

Irtiqa'a School Inspection

AY 2025/26









Al Ain British Academy

Rating: Very Good

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School Information

General Information		
	Name	Al Ain British Academy
	Esis Number	9214
	Location	222,As Salam St,Central District,Al Ain 30027
	Website	https://www.alainacademy.sch.ae/en/home
	Telephone	037151000
	Principal	IAN ANTHONY JOSEPH PUGH
	Inspection Dates	03 to 06 Nov 2025
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1076
Number of Emirati students	745
Number of students of determination	116
Largest nationality group of students	UAE - Britain - India

Information On Teachers

Number of teachers	82
Nationalities	United Kingdom (UK) - Egypt - South Africa
Number of teaching assistants	19

Changes since the previous inspection

Since the last inspection in the AY2021/22, the school's overall judgment has remained at a Very Good level.

Students' achievement in Arabic-medium subjects has remained generally consistent with previous outcomes, yet some regressions have been noted. Students' achievement in Arabic as a first language has remained Very Good in Phases 1 and 2 and Good in Phases 3 and 4. Students' achievement in Arabic as a second language has remained Good in Phase 3, and declined from Very Good to Good in Phase 2. The decline in Phase 2 reflects limited progress in language acquisition among new students who entered with limited prior exposure to Arabic. Students have not reached age-appropriate proficiency levels, which has lowered their overall attainment. Achievement in Islamic education remains Very Good across all phases, while social studies continues to be Good in Phases 2 and 3.

Overall, performance in English-medium subjects shows improvement in several subjects and phases. In English, attainment has improved from Acceptable to Good in Phase 1, from Good to Very Good in Phases 2 and 3, and has remained Outstanding in Phase 4. Progress has regressed from Outstanding to Very Good in Phase 1, remained Very Good in Phase 2, improved to Outstanding in Phase 3, and remained Outstanding in Phase 4. In mathematics and science in Phase 1, attainment has remained Good, while progress has improved from Good to Very Good in mathematics and has remained Very Good in science. The Very Good progress indicates that students apply concepts accurately and solve problems with increasing proficiency. In Phase 2, students'

achievement has remained Very Good in both mathematics and science, and has improved to Outstanding in Phase 3 in both subjects. In Phase 4, achievement in mathematics has regressed from Outstanding to Very Good, while science has improved from Very Good to Outstanding. Improvements in mathematics in Phase 3 reflect students' ability to justify solutions and apply reasoning. Improvements in science in Phases 3 and 4 reflect well-developed scientific skills in the design and conduct of experiments. The decline in mathematics in Phase 4 indicates that some students have not yet mastered independent inquiry and deeper reasoning, which limits their ability to reach a higher level of attainment.

Learning skills remain Very Good in Phases 1, 2, and 4, and improved to Outstanding in Phase 3. Students demonstrate strong reflection and increasing independence in finding relevant information and applying technology effectively to support learning, particularly in Phase 3.

Performance Standard 2 (PS2), related to students' personal and social development and their innovation skills, was not evaluated during the previous inspection. Personal development, understanding of Islamic values and awareness of Emirati and world cultures, and social responsibility and innovation skills are all judged Very Good across all phases. Students are courteous and respectful and display positive attitudes toward learning. They behave well both in lessons and when moving around the school, and attendance is currently 97%, at a Very Good level. Students have a secure understanding and appreciation of Islamic values and of Emirati culture and heritage. Across the school, students contribute positively to the school and local community and demonstrate a very positive work ethic.

The quality of teaching has remained Very Good across Phases 1, 2, and 4, and has improved to Outstanding in Phase 3. Lessons are engaging, and attractive learning environments with readily available resources support students' progress effectively. Activities are well differentiated for almost all groups of students. Inquiry-based learning and high-quality questioning, which engage students in discussions and debates that promote deep learning, are particularly characteristic of teaching in Phase 3.

