

# ANNUAL REPORT 2025-2026



## Al Ain British Academy

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THIS ANNUAL REPORT HAS BEEN PREPARED IN ACCORDANCE WITH THE REPORTING REQUIREMENTS OF THE ABU DHABI DEPARTMENT OF EDUCATION AND KNOWLEDGE (ADEK) AND PROVIDES AN OVERVIEW OF THE SCHOOL'S PERFORMANCE, DEVELOPMENT PRIORITIES AND KEY ACHIEVEMENTS DURING THE ACADEMIC YEAR 2025–2026.

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## PRINCIPAL'S MESSAGE



It is my pleasure to welcome you to Al Ain British Academy, part of the Aldar Education network and one of the UAE's leading education providers. As the highest-rated BSO school in Al Ain, we are proud of our continued commitment to excellence. We deliver a high-quality, co-educational experience based on the National Curriculum for England, adapted to the UAE context. Our dedicated staff support students in achieving strong academic outcomes while fostering personal growth through a broad range of extra-curricular opportunities.

As an international community, we value our strong ties to Emirati culture and the important role of parents as partners in education. We remain committed to providing an outstanding learning environment that prepares our students for success locally and globally.

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**Mr. Ian Pugh**  
**School Principal**



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# SCHOOL OVERVIEW AND OPERATIONS

School Name | Al Ain British School

Location | Al Ain, Abu Dhabi.



Curriculum | THE ENGLISH NATIONAL CURRICULUM

Year Groups Offered | EYFS – Year 13



Total Enrolment | 1082

Number of Teaching Staff: 82



Number of SLT: 6

Total Staff: 134

Al Ain British Academy is a British curriculum school located in Al Ain, Abu Dhabi, and forms part of the Aldar Education network. The school delivers high-quality education aligned with the National Curriculum for England and operates in full compliance with the regulatory requirements of the Abu Dhabi Department of Education and Knowledge (ADEK).

The school provides a structured and inclusive learning environment that supports students across multiple key stages. Educational delivery is underpinned by a well-established academic framework and supported by experienced leadership, teaching, and professional services teams who work collaboratively to ensure effective school operations.

Al Ain British Academy benefits from purpose-designed facilities that support both academic learning and student wellbeing. These include modern classrooms, specialist learning spaces, sports and outdoor areas, and shared facilities that encourage collaboration, creativity, and the effective use of digital learning tools.

From an operational perspective, the school maintains a strong focus on health and safety, safeguarding, compliance, and facilities management. Robust systems and processes are in place to support attendance, student services, and day-to-day school operations, ensuring a safe, well-managed, and supportive environment for students, staff, and the wider school community. The school continues to strengthen its operational practices in line with Aldar Education's standards, supporting sustainable growth, continuous improvement, and the delivery of a high-quality educational experience.

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## **VISION**

To develop academically excellent, creative, and confident young adults with the skills and passion to contribute to a better society.

## **MISSION**

- To encourage and support outstanding academic performance, with all students maximising their potential.
- To provide a high-quality, future-focused curriculum that embeds the skills and knowledge required for a changing world.
- To foster a happy community who believe in fairness, respect for others, and the value of collaboration.

Part of the prestigious Aldar Academies family, Al Ain British Academy (AABA) has established itself as a beacon of excellence in the heart of Al Ain. Since opening its doors in 2011 with just 300 students, the academy has grown into a thriving educational community of nearly 1,100 learners, celebrated for its academic excellence, exceptional pastoral care, and holistic development.

From its inception, AABA has remained committed in its mission to deliver an outstanding education that nurtures every student's intellectual, personal, and social potential. The school's sustained success is underpinned by a highly effective leadership team, a dynamic and inclusive curriculum, and a relentless focus on continuous improvement and innovation.

AABA's curriculum design and enrichment programmes are responsive to the evolving educational landscape and the needs of its diverse student body. Learning is characterised by challenge, curiosity, and creativity, with digital literacy, innovation, and global citizenship embedded across all phases. This commitment to future-focused learning ensures students develop the knowledge, skills, and character to thrive in a rapidly changing world.

A new state-of-the-art extension is under development, reflecting the school's forward-looking approach to education. This expansion will include adaptable, technology-rich learning areas designed to inspire curiosity, creativity, and independent learning

## REALISING OUR VISION, MISSION AND VALUES

Al Ain British Academy's school community works together to meet these objectives by:

- Ensuring a quality of education that equips students to succeed in higher education and the world of work.
- Developing each individual student to become resilient, confident, critical, collaborative, motivated and independent children and young adults.
- Providing staff with a welcoming and supportive work environment where they can develop professionally and enjoy fulfilling careers.
- Continually promoting respect, tolerance and responsibility as fundamental Emirati, British and global values.
- Celebrating the school's cultural and national diversity.
- Celebrating the achievement of and participation for all.
- Promoting human rights and instilling an understanding of civil responsibility.
- Promoting a caring and principled attitude towards the environment and a commitment to global sustainability.
- Promoting physical, mental and emotional wellbeing as well as healthy lifestyles.
- Promoting pride, team spirit, a sense of belonging and caring.





