

# Overall School Performance

School

ISCS - NAS

Year

2022-2023

## 1. Overall School Rating

#	Overall Rating
1	<div>Overall School Rating</div> <div>Rating</div> <div>Good</div>

### What school does best

- Outstanding health and safety procedures in FS and primary.
- The school's self-evaluation and improvement planning process.
- Management and facilities with stimulus learning technology resources in phase 3 building.
- Understanding of Islamic values and awareness of Emirati culture.

### Key Recommendations

- Begin lessons with clear skills-based learning objectives, and measurable success criteria and end the lessons with student evaluations of their progress in meeting these objectives.
- Capitalize on the technological resources in the school to plan more consistently for varied activities that meet the needs of all students.
- Allow students to self-assess and monitor their progress and ensure that feedback, from both their teacher and their peers, is accurate, specific, and advances learning.
- Ensure differentiation is evident during the teachers' inputs and students' responses and ensure students are organized in suitable groups for different purposes.
- Make good use of the rigorous assessment data to inform learning.
- Design learning opportunities that allow students to participate in empowering activities in which they effectively reflect on their learning experiences.

## 2. Students' achievement

	KG	Elementary	Middle	High
Islamic Education - Attainment	Rating N/A	Rating Good	Rating Good	Rating N/A
Islamic Education - Progress	Rating N/A	Rating Good	Rating Good	Rating N/A

### Comments

Lesson observations and scrutiny of students' work indicate that the majority of students are attaining above MoE curriculum expectations across all phases. Similarly, the majority of students make better than expected progress as measured against the learning objectives across all phases. Attainment and progress are consistent for both boys and girls.

Students of phase 3 demonstrate a good understanding of the provisions of Islamic law and can express what they learn using appropriate terminology. They provide supporting evidence from Quran and Hadith and participate effectively in lessons. Other strengths include cross-linking Islamic Education with other subjects and promoting Islamic values.

Many initiatives including the "Biography of the Prophet" program, the "Hadith Competition", and the "Charity Events" all contribute to the development of good Muslim citizens who have a positive impact on their community.

### For Development

Continue to promote students' ability to recite the Holy Quran by focusing on the rules of intonation.

Encourage students' participation in internal and external competitions to promote Islamic culture.

	KG	Elementary	Middle	High
Arabic - Attainment	Rating N/A	Rating Good	Rating Good	Rating N/A
Arabic - Progress	Rating N/A	Rating Good	Rating Good	Rating N/A

### Comments

Lesson observations and scrutiny of students' work indicate that the majority of students are attaining above MoE curriculum expectations across all phases. The majority of students make above-expected progress in relation to the learning objectives.

All four skills of the Arabic Language are developing across all phases: listening comprehension and reading comprehension being the strongest. There is a focus on writing which is evident in the abundance of written work in students' notebooks.

Active participation and award-winning in external competitions like the "Reading Challenge Competition", the "Emirates Airlines Competition", and the "Chevron Reading Cup Competition" are strong evidence of the students' developed skills in Arabic.

### For Development

Further develop students' writing skills in all phases and speaking skills in phase 3, especially for girls.

	KG	Elementary	Middle	High
ASL - Attainment	Rating N/A	Rating Acceptable	Rating Good	Rating N/A
ASL - Progress	Rating N/A	Rating Good	Rating Good	Rating N/A

## Comments

Lesson observations and scrutiny of students' work indicate that the majority of students attain results that are in line with curriculum expectations in phase 2. In phase 3, the majority of the students attain levels that are above the curriculum standards. Students in phase 3 showed better progress in speaking and reading skills.

The high expectations set for the students, along with the rigor and the depth of knowledge evident in the classes and students' work ensure the development of the reading and speaking skills and the students' ability to utilize the newly learned vocabulary in context and in real-life examples.

Participation in all internal and external activities and competitions ensure the development of the students' linguistic competence.

## For Development

Develop the students' writing skills through differentiated activities to meet the needs of all learners.

	KG	Elementary	Middle	High
English - Attainment	Rating Good	Rating Good	Rating Good	Rating N/A
English - Progress	Rating Good	Rating Good	Rating Good	Rating N/A

## Comments

Students' achievement across phases is reflected in their work and in internal and external assessments. In the FS and secondary phases, the majority of students make consistently better-than-expected progress in writing. Progress is more variable across year groups in the primary phase.

