links with the community once permitted. 3. Forge links with schools teaching the Arabic curriculum to enrich the school provision once permitted.

PS6: Leadership and management

6.4 Governance

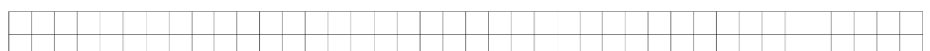| Internal Evaluations	Elements	External Evaluations
6.4.1 Involvement of parents and other stakeholders and impact on decision-making Decisions taken at senior level ensure a commitment to parents. School principal and SLT are held accountable for the development of relationships and delivery. A Parents Council has recently been in place. This group allows parents to be part of the decision-making processes and hold the school into account. This is an area that the school is aiming at developing so that the Parents Council can play a role and become proactive in developing and reviewing the school's self-evaluation processes. The school regularly consults with parents and incorporates their feedback e.g., home Learning, behaviour policy, feedback and is incorporated into school development plan. Parents impact decision-making at several levels: Individually, through meeting with teachers and managers at appointed times and generally on request in keeping with our school's "Open Doors" ethic. Class wise, through a schedule of coffee morning and workshops, and through parent-teacher consultations which inform parents about their child's academic progress and personal development Groupwise, should parents wish to meet with management to express concerns or commendations. Evidence Source: Parent Partnership Action Plan Parent workshop feedback. Parent anecdotal feedback Parent Relations Executive Parent Council Minutes Next Steps: Complete Reconstitution of the Governing Board. Further develop partnership with parents. 6.4.2 Ensuring accountability of the school's actions and outcomes Head of primary and head of secondary, as part of school SLT, are responsible for the day-to-day running of the primary and secondary schools, reporting academically to the director of education and,	6.4.1 Involvement of stakeholders 6.4.2 Ensuring accountability 6.4.3 Influence on the school	The school's governance benefits from representation from parents, school staff and the school leadership. There is no representation from students at this stage. Due to COVId-19, most members of the governing have moved outside the region. The governing body is in the process of reconstitution. At this stage, the school has secured committee members responsible for finance, staffing, buildings and health and safety. Other committee members have recently defined their roles, for example with regards to education and leadership and management, but have not started yet. At this stage, the headteacher reports to the operation management committee that is responsible for finance, staffing and health and safety. The headteacher and his team share the information related to the assessment data and the quality of teaching with the operation management. The operation management team have begun to seek the views of parents and students. Some of them bring new knowledge to the school. For example, the governors have conducted learning walks in the school and checked the school's health and safety policies and procedures, including risk assessments on the premises and resources. The owner is supportive of the school's work and with the support of the Vice Chair together, ensure that development priorities are supported financially and the provision of training is appropriate for the school, although governors have not developed their roles to hold the school more accountable for students' achievement. For example, they have not checked the quality of teaching or interrogated the school's assessment data. The governing body ensures that the school meets statutory requirements, for example, in relation to suitable teaching staff, resources to support

ultimately, to the school principal. The principal, reporting to the managing director and board, is responsible for the scrutiny of performance, finance and any consultation that has taken place on key proposals. 6.4.3 Influence on and responsibility for the school's performance AJIS is supported by the corporate team of professionals, ranging from Finance to legal advisors. Evidence Source: Audit Reports Purchasing process Contacting process Approval process

students' learning, health, safety and security of the buildings. Governors ensure that the school is safe and secure and COVID-19 rules are very well implemented by staff, students and visitors. The quality of teaching and learning is improving. They have made sure that staff know how to teach on-line, and students have access to learning technologies at home so that they can continue to access the curriculum and to learn during remote learning.

Next steps for governors:

1. Include student representation within the governing body. 2. Monitor the school's work and check students' achievement regularly. 3. Support, challenge and hold the school to account.

PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
6.5.1 Management of the day-to-day life of the school Policies and procedures in place to lead to a safe, orderly, efficient, and positive environment. Regular learning walks show that corridors and classrooms are vibrant and celebrate learning successfully. Specialist teaching spaces and high-quality facilities provide a generous and stimulating learning environment both in and outside of the classroom. Use of space is maximized within the building allowing the delivery of a broad curriculum experience for children. Movement around the school is regularly reviewed to ensure safe and calm transit around the school with no loss of time. Display is highly visible around the building both for visual stimulation and celebration of students' work, both inside the classroom and in all corridors. Evidence Source: Personnel file School environment Role descriptors Induction plans Monitoring cycle – environment check Learning environment PD – non negotiable Continuous provision – FS Maintenance form to address issues 6.5.2 Sufficiency, deployment, and development of suitably qualified staff to optimize student achievements Recruiting procedures ensure that all teachers employed in the school have appropriate teaching qualifications, expertise in the curriculum and a shared ethos of quality education with a strong focus on learning. All staff are professionally qualified for the roles and follow a rigorous selection process; this is backed by induction programs and ongoing CPD. Evidence Source: HR procedures/policy ADEK requirements followed Interview notes Induction programme PD timetable 6.5.3 Appropriateness of the premises and learning environment to promote student achievement The school campus is modern and well presented. It is safe and continues to be maintained by a hard-working team of support staff.	6.5.1 Management 6.5.2 Staffing 6.5.3 Facilities 6.5.4 Resources	The day-to-day management of the school and its procedures are efficient and have a positive impact on students' achievements and well-being. This ensures that there is a calm, orderly and positive environment for learning. As a result, students continue to make good progress overall. For example, the leadership team conduct learning walks in all parts of the school to ensure that students are punctual and ready to learn. The school is appropriately staffed with suitably qualified teachers and experienced support staff, who benefit from induction processes when they join the school. For example, recruitment procedures ensure that all teachers employed at the school have appropriate qualifications for the subjects they teach, expertise in the curriculum and the lead role. Staff say they benefit from professional development opportunities such as the development of speaking and writing in English for students. However, teachers would benefit from training to match their needs so that they can improve students' attainment and progress, especially in Arabic as a second language. Middle leaders need training to help them know how to monitor the quality of their subjects even further. High quality facilities and specialist teaching places provide a generous and conducive environment for learning in and outside the classrooms and to allow the delivery of a broad curriculum. Classrooms are large and airy and well equipped with technology tools, including interactive white boards. For example, support staff use the spaces outside the classrooms to provide intervention programs for small groups of students, including SOD. Displays are informative and celebrate students' success. Outdoor space and gym facilities provide lots of opportunities for students to play and to develop their physical skills. Computers are

The learning environment is stimulating and reinforces the school's ethos and values. Evidence Source:Weekly maintenance records Certificates and licenses 6.5.4 The relevance and range of resources for effective teaching and learning Classrooms are large and well equipped with IWB, linked to staff laptops and projectors. ICT is prevalent across the school and is used effectively with students having access to iPads and laptops. There is a dedicated students' Wi-Fi network that has certain controls on it. There are 6 ICT suites in the school, fully resourced, and students have access to them. Equally, there are 6 science labs that are fully equipped for types of experiments. There is a "Food Technology" suite as well as "Design Technology" suite. Both are fully equipped and used by students as part of their daily schedule. The school continues to make full use of its resources by making them available for teaching and learning. Recommendation for review the % of time spent on organisational matters over strategic planning

well used by students in classrooms for learning and research. Science laboratories support research and investigation. Food and design technology suites are made available for teaching and learning. The school has a prayer room for students to pray and to reflect on their Islamic faith. The library and Oxford Owl e-library are popular and enthuse students to read. The school has a swimming pool. Due to COVID-19 restrictions, this is not in use.

Next steps for managers:

1. Provide training for teachers to match their needs so that they can improve their teaching skills. 2. Offer training to middle leaders so that they know how to monitor their subjects, especially in Arabic as a second language. 3. Make more use of the facilities when permitted to do so.

Next steps with ADEK:

The school has been asked to prepare and submit an action plan to ADEK within two months of receiving this inspection report. The action plan should address:

recommendations from the ADEK inspection team;

areas identified by school leaders as requiring improvement;

other external reports that evaluate the outcomes of the school;

priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

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