## SCHOOL PERFORMANCE SUMMARY

Al Ain British Academy has achieved exceptional academic success alongside significant enrolment growth. Examination results consistently rank among the highest across British curriculum schools in Abu Dhabi and the UAE, with students attaining Outstanding outcomes and earning top global and Middle East marks.

This excellence has been recognised through the **ADEK award for Best Student Progress** in Abu Dhabi, Al Ain, and Al Dhafra.

Student enrolment has also grown significantly, surpassing 1,000 for the first time and remaining above this level for three consecutive years. In response, the school has expanded its facilities, including new classrooms, additional learning spaces, and a state-of-the-art extension.

These achievements reflect a thriving, high-performing school that continues to strengthen its reputation as a leading provider of the National Curriculum for England in the UAE.

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# SCHOOL DEVELOPMENT PLAN (SDP) OVERVIEW

The School Development Plan (SDP) at Al Ain British Academy outlines the school's strategic direction, aligning improvement priorities with ADEK standards and its vision of developing confident, responsible, and high-achieving learners. It focuses on enhancing student outcomes, improving teaching and learning, and supporting community wellbeing, with a clear emphasis on raising attainment—particularly in Arabic, Islamic Education, and UAE Social Studies—while maintaining strong performance in English, Mathematics, and Science. The plan strengthens teaching, learning, and assessment through inquiry-based approaches, structured writing programmes, and effective use of assessment to monitor progress and provide targeted support. It also promotes students' personal development, creativity, and innovation, encouraging critical thinking, collaboration, and responsible citizenship. In addition, the SDP enhances the curriculum by providing a rich, balanced educational experience with cross-curricular and enrichment opportunities that foster academic excellence and cultural awareness. Safeguarding and student wellbeing remain key priorities, supported by robust systems, inclusive practices, and positive behaviour strategies. Structured around the six ADEK Performance Standards, the SDP ensures consistent evaluation, accountability, and continuous improvement, with strong leadership systems in place to monitor teaching quality, analyse performance, and support staff professional development.

Through the effective implementation of the School Development Plan, Al Ain British Academy has embedded the structures, systems and practices required to support sustained growth, continuous improvement and high standards across all phases of the school.





## HPL

Our High Performance Learning (HPL) Journey at AABA – 2025–26  
Over the course of this academic year, AABA has continued to embed the principles of High Performance Learning (HPL) across all aspects of school life. Our journey has been characterised by a growing shared understanding of the philosophy, greater consistency in classroom practice, and an increasing confidence among students in articulating their own learning.

### **Developing a Shared Language of Learning**

One of our key priorities this year has been to establish a consistent and meaningful use of the HPL framework across the secondary phase. Staff have worked collaboratively to develop a shared language around the Advanced Cognitive Performance Characteristics (ACPs) and Values, Attitudes and Attributes (VAAs).

This has been supported through:

- Ongoing CPD sessions focused on breaking down individual ACPs and VAAs
- Department discussions to contextualise HPL within subject disciplines
- Increasing use of common terminology in lessons, displays, and student dialogue

As a result, students are becoming more familiar with concepts such as meta-thinking, linking, and precision, and are starting to recognise these in their own work.

### **Embedding HPL in Classroom Practice**

A significant area of progress has been the deliberate integration of HPL into planning and teaching. Across departments, teachers are now:

- Identifying specific ACPs/VAAs within lesson objectives
- Designing tasks that promote deeper thinking rather than surface-level recall
- Using questioning strategies that encourage analysis, justification, and reflection

This has led to a noticeable shift in classroom culture. Lessons are increasingly characterised by:

- Higher levels of challenge
- Greater student independence
- More opportunities for extended thinking and discussion

There has also been a move toward making learning processes more explicit, helping students understand how they learn, not just what they learn.

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# VARIANCE ANALYSIS AND PROGRESS AGAINST STRATEGIC GOALS

Al Ain British Academy's School Development Plan (SDP) for 2025–2026 builds on strong foundations established since 2011, focusing on educational excellence, operational effectiveness and student wellbeing. The plan prioritises high-quality teaching and learning, effective assessment and monitoring, strong safeguarding practices, and continued curriculum and leadership development. During the year, the school made strong progress against SDP priorities, reflecting a clear commitment to self-evaluation, continuous improvement and high standards across all areas of school life.

## **Student Achievement**

Al Ain British Academy has achieved exceptional academic success and significant enrolment growth. The school consistently ranks among the top British curriculum schools in the UAE, with students attaining Outstanding results and multiple highest marks globally and regionally. This excellence has been recognised with the ADEK award for Best Student Progress.