In the FS, children rapidly develop listening and speaking skills and build strong foundations in early literacy. In the primary and secondary phases, most students express their ideas clearly and confidently, using good language and correct grammar. Students' creative and extended writing skills are developed well.

There is a relevant focus on developing students' reading and comprehension skills. Targeted EAL interventions impact positively their ability to access increasingly challenging reading materials to undertake analysis of texts and the next steps in learning. Learning programs are enabling students to improve their literacy skills independently.

## For Development

Begin lessons with clear skills-based learning objectives, and measurable success criteria and end the lessons with student evaluations of their progress in meeting these objectives.

Facilitate students' use of IT in English, beyond the simple display of tasks.

	KG	Elementary	Middle	High
Math - Attainment	Rating Good	Rating Good	Rating Good	Rating N/A
Math - Progress	Rating Good	Rating Good	Rating Good	Rating N/A

## Comments

Teaching in mathematics is effective and enables students to acquire new knowledge, develop new skills and make progress according to their ability. Progress in lessons is strongest in EYFS and primary.

Younger students acquire secure mental mathematics skills and steadily develop their problem-solving abilities. They can link mathematics learning to real-life experiences and to learning in other subjects. In the best lessons, teachers effectively utilize their TAs and provide students with numerous opportunities to learn collaboratively with their peers.

Student skills of investigation are developing slowly and are stronger in the primary phase. Verbal reasoning has improved, and there has been a significant improvement in external benchmark assessments.

## For Development

Ensure lessons plan for differentiation to ensure progress is consistent for all groups of students.

Emphasize the application of mathematics so that students are challenged, apply their knowledge to real-life contexts and develop their higher-order learning skills.

	KG	Elementary	Middle	High
Science - Attainment	Rating Good ▼	Rating Good ▼	Rating Good ▼	Rating N/A ▼
Science - Progress	Rating Good ▼	Rating Good ▼	Rating Good ▼	Rating N/A ▼

## Comments

Internal attainment data is stronger in primary than secondary while progress data is comparable in both phases. In lessons and recent work, the best quality is seen in primary and KG. Children in FS achieve good levels of attainment and progress. External benchmarking data is stronger in secondary, and the GL practice integrated in lessons will impact external data positively.

In FS, good questioning strategies result in insightful responses from children. In the primary, students discuss their work confidently using accurate scientific vocabulary. In many lessons across phases, students' progress can be accelerated further by integrating more technology to support research and independent learning.

Primary students use the scientific process and inquiry methods in lessons, activities, and practical investigations. They gain initial skills when given consistent opportunities to predict and hypothesize with hands-on learning. The Science Experiments & Memories Art Book and the World Science Day activities showed super scientists in action and how much they enjoy learning science.

## For Development

Give opportunities for students to reflect on the LO and SC to enable them to assess what they have achieved and what their next steps are.

Provide more opportunities for students to use technology to enhance their research and independent learning skills.

Accelerate the progress of High achievers by ensuring reflection is done on their challenging tasks.

	KG	Elementary	Middle	High
UAE Social Studies - Attainment	Rating N/A ▼	Rating N/A ▼	Rating N/A ▼	Rating N/A ▼
UAE Social Studies - Progress	Rating N/A ▼	Rating N/A ▼	Rating N/A ▼	Rating N/A ▼

## Comments

N/A

## For Development

N/A

3. Learning Skills

	KG	Elementary	Middle	High
Learning Skills	<div>Rating</div> <div>Good</div> <div></div>	<div>Rating</div> <div>Good</div> <div></div>	<div>Rating</div> <div>Good</div> <div></div>	<div>Rating</div> <div>N/A</div> <div></div>

Comments

Students display positive attitudes toward learning. They enjoy participation in classroom activities. They take great ownership of their learning.

Students interact and cooperate with their teachers and with each other during collaborative work. They express their ideas with confidence. In the best lessons, students use prior knowledge to construct new ideas and to link their learning to real-life experiences.

Displays in FS indicate the way children are using their skills in their learning to express themselves.

For Development

Continue to provide students in all phases with more opportunities to use technology to demonstrate their thinking, research, and extend their learning.