Performance Standard 4 (PS4), relating to curriculum design and adaptation, was not evaluated in the previous inspection. Both curriculum design and curriculum adaptation are now judged Very Good in all phases. The curriculum is broad and balanced and effectively aligned with national priorities. Curriculum modification is implemented successfully, ensuring high-quality provision for all groups of students, including students with additional learning needs and students of determination. Opportunities that enable students to develop a strong appreciation of UAE culture, heritage, and national identity are integrated across almost all aspects of the curriculum. Innovation skills are less consistently developed in lessons.

Student protection and safeguarding remain Outstanding. Rigorous, consistently applied child protection procedures ensure that students feel safe and well-supported at all times. The school is well-maintained, and the systems for care, welfare, and supervision are highly effective. Students with additional learning needs, including students of determination and gifted and/or talented students, are promptly and accurately identified, with individualized plans developed in consultation with parents to ensure that provision is well matched to their specific needs.

Leadership and management have remained Outstanding across all areas. Leaders articulate a clear vision and mission that are effectively communicated to all stakeholders, creating a strong sense of shared purpose. Self-evaluation and improvement planning are rigorous, broadly accurate, and linked closely to students' outcomes, and leaders remain ambitious, forward-thinking, and open to new initiatives that drive continuous improvement. The school continues to be highly successful in engaging parents as active partners in their children's learning and wider school life. Governors hold leaders accountable for performance and act as critical friends, contributing effectively to school improvement. The day-to-day management of the school is efficient and well-coordinated, and staffing and resources are of high quality, supported by a highly effective professional development program that enhances teacher expertise and capacity.

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

School leaders remain strongly committed to achieving their targets in international benchmark assessments,

including TIMSS, PISA, and PIRLS. They ensure that assessment priorities are fully integrated into all areas of strategic and operational leadership. Leaders set clear expectations for departments to embed international assessment requirements into curriculum planning and teaching, and they monitor implementation through regular reviews of planning, lesson observations, and analysis of student outcomes. All relevant departments incorporate TIMSS, PIRLS, and PISA-style questions into their planning to ensure that students are familiar with assessment formats and questioning techniques.

The curriculum is adapted across all phases to develop students' reasoning, critical thinking, and problem-solving skills. In mathematics, students strengthen their application of mathematical knowledge and their ability to respond to problem-solving questions in preparation for TIMSS assessments. In English, dedicated reading and English lessons in Phase 2 support the development of comprehension, inference, and evaluation skills consistent with PIRLS and PISA expectations. Across subjects, teachers provide structured practice opportunities through sample questions, problem-solving tasks, and mock assessments that replicate international testing conditions. Teachers systematically monitor students' performance and refine planning and instruction in response to emerging data.

The school ensures that teachers are well prepared through a continuous professional development program focused on strengthening teaching strategies and raising expectations for all students. Ongoing training related to international assessments enhances teachers' capacity to plan effectively, deliver lessons aligned with assessment standards, and use data to improve learning outcomes. This training equips teachers with the necessary skills to familiarize students with question types, cognitive domains, and formats found in international assessments.

Parents are informed about the process and purpose of standardized and international assessments to help them better understand expectations and collaborate with the school to support their children's readiness. Awareness is raised through school communication that explain timelines, assessment formats, and the importance of these examinations. The school also provides general guidance and resources to help parents support learning at home, including suggestions for reading practices, problem-solving activities, and access to sample questions that reinforce the skills assessed in international tests.

Performance in standardized and international assessments

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

Standardized Assessments

Students in Years 2 to 10 participated in the AY2024/25 Granada Learning Progress Tests for English, mathematics, and science. Students in Year 6 and Year 9 participated in the AY2024/25 International Benchmark Test in Arabic as a First and Second Language, Islamic education, and social studies Benchmark Tests. Results of the assessments indicate the following:

- Students' attainment in English is Outstanding in Phase 2 and Very Good in Phase 3.
- Students' progress in English is Very Good in phases 2 and 3
- Students' attainment in mathematics is Outstanding in both phases 2 and 3.
- Students' progress in mathematics is Good in Phase 2 and Very Good in Phase 3.
- Students' attainment in science is Outstanding in phases 2 and 3.
- Students' progress in science is Good in Phase 2 and Outstanding in Phase 3.
- Students' attainment in Arabic IBT as a First Language in Year 6 is Very Good.
- Students' attainment in Arabic IBT as a First Language in Year 9 is Outstanding.