External examination results remain outstanding, including top A-Level and GCSE performance in Abu Dhabi, alongside strong progress in international benchmarks such as PISA and TIMSS. Students have also received global recognition from Pearson for highest marks in several subjects.

Student enrolment has exceeded 1,000 for three consecutive years, prompting expansion of facilities and learning spaces. Strong progress is evident across all phases, supported by effective assessment systems, data use, and a focus on literacy and student engagement.

Overall, the school demonstrates consistent high performance, continuous growth, and a strong reputation for delivering world-class education aligned with the National Curriculum for England.

# VARIANCE ANALYSIS AND PROGRESS AGAINST STRATEGIC GOALS

## Teaching and Assessment Development

Al Ain British Academy continues to deliver high-quality teaching, with parent satisfaction increasing to 91%. Strong staff recruitment and retention, alongside effective use of data, support excellent student progress.

A consistent Teaching and Learning framework, enhanced CPD, and a focus on oracy have strengthened classroom practice. Inclusion has also improved, recognised by the IQM award.

Ongoing developments, including High Performance Learning and expanded facilities, ensure continued innovation and consistency across the school.

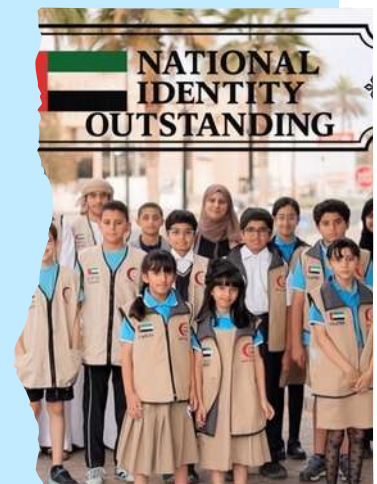


## Personal and Social Development

Al Ain British Academy has demonstrated outstanding personal and social development, becoming the first school in Abu Dhabi to achieve the ACE School of Character Quality Mark, underpinned by its core values of Respect, Responsibility, and Resilience.

Students display excellent behaviour and attitudes, supported by strong pastoral systems and the effective use of CPOMS. A wide range of leadership, enrichment, and international opportunities further enhance student development.

This strong focus on wellbeing, character, and community engagement has been recognised with an Outstanding ADEK National Identity Mark.



# VARIANCE ANALYSIS AND PROGRESS AGAINST STRATEGIC GOALS

## Curriculum Development

The curriculum at Al Ain British Academy was successfully implemented and coherently developed across EYFS to Year 13, ensuring continuity and progression throughout all phases. It provided students with a broad, balanced and ambitious range of learning opportunities aligned with the requirements of the Early Years Foundation Stage, National Curriculum for England, IGCSE and post-16 pathways. A wide range of enrichment opportunities, extracurricular programmes and initiatives linked to sustainability and community engagement supported students' academic, personal and social development, enhancing their wider skills, interests and readiness for future pathways.

## Leadership and School Improvement

Robust leadership systems for monitoring school performance and supporting professional development were successfully embedded across the school. Senior and middle leaders implemented consistent processes to evaluate the quality of teaching and learning, analyse assessment and progress data across all key stages, and support ongoing staff development. These approaches ensured that school improvement priorities were evidence-informed, responsive to students' needs, and fully aligned with Al Ain British Academy's long-term strategic vision from EYFS through to Year 13.



ACE School of  
**CHARACTER**



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# CURRICULUM AND ACADEMIC PROVISION

Al Ain British Academy delivers the English National Curriculum from EYFS to Sixth Form, providing a rigorous and engaging education that develops academic excellence, independent thinking and real-world learning.

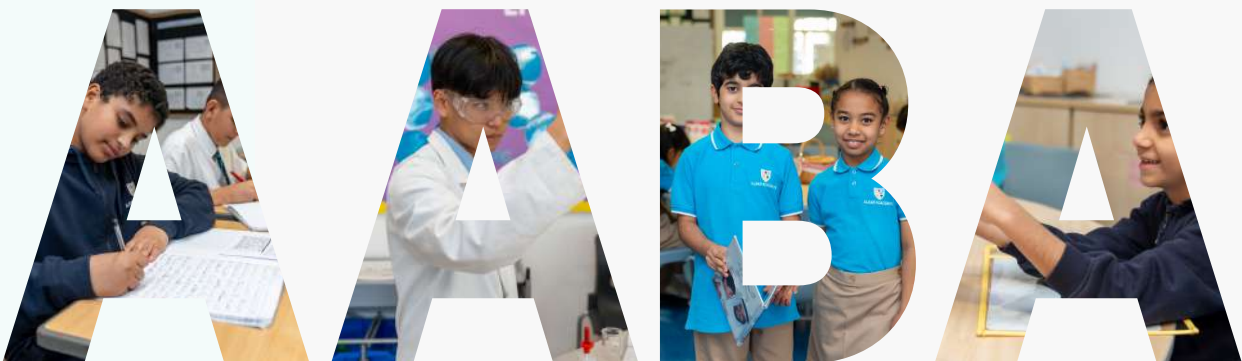
Guided by the values of Respect, Responsibility and Resilience, AABA achieves outstanding academic results and prepares students for entry into leading universities worldwide and for success beyond school.