## 4. Students' personal and social development, and their innovation skills

	KG	Elementary	Middle	High
Personal development	Rating Good ▼	Rating Very Good ▼	Rating Very Good ▼	Rating Good ▼
Understanding of Islamic values and awareness of Emirati and world cultures	Rating Very Good ▼	Rating Very Good ▼	Rating Very Good ▼	Rating Very Good ▼
Social responsibility and innovation skills	Rating Good ▼	Rating Good ▼	Rating Good ▼	Rating Good ▼

### Comments

Good attendance demonstrates the extent of students' positive attitudes toward their learning. In an inclusive setting, students display genuine respect and empathy toward each other. Students are courteous to adults and peers. They are self-disciplined and enjoy helping one another.

Across the school, students display a strong understanding and appreciation of Islamic values. They can provide examples of how they appreciate the integrity and courage promoted by Islam.

Students have great respect for Emirati heritage and culture. They enthusiastically participate in and celebrate National Day, and Flag Day and can talk knowledgeably about the UAE culture and heritage.

Students demonstrate a good awareness of cultural diversity in the UAE. They are proud of their own cultures. Appreciation of other world cultures is developing.

Across the school, students demonstrate high levels of responsibility and contribute actively to the life of their school and the wider community. This contribution is evident in numerous activities and projects such as a well-being ambassador, mainly initiated by students. The students speak confidently and demonstrate high leadership skills. They appreciate the need for hard work, education, and personal targets to be successful in life. Older students participate actively in a number of personally arranged extracurricular activities.

### For Development

Increase students' awareness and understanding of other global cultures.

## 5. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Rating Good ▼	Rating Good ▼	Rating Good ▼	Rating N/A ▼
Assessment	Rating Good ▼	Rating Good ▼	Rating Good ▼	Rating N/A ▼

### Comments

#### Teaching for effective learning

Teachers in the FS have a good awareness of how young children learn through practical and well-extended activities. Their planning develops exploration, investigation, and discovery. In some subjects, teachers in the secondary phase have lower expectations of what students can achieve than those in the primary phase.

Teachers plan activities that promote students' critical thinking, problem-solving and inquiry skills in the majority of lessons. However, this is not consistent with all secondary science and math.

#### Assessment

Effective assessment systems are embedded and have reliable indicators of what students know, understand, and can do across all phases. The school uses a range of formative assessment techniques including peer and self-assessments are evident in lessons.

Internal and external data are well analyzed. iCampus and Power Bi systems provide valuable information over time and their use leads to most teachers knowing their students very well. However, this knowledge is not used consistently to inform differentiated teaching strategies effectively across the school.

### For Development

Use technology that fosters connections between classrooms and destinations around the world.

Ensure to develop constructive feedback in students' work to further aid children's progression and development.

Ensure differentiation is evident during the teachers' inputs and students' responses and ensure students are organized in suitable groups for different purposes.

## 6. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Rating Very Good ▼	Rating Good ▼	Rating Good ▼	Rating N/A ▼
Curriculum adaptation	Rating Very Good ▼	Rating Very Good ▼	Rating Good ▼	Rating N/A ▼

### Comments

The EYFS and National Curriculum for England are firmly embedded in curricular plans. These plans are mostly implemented to promote challenge and enjoyment in all phases. Curriculum planning ensures structured progression in most subjects but is very inconsistent in science and math.

A wide range of experiences in and out of classrooms motivates and engages students' interest very well. In FS, topics are thoughtfully planned systematically and spontaneously to make learning meaningful and develop required skills. In other phases, cross-curricular links are planned to deepen understanding.

Systematic curriculum review has led to modifications that have a positive impact on students' learning outcomes. Although the targeted program, 'Wellcomm' in FS is developing, it has had an impact on raising attainment and accelerating progress.

### Curriculum adaptation

In the FS and primary phases, enrichment activities provide stimulating learning opportunities that develop a wide range of skills and promote personal development. In the secondary phase, students engage in well-planned activities that promote well-being and social responsibilities.

The planned extra-curricular program, including cross-curricular links in other subjects, enables students to develop a deep knowledge and understanding of UAE culture and heritage. Students of determination benefit from targeted support and modified materials in Push-in and Pull-out lessons. There are limited opportunities for students with gifts and talents to excel and demonstrate their skills through targeted programs.