- Students' attainment in Arabic IBT as a second language in years 6 and 9 is Acceptable.
- Students' attainment in Years 6 and 9 is Very Good in Islamic education.
- Students' attainment in Years 6 and 9 is Outstanding in social studies.

International Assessments: TIMSS, PISA, PIRLS

15-year-old students participated in the PISA (Programme for International Student Assessment) 2022. Their results were as follows:

- In reading literacy, students achieved a score of 522.6, above the school's target of 500 and the PISA international average of 476.
- In mathematical literacy, students achieved a score of 540.6, above the school's target of 500 and the PISA international average of 472.
- In science literacy, students achieved a score of 538.6, above the school's target of 500 and the PISA international average of 485.

In the TIMSS (Trends in International Mathematics and Science Study) 2023 assessment, students' results indicate:

- In Year 5 mathematics, students achieved a score of 537.8, below the school's target of 586 but above the international average of 503.
- In Year 9 mathematics, students achieved a score of 585.82, above the school's target of 572 and the international average of 478.
- In Year 5 science, students achieved a score of 526, below the school's target of 558 but above the international average of 494.
- In Year 9 science, students achieved a score of 592.96, above the school's target of 590 and the international average of 478.

Year 5 students participated in the PIRLS (Progress in International Reading Literacy Study) 2021:

- Year 5 students achieved a score of 556, placing them at the high international benchmark range.

Reading

School leaders demonstrate a clear commitment to promoting literacy through a whole school reading strategy supported by weekly meetings with the librarian to plan and evaluate reading events across all phases. Leaders ensure that reading development remains a key focus in school improvement plans, with clear targets and accountability measures for raising literacy across all phases. Departments maintain and review literacy development plans to ensure that reading provision remains aligned with evolving needs and whole-school priorities.

The reading environment provides students with access to a range of resources and spaces that support engagement with books. The school library serves students in phases 2 to 4. It is a community space due to its accessibility to students, staff, and parents. A sectioned reading corner with circular padded mats offers a comfortable area for younger students to listen to stories or for older students to read independently. An outdoor reading box provides an additional space for students and parents to read during cooler weather. The library holds approximately 20,000 books, of which a limited number of Arabic titles. Texts are classified using the Renaissance system, enabling students to select age-appropriate and ability-appropriate materials that

encourage independence. Classroom reading areas include rotating collections of books. Reading is further supported through digital platforms offering a wide selection of e-books in English, Arabic, and other languages. KG and early years students benefit from age-appropriate soft reading areas and themed reading corners designed to promote story exploration and early engagement with books. Displays, book reviews, and student-led reading activities, such as peer storytelling and student-chosen book recommendations, further enhance the literacy-rich environment. Literacy development is embedded systematically across the curriculum, with reading skills reinforced beyond English and Arabic lessons. Students build foundational skills in the early phases and progress to developing fluency, comprehension, and higher-order reading skills such as inference, skimming, and text analysis as they progress through the school. Guided reading sessions, phonics programs, and regular library lessons support structured skill development. Teachers track students' reading levels using diagnostic tools and monitor progress to identify and close gaps. Targeted intervention programs support struggling readers through small-group instruction, additional guided reading sessions, and regular progress checks to close skill gaps. A range of reading events, including poetry competitions, Chevron Readers activities, and the "Camp and Read" initiative, further strengthen students' engagement with literacy.

Teachers receive professional development that builds their capacity to deliver high-quality reading instruction, including training in guided reading strategies, comprehension techniques, higher-order questioning, assessing reading progress, and implementing targeted interventions. This training supports consistent literacy provision and ensures teachers are equipped to meet the diverse reading needs of students across all phases.