## Core Academic Subjects

Across all key stages, the curriculum places a strong emphasis on subjects that support students' academic achievement and intellectual growth:

- English
- Mathematics
- Science
- Arabic
- Islamic Studies
- Social Studies

Teaching and learning across these subjects emphasise inquiry-based learning, problem-solving, critical thinking and real-world application, enabling students to deepen their understanding and apply knowledge meaningfully as they progress through the school.



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# CURRICULUM AND ACADEMIC PROVISION

## **Enrichment and Specialist Subjects**

In addition to the core curriculum, students participate in a wide range of specialist and enrichment subjects that promote creativity, physical wellbeing, digital literacy and confidence.

These include:

- Art
- Physical Education
- Drama
- Music
- Computing
- Modern Foreign Languages (including French and Spanish)

These subjects play a vital role in broadening students' experiences, encouraging exploration of individual interests and developing essential life skills beyond the academic curriculum.

## **Curriculum Design and Learning Experiences**

The curriculum at Al Ain British Academy is structured to ensure clear progression while meeting the diverse needs of all learners. Teaching approaches promote engagement, collaboration and independent learning, enabling students to reach their full potential. Cross-curricular learning, enrichment activities, leadership opportunities and project-based experiences encourage creativity, innovation and social responsibility.

## **Preparing Students for the Future**

Through this approach, Al Ain British Academy maintains high academic standards while fostering curiosity, resilience and a lifelong love of learning. Students develop into confident, well-rounded individuals prepared for higher education, future careers and positive contributions to their communities.

# STUDENT ACHIEVEMENT AND ASSESSMENT OUTCOMES

Student achievement at Al Ain British Academy is monitored through a combination of internal assessment systems and external benchmarking, including GL Progress Tests, international assessments (PISA and TIMSS), GCSEs, IGCSEs and A-level examinations.

Internal and external assessment data consistently indicate Outstanding student achievement across phases, with very strong attainment and exceptional progress in English, Mathematics and Science.

## Overall School Performance

### GL achievements across the primary and secondary school

		English	Mathematics	Science
2023	Phase 2 (P/E)	Outstanding	Outstanding	Outstanding
	Phase 3 (S/M)	Weak	Very Good	Outstanding
2024	Phase 2 (P/E)	Outstanding	Outstanding	Outstanding
	Phase 3 (S/M)	Very Good	Outstanding	Outstanding

### Primary students achieved record GL results in 2024, with continued improvement across all cycles and outstanding progress reflected in value-added data.

	2022-23		2023-24		2024-25	
	CAT4 Verbal Reasoning vs. PTE	CAT4 Quantitative vs. PTM	CAT4 Verbal Reasoning vs. PTE	CAT4 Quantitative vs. PTM	CAT4 Verbal Reasoning vs. PTE	CAT4 Quantitative vs. PTM
Much higher-than-expected attainment	43%	22%	78%	64%	93%	85%
Higher than expected attainment	25%	19%	8%	23%	2%	10%
Expected attainment	29%	39%	11%	11%	5%	5%
Lower than expected attainment	2%	11%	1%	1%	0%	0%

# STUDENT ACHIEVEMENT AND ASSESSMENT OUTCOMES

## External Examination Outcomes

- A-level Results:
  - Highest A-level outcomes in the UAE (August 2023)
  - 50% A\*-A | 86% A\*-B | 100% pass rate
  - Highest A\*-A outcomes in Abu Dhabi (2025)
- GCSE / IGCSE Results:
  - Highest GCSE outcomes in Abu Dhabi at grades 9-8 (August 2024)
  - Outstanding progress evidenced through value-added scores
  - Rapidly expanding GCSE and Sixth Form cohorts performing exceptionally well
- International Assessments:
  - PISA and TIMSS results exceeded ADEK targets
  - Scores significantly above OECD averages

## Primary Achievement and Reading

Achievement in the Primary School is a significant strength, with external GL assessments representing the highest results in the school's history.

Strong foundations in reading through:

- Structured guided reading programme
- Targeted phonics intervention
- Streaming and intervention to support students new to English

## Progress, Assessment and Student Engagement

- Students demonstrate strong learning skills, personal development and academic responsibility.
- Assessment practices are robust, moderated and clearly understood by students.
- Students are actively involved in understanding success criteria and assessment outcomes.
- Introduction of ABT and IBT assessments has strengthened external benchmarking and informed teaching practice.