Modification of the curriculum to meet the needs of all groups is a priority. This is developing in most subjects across phases as teachers become more skillful in using data and planning suitably challenging tasks and support that meet the needs of all groups of students.

### For Development

Improve the quality of lesson planning in ENC subjects to enable students to further develop their skills progressively and to achieve their potential.

Plan suitably challenging tasks and support that cater to the full range of abilities and enable all students to make the best progress they are capable of.

## 7. The protection, care, guidance and support of students

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/safeguarding	Rating Outstanding ▼	Rating Outstanding ▼	Rating Very Good ▼	Rating Very Good ▼
Care and support	Rating Very Good ▼	Rating Very Good ▼	Rating Very Good ▼	Rating Very Good ▼

Comments

The school has a comprehensive safeguarding and child protection policy, including health and safety procedures. The staff has a secure awareness, knowledge, and understanding of how to keep children safe. Safety arrangements and procedures are effective.

The school premises are kept very secure, with supervisory and security staff making checks on arrival and departure from the school campus. There is a very clear direction to ensure students move around the building safely.

The clinic is very well-managed with an extensive range of records, including some that are now held electronically but inconsistently monitored. The treatments, medication, and health checks are timely and updated. Medication must be kept in secure locked cabinets.

Care and support

The school provides students with a supportive learning environment, to enable them to achieve their potential. All school systems, including behavior management and the encouragement of good attendance, are effective in producing students who are committed to their own learning and that of others.

The school is proactive in providing students with appropriate advice regarding their career and higher education pathways. The social workers, counselor, and teachers support students' emotional and intellectual well-being throughout the school.

With effective monitoring systems and procedures in place, most students are receiving appropriate support. This is not the case with gifted and talented students who have limited opportunities for individual challenges.

For Development

Consider the availability of professional support for Gifted and Talented students to provide them with effective learning programs to support them academically and pastorally.

#	Overall Rating		
1	Provision and outcomes for students of determination	Rating Very Good	

Comments

Leadership at all levels drives improving provision and outcomes for students of determination.

Governance supports the inclusion team with appropriate resources.

CAT4 data and work scrutiny, along with parents and staff referrals are used as part of the identification of students who have an additional need. Interventions targeting both academic difficulties and overcoming barriers to learning are monitored to ensure compliance and progress.

Some push-in and pull-out support sessions illustrate good practice, reflecting knowledge of learning needs and teaching techniques. Although the wealth of information provided is appropriate and still developing, there remains inconsistency in teachers' ability to differentiate between individuals and groups.

Some academic teaching does not adapt sufficiently to address the barriers to learning experienced by some students and makes insufficient use of the information available.

For Development

Adapt individual education programs (IEPs) to incorporate a greater involvement of students in agreeing on targets to help them overcome identified barriers to learning, so that they, their parents, and all staff are working towards clear learning goals and understand how these are to be achieved.

## 8. Leadership and management

#		Rating
1	The effectiveness of leadership	<div>Rating</div> <div>Good</div>
2	School self-evaluation and improvement planning	<div>Rating</div> <div>Very Good</div>
3	Parents and the community	<div>Rating</div> <div>Very Good</div>
4	Governance	<div>Rating</div> <div>Very Good</div>
5	Management, staffing, facilities and resources	<div>Rating</div> <div>Very Good</div>

### Comments

Leaders are dedicated and effective. They demonstrate a good understanding of the best educational practice. Leaders at all levels implement an inclusive vision with good academic achievement in a setting that successfully promotes core Islamic values.

The school implements rigorous, systematic self-evaluation. As a result, most of its strengths and areas of recommendation are accurately identified. All the recommendations from the previous inspection report have been addressed.

The school's engagement with families is very strong. Parents are very well supported by the school which promotes children's learning and development.

The governing board has representation from almost all key stakeholders, and they meet regularly to review the school's performance. They possess detailed knowledge of the school and hold the principal to account.

The school is very well managed and runs smoothly. The new phase 3 building ensures school leaders' and governors' commitment to providing very good teaching provisions.

### For Development

Ensure that the quality of communication with parents is frequently reviewed and, where deemed necessary, further improved.

Deliver more consistent teaching standards across the secondary phase and as a priority achieve this in mathematics and science.