Parents are supported to promote reading at home using reading logs and regular communication from teachers and librarians. The school encourages families to make use of local community resources, such as the Sheikh Zayed Library, offering incentives such as free family membership. Parents also participate in reading-related events, including storytelling sessions and community reading activities, helping to build a strong home-school partnership that reinforces students' reading habits. Additional tools, such as recommended reading lists, digital reading links, and guidance on supporting reading at home, further strengthen parental engagement. Parents are also invited to participate in school-based reading initiatives such as book fairs, reading weeks, and book clubs, which increase their involvement in promoting literacy.

Strengths of the school

- Students' achievement improved in Phase 3 English, mathematics, and science.
- The school has successfully met all PISA targets and Grade 8 TIMSS targets.
- Students' responsible and positive attitudes, self-discipline, and consideration for others contribute to warm, trusting relationships with adults and peers.
- The school has comprehensive rigorous system for the protection, care, guidance, and support of all students, including students with additional learning needs, students of determination and gifted and/or talented students.
- Senior leaders effectively communicate the school's mission and vision to all stakeholders and demonstrate a strong understanding of best practice in teaching and learning, self-evaluation, and school improvement planning.
- The school is highly successful in engaging parents as partners in their children's learning and the wider school life.
- Governance is highly effective in monitoring school improvement actions, holding leaders to account, and ensuring the school is appropriately staffed and well resourced.

Key Recommendations

1. Raise students' achievement across all subjects and phases to consistently Outstanding levels, particularly in Phase 1 and Arabic-medium subjects, by:

- improving students' reading, writing, and speaking using standard Arabic in Arabic as a First language, particularly in KG, phases 3 and 4, and improving students' speaking and comprehension skills in Arabic as a Second Language .
- developing students' English letter formation skills in Phase 1, independent writing skills in Phase 2, and students' ability to justify ideas in Phases 3 and 4.
- enhancing Phase 1 students' mental mathematics and their ability to communicate findings after practical investigations in science, and strengthening deep reasoning and independent investigation skills across all phases.
- promoting consistency in developing students' innovation, enterprise, and independent inquiry skills across all subjects and phases, particularly in Arabic-medium subjects.

2. Improve aspects of teaching, assessment, and curriculum by:

- strengthening differentiated teaching and the use of assessment data, particularly in Arabic medium subjects, to support accelerated progress for all student groups.
- offering more curricular choices for older students and providing greater opportunities in lessons to develop students' enterprise, innovation, and independent inquiry skills across all subjects and phases.

3. Further strengthen leadership and management by:

- strengthening the capacity of middle leaders, with targeted support for those requiring further development, to promote best practice in teaching and learning in line with the inspection framework.
- exploring strategic solutions to address capacity constraints, enabling the expansion of subject offerings, such as additional IGCSE, A-Level, and BTEC pathways, to better meet students' needs and parental demand.
- ensuring full compliance with Ministry of Education requirements for Arabic as a first language in Phase 4, particularly regarding instructional time allocation and curriculum delivery.

4- Further strengthen students' performance in international benchmark assessments, including PISA, TIMSS, and PIRLS, to sustain high achievement and address variation across phases, by:

- strengthening early reading comprehension, scientific explanation, and mathematical problem solving in Phase 1 and Phase 2 so students enter Year 5 fully prepared to meet or exceed the school's targets in TIMSS and PIRLS.
- using international assessment data alongside internal evidence to identify specific gaps against targets in the lower phases and adjust teaching approaches promptly while sustaining strong outcomes in the upper phases.
- strengthening parental understanding of international assessments and expectations so families continue to support reading, reasoning, and problem solving at home in ways aligned with assessment demands.