# SECONDARY SCHOOL PROFILE

## SCHOOL PROFILE

UCAS Code: 41895  
Pearson Edexcel Centre  
Number: 91635

### School Principal

Mr. Ian Pugh  
ianpugh@alainacademy.sch.ae

### Secondary Principal

Mrs. Máiréad Ralph-O'Mahony  
mmahony@alainacademy.sch.ae

### Head of Sixth Form

### & Career Counselor

Ms. Harveen Strivens  
hstrivens@alainacademy.sch.ae

### Address

Al Salam Street, Sarooj, Al Ain,  
Abu Dhabi, United Arab Emirates  
PO BOX 88228

### Website

<https://www.alainbritishacademy.ae>

### Phone

+971(0)37151000



EDUCATION

### SCHOOL AND COMMUNITY

Al Ain British Academy (formerly known as Al Ain Academy & Al Ain International School) is a private co-educational day school for internationally minded expatriate and Emirati families residing in Al Ain.

The school has grown each year, and in 2019 it had its first cohort of Year 13 students taking A-Level examinations. The school has 1024 students with 41 nationalities. We are a family-oriented school, welcoming students from all cultures and religions. We aim to provide learning opportunities that appropriately challenge every child, allowing them to happily learn in a safe and caring environment. Our experienced staff endeavours to utilise the best pedagogical practices to provide students with a wide variety of opportunities both inside and outside the classroom. At AABA we pride ourselves on offering an outstanding British Curriculum that challenges students to excel in their learning as they grow and develop to be Respectful, Resilient and Responsible citizens.

### CURRICULUM & GRADUATION REQUIREMENTS

At AABA the curriculum is based on the English National Curriculum in the Primary School, with the Pearson Edexcel IGCSE and A-Level exams in the Secondary School. AABA operates on a scheduling block model, there are nine 40-minute lessons per day in the secondary school. Alongside the core and optional subjects, students have dedicated Careers and University guidance lessons.

At GCSE students study a range of subjects from Pearson Edexcel, they must achieve at least a grade 3 or above in 5 subjects (including English, Mathematics & Science) to gain equivalency in Abu Dhabi.

At A-Level students must pass two A-Level subjects, with a minimum of a grade D to achieve equivalency in Abu Dhabi.

### LIST OF OFFERED SUBJECTS

#### GCSE and iGCSE Subjects:

Physical Education - English Language - English Literature - Music - Art & Design - Computer Science - Biology - Chemistry - Physics - Economics - Business Studies - ESL - French - Geography - History - Mathematics - Arabic - Psychology - Spanish.

#### A - Level Subjects:

English Literature - Biology - Chemistry - Physics - Mathematics - History - Geography - Economics - Information Technology - Computer Science - Art & Design - French - BTEC Sport - Psychology

#### Ministry of Education (MOE) Subjects:

Arabic Language for Native Speakers - Arabic Language for Non-native - Islamic Studies - Islamic for Non-natives - UAE Social Studies.



# SECONDARY SCHOOL PROFILE

## Further Schooling of Graduates

- Cambridge University.
- LSE: London School of Economics and Political Science.
- RVC: Royal Veterinary College, University of London.
- NYUAD - New York University Abu Dhabi.
- Kings College, London.
- University of Nottingham.
- UCLAN - University of Central Lancashire.
- Cardiff University.
- Sofia University.
- Bournemouth University.
- Gulf Medical University.
- Ajman University of Science and Technology.
- University of Pretoria.
- Pennsylvania State University.
- UAEU
- Khalifa University



EDUCATION

## GRADING SCALE

Al Ain British Academy does not report class rank or GPA. We report grades using either the I/GCSE or the AS & A-Level grading systems.

### The GCSE grade 9-1 grading scale explained:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse/the-9-1-grading-scale-explained.html>

### The A-Level A\*-U grading scale explained:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/understanding-marks-and-grades/understanding-your-results-information-for-students/edexcel-a-level-results-explained.html>

## ACCREDITATION

Al Ain British Academy is accredited by the Pearson Edexcel exam board and the AQA exam board.

## I/GCSE RESULTS 2024 - 2025

I/GCSE Grades	
Grades	% of students achieving grades 9-4 and above
9 - 4	88%
9 - 5	76%
9 - 6	60%
9 - 7	43%
9 - 8	27%
9 - 9	8%

## A-LEVEL RESULTS 2024 - 2025

A Level Results	
Grades	% of students achieving grades A* to E
A* - E	97%
A* - D	97%
A* - C	88%
A* - B	74%
A* - A	56%
A* - A*	21%



**COLLABORATION**  
WORKING TOGETHER TO ACHIEVE  
EXCELLENT OUTCOMES



**CRITICAL THINKING**  
CHALLENGING IDEAS TO LEARN  
SIMPLY ABOUT WHAT WE LEARN



**DIGITAL LITERACY**  
USING TECHNOLOGY SAFELY  
AND RESPONSIBLY



**RESPECT**  
SHOWING COURTESY,  
UNDERSTANDING AND EMPATHY



**RESPONSIBILITY**  
TAKING OWNERSHIP OF  
MY LEARNING AND MY OWN LIFE



**RESILIENCE**  
KEEPING GOING ON  
THROUGH A CHALLENGING LIFE

# AY 25-26 GRADUATE DESTINATIONS



## CLASS OF 2026



## UNIVERSITY DESTINATIONS

*Our Class. Our Future. Limitless Possibilities.*

**CANADA**

- UVic (presidential entrance scholarship)  University of Victoria
- McMaster University 

**UK**

- Durham 
- Cardiff 
- University of Aberdeen 
- Oxford Brookes 
- Nottingham trene 
- Manchester 
- Chester 
- Liverpool 
- Coventry 
- UCL 
- King College London 

**UAE**

- UAE U 
- Khalifa 
- Zyed 
- NYU Abu Abhbi 
- The british university in Dubai 
- Emirates Aviation 

**AMERICA**

- Boston University  BOSTON UNIVERSITY
- American University DC  AMERICAN UNIVERSITY DC
- UMass Amherst  UMASS AMHERST

**IRELAND**

- RCSI 
- UCC 

**AUSTRALIA**

- Griffith University 
- Monash 

*Wherever you go, go with all your heart.*



WE ARE PROUD OF YOU. THE WORLD IS YOURS. ♥

# INSPECTION AND EXTERNAL EVALUATION

Following the ADEK school inspection, the outcomes are explained through the UAE School Inspection Framework, which outlines six Performance Standards aligned with internationally recognised best practices to guide evaluation and continuous school improvement.

- **PS1: Students' Achievements**

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

- **PS2: Students' personal and social development**

PS2: Students' personal and social development, and their innovation skills				
	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

# INSPECTION AND EXTERNAL EVALUATION

- **PS3: Teaching and assessment**

PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good	Very Good	Outstanding ↑	Very Good
Assessment	Very Good	Very Good	Very Good	Very Good

- **PS4: Curriculum**

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Very Good	Very Good	Very Good	Very Good

- **PS5: Protection, care, guidance and support of students**

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

- **PS6: Leadership and management**

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

# STUDENT WELLBEING AND SAFEGUARDING

Al Ain British Academy places student protection, wellbeing and care at the core of its educational provision, with safeguarding arrangements fully aligned with ADEK requirements. The school adopts a proactive, whole-school approach based on vigilance, shared responsibility and continuous improvement, ensuring the best interests of the students guide all decisions.

Safeguarding systems are clearly structured, well led and consistently implemented by a trained team of staff, led by the Designated Safeguarding Leads. Robust procedures ensure early identification, prompt reporting and appropriate response to concerns, with close collaboration with external agencies when required.

The Academy provides a safe, secure and supportive learning environment, including strong site security and a clear focus on digital safeguarding and online safety.

A comprehensive pastoral care system, supported by a School Counsellor and Social Worker, promotes students' emotional wellbeing, resilience and mental health through early intervention and targeted support.

Safeguarding arrangements are inclusive and responsive to the needs of vulnerable students, including those with additional learning needs. Student voice, guidance and personal development are actively encouraged, empowering students to recognise risks and seek support.

Regular monitoring, evaluation and review ensure safeguarding and wellbeing systems remain effective, compliant and continuously improved, reflecting the school's sustained commitment to positive educational and personal outcomes for all students.

75%



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## **DIVERSITY AND INCLUSION**

Al Ain British Academy demonstrates a strong commitment to diversity and inclusion, ensuring that all students are supported to achieve their full potential within a respectful and inclusive learning environment. The school actively promotes a culture of equity and belonging, where all learners are valued members of the school community.

Inclusive teaching practices are consistently implemented and supported by personalised provision to meet the needs of individual learners. Students of determination, as well as those requiring additional academic or language support, benefit from well-targeted interventions that enable them to access the curriculum fully and make secure progress.

Diversity is celebrated effectively through the curriculum and a wide range of enrichment activities that promote an understanding of different cultures, traditions and perspectives. These experiences foster empathy, mutual respect and global awareness, while also reinforcing a strong appreciation of the values, heritage and culture of the United Arab Emirates.

As a result, students at Al Ain British Academy are confident, engaged and respectful learners who participate fully in school life and contribute positively to the inclusive culture of the school.

## **SUSTAINABILITY AND COMMUNITY ENGAGEMENT**

Al Ain British Academy is committed to promoting sustainability and fostering strong links with the wider community. Through a variety of initiatives, students are encouraged to develop a clear understanding of environmental responsibility and the importance of making a positive contribution to society.

Throughout the academic year, the Academy implemented a range of sustainability-focused initiatives, including student-led environmental projects and awareness-raising activities. These initiatives are designed to promote responsible use of resources, environmental stewardship, and sustainable practices, empowering students to play an active role in protecting the environment and embedding sustainable habits for the future.

# SUSTAINABILITY AND COMMUNITY ENGAGEMENT



This year, our school continued to strengthen its commitment to sustainability by empowering students to take meaningful action for the environment and their community. Through student-led initiatives, external partnerships, and experiential learning opportunities, sustainability has remained a key pillar of our school culture. Students across all phases actively participated in a wide range of programmes designed to promote responsible consumption, environmental awareness, and long-term behaviour change. Schoolwide initiatives such as the **Ne'ma Sustainability Challenge** and **Sustainability Bingo** encouraged students to adopt sustainable habits at school and at home, demonstrating how small, everyday actions can lead to measurable environmental impact. Learning beyond the classroom was supported through hands-on experiences, including **educational visits to Emirates Bio Farm**, which deepened students' understanding of sustainable food systems and responsible living.

Student leadership played a central role in driving sustainability efforts. Our **Eco Council and Sustainability Action Group** led campaigns, modelled positive environmental behaviours, and supported schoolwide engagement aligned with national priorities and the **United Nations Sustainable Development Goals**, particularly Good Health and Well-Being, Sustainable Communities, and Responsible Consumption. In the Primary School, **Planet Pioneers** demonstrated ongoing responsibility by regularly collecting litter at the end of break times, while our **Sustainable Seahorses** participated in weekly hands-on activities focused on recycling, caring for plants, and understanding how to protect the planet. Special events such as a **Nature Walk on Disney Day** further encouraged students to connect with and appreciate the natural environment across the campus.

At Secondary level, our dedicated **Planet Protectors** led whole-school sustainability initiatives by setting environmental priorities, organising litter patrols, promoting eco-conscious habits, and supporting greener practices throughout the campus. Students also represented the school in external programmes, including the **AtkinsRéalis School of the Future initiative** and the **Swim for Clean Seas School Ambassador Program**, gaining valuable experience in sustainability innovation, marine conservation, research, teamwork, and leadership.

Collectively, these experiences have helped students develop critical thinking, collaboration, leadership skills, and a strong sense of responsibility for the future. As we move forward, we remain committed to expanding our sustainability efforts, strengthening partnerships, and nurturing environmentally conscious global citizens.



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## STAFF ACHIEVEMENTS AND PROFESSIONAL DEVELOPMENT

The school recognises that high-quality teaching is central to strong student outcomes and sustained school improvement. During the 2025–26 academic year, teachers and staff demonstrated a strong commitment to professional growth through active engagement in a comprehensive Continued Professional Learning and Development (CPLD) programme that supported both individual development and whole-school priorities.

Throughout the year, staff strengthened the consistency and quality of classroom practice through structured instructional coaching, regular lesson observations, and collaborative professional dialogue. Teachers successfully embedded the school's Teaching and Learning Framework more consistently across phases, improving lesson structure, questioning strategies, and student engagement. The increased use of deliberate practice and coaching conversations enabled teachers to refine specific aspects of their practice, resulting in clearer expectations, improved behaviour management, and more effective use of assessment to inform teaching.

Teachers also enhanced their expertise in assessment and data-informed instruction. Through progress check afternoons, data and planning days, and joint work scrutinies, staff developed greater confidence in analysing formative and summative data, identifying learning gaps, and adapting teaching to address student misconceptions. This directly strengthened planning quality and contributed to improved learning experiences for all students, including those with additional needs.

Professional learning in inclusion and safeguarding ensured that staff were well equipped to meet the diverse needs of learners and uphold the highest standards of student welfare. Teachers successfully integrated inclusive planning strategies into everyday classroom practice, strengthening support for students with SEND and EAL, while safeguarding training ensured continued compliance with statutory and regulatory expectations.

Leadership development was a significant achievement during the year. Middle leaders, experienced teachers, and aspiring leaders successfully completed accredited leadership training, participated in leadership shadowing opportunities, and led quality assurance and professional development activities. Teachers took on active roles in leading in-house CPLD, mentoring colleagues, and contributing to action research projects, strengthening leadership capacity and expertise across the school.

Through sustained professional learning, collaboration, and leadership development, staff enhanced their professional skills, strengthened consistency in practice, and contributed to a positive culture of continuous improvement. These achievements ensure that the school remains well positioned to deliver high-quality education and continued improvement in student outcomes.

### **Key professional development achievements included:**

- Improved consistency in the Teaching and Learning Framework across classrooms
- Strengthened assessment practice and effective use of data to inform teaching
- Successful completion of safeguarding and educational risk training by all staff
- Development of leadership capacity through accredited courses, coaching (NPQH & NPQSL), and shadowing
- High Performance Learning (HPL) training for all staff, leading the school on its journey to becoming a 'World Class School'.

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## SCHOOL GOVERNANCE AND COMPLIANCE

Al Ain British Academy operates in full accordance with the regulatory requirements of the Abu Dhabi Department of Education and Knowledge (ADEK) and within the governance framework of Aldar Education, ensuring that all statutory, operational, and safeguarding expectations are met consistently and effectively.

During the academic year 2025–2026, the school continues to strengthen its governance, compliance, and operational systems to support high-quality educational provision and sustainable school improvement. A strong focus is placed on maintaining robust policies and procedures, ensuring staff compliance with regulatory requirements, and embedding a culture of accountability and continuous improvement across all areas of school life.

The leadership team works closely with Aldar Education to monitor compliance, review policies, and evaluate operational procedures, ensuring that the school maintains high standards of governance while supporting staff effectiveness and student wellbeing. This collaborative approach has enabled the school to respond proactively to regulatory requirements and support strategic development priorities.

### **Key governance and compliance strengths during the year include:**

- Strong alignment with ADEK regulatory requirements and Aldar governance frameworks.
- Secure and well-maintained employment documentation and HR compliance processes.
- Clear leadership structures supporting operational effectiveness and wellbeing.
- Consistent monitoring of policies, procedures, and safeguarding practices.
- Effective collaboration between school leadership and Aldar Education.
- A proactive and transparent approach to governance and accountability.
- 3 school governance meetings per year
- 2 Subject Learning Rules conducted by school governance each year. Including: learning walks, hearing student and staff opinions, book reviews and data reviews.

The leadership team will continue to closely monitor compliance and operational standards, ensuring that Al Ain British Academy remains a well-governed, safe, and forward-thinking school that supports high academic outcomes and the wellbeing of its whole community.



## FINANCIAL OVERVIEW

Al Ain British Academy operates within a clear and robust financial governance framework that ensures compliance with ADEK regulations and established internal governance procedures. Financial planning, budgeting, and resource allocation are carefully managed to support the school's educational vision and strategic objectives.

The Academy ensures that financial resources are used efficiently and effectively to enhance the quality of teaching and learning, promote student wellbeing, and support the ongoing development of facilities and educational programmes. Financial decision-making is strategically aligned to the school's priorities, ensuring sustainability, accountability, and the long-term success of the Academy.

## STRATEGIC PRIORITIES FOR AY 2026–2027

In order to further strengthen the external validation of learning outcomes, the school has procured and implemented ABT and IBT assessments for students studying Arabic, Islamic Studies, and Social Studies, mirroring the successful use of GL assessments for UK curriculum subjects; the first round of assessments, completed in December 2024, demonstrated outcomes graded as Outstanding against ADEK Benchmark Thresholds for PS1 and PS3, and during AY 2025–2026 the school will significantly widen the assessment sample size to ensure greater reliability and whole-school benchmarking.

Al Ain British Academy's strategic priorities focus on embedding the High Performance Learning framework to develop advanced learning skills, critical thinking, and reflective learners across all phases, while working towards HPL accreditation. Consistency in teaching, learning, and assessment will be strengthened through effective AfL strategies, high-quality speaking and listening opportunities, and targeted professional development supported by coaching and quality assurance. Student wellbeing and positive behaviour will continue to be prioritised through strong pastoral systems and wellbeing initiatives. The school will also refine curriculum provision, expand opportunities for leadership and innovation, strengthen community partnerships, and progress plans towards a future-ready campus that supports high academic outcomes and holistic student development.

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## PRIDE AND SCHOOL HIGHLIGHTS

The academic year 2025–2026 represents a period of continued growth and strategic development for Al Ain British Academy, as the school builds on strong academic foundations, embeds high-quality teaching and learning practices, and strengthens its commitment to student wellbeing and community partnership. Throughout the year, the school remains focused on delivering excellent academic outcomes, consistent classroom practice, and a positive, inclusive learning environment.

### Key highlights of the year include:

- Strong student achievement across UK and MoE curriculum subjects.
- External benchmarking through GL, ABT, and IBT assessments.
- Outstanding outcomes against ADEK Benchmark Thresholds for PS1 and PS3.
- Consistent implementation of the Teaching and Learning Framework.
- Improved use of Assessment for Learning across all phases.
- Progressive implementation of the High Performance Learning framework.
- Development of advanced learning skills and critical thinking.
- Strengthened student wellbeing and pastoral support systems.
- Increased opportunities for leadership, enrichment, and innovation.
- Strong partnerships with parents and the wider community.
- Strategic planning for future campus development in Al Ain City.

These achievements reflect the shared commitment and collaboration of **students, staff, and families**, who continue to work together to build a strong foundation for the continued growth and success of Al Ain British Academy.





# THANK YOU

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