Overall School Performance: **Very Good**

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, 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

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

	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: 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

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school's analysis of internal assessment data at the end of the AY2024/25 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phases 1, 2, 3, and 4 attain levels that are above the curriculum standards.
- 20 students in Year 6 and 13 students in Year 9 participated in the Islamic education Benchmark Test, and their results indicate Very Good attainment.
- In lessons and their recent work, the large majority of students in Phases 1, 2, 3, and 4 demonstrate subject knowledge, skills, and understanding that are above the curriculum standards. In Phase 1, students demonstrate strong skills in memorizing and reciting short Qur'an surahs, noble Hadeeth, and supplications. They can explain their learning about key principles of Islam, Islamic etiquette, and values, and show knowledge and understanding above curriculum expectations. However, their knowledge of the Prophet's biography remains in line with expectations. In Phase 2, students demonstrate advanced knowledge and understanding of the acts of worship in Islam, and a strong understanding of the Noble Hadeeth. However, the knowledge of subject-specific vocabulary and concepts for a minority of students is less well-developed. Across phases 3 and 4, students can clearly explain the meanings of subject-specific terminology, discuss current contemporary topics in detail, and make reference to Islamic laws, principles, and values. However, a minority of students find it challenging to support their explanations with relevant evidence from the Holy Qur'an and Hadeeth.
- Over the past three years, the school's internal attainment data indicate that attainment has been consistently Outstanding in Phases 2, 3, and 4.

- The school's analysis of internal assessment data indicates that most students across Phases 1, 2, 3, and 4 make better than expected progress from their starting points and in relation to curriculum standards.
- In lessons and their recent work, the large majority of students across all phases make better than expected progress in relation to learning objectives that are aligned with the curriculum standards.
- The school's analysis of internal assessment data for the different groups of students indicates that the boys, girls, and Emirati students make Outstanding progress across all phases. Low attainers make Outstanding progress in Phase 1, while high attainers make Outstanding progress in Phases 1 and 4.

Next Steps:

1. Deepen students' knowledge and understanding of the Prophet's biography in Phase 1.
2. Promote students' knowledge and understanding of subject-specific vocabulary and concepts in Phase 2.
3. Improve students' ability to support their explanations with relevant evidence from the Holy Qur'an and Hadeeth across phases 3 and 4.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the Ministry of Education (MoE) curriculum standards indicates that the large majority of students in Phase 1 and most students in Phases 2, 3, and 4 attain levels that are above the curriculum standards.
- 18 students in Years 5 and 18 students in Year 9 participated in the International Benchmark Test (IBT) for Arabic as a first language in AY2024/25, and their results indicate very Good attainment in Phase 2 and Outstanding attainment in Phase 3. Students in Year 11 participated in the IGCSE for Arabic as a first language, and their results indicate Very Good attainment.
- In lessons and students' work, the majority of students in Phases 3 and 4, and the large majority of students in Phases 1 and 2, demonstrate reading comprehension, listening, speaking, and writing skills that are above the curriculum standards. In Phase 1, students can read a range of sight words and identify the letter-sound relation and letters in different placements within words. In Phase 2, students can fluently read short stories and demonstrate strong comprehension skills. In Phases 3 and 4, students can read extended texts of different genres, but their higher-order reading skills, including making inferences or critiquing, are less well developed. Across all phases, students' skills in speaking standard Arabic and in writing at length are less well developed.
- Over the past three years, the school's internal assessment data indicate that attainment has been consistently Outstanding across Phases 2, 3, and 4.
- The school's internal assessment data indicate that most students across Phases 1, 2, 3, and 4 make better than expected progress in relation to their starting points and curriculum standards.
- In lessons and their recent work, the majority of students in Phases 3 and 4, and the large majority of students in Phases 1 and 2, make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment data for the different groups of students indicates that boys,

girls, and Emirati students make Outstanding progress across all phases. Low attainers make Outstanding progress in Phases 1 and 2, while high attainers make Outstanding progress in Phases 1 and 4.

Next Steps:

1. Improve students' ability in Phase 1 to blend letters and form new words to strengthen early reading and spelling skills.
2. Promote students' higher-order reading skills in phases 3 and 4, including making inferences and critiquing literary texts.
3. Enhance students' proficiency across all phases in speaking standard Arabic and writing with accuracy and fluency at length.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Not Applicable	Good ↓	Good	Not Applicable
	Progress	Not Applicable	Good ↓	Good	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the Ministry of Education (MoE) curriculum standards for Arabic as a second language indicates that the large majority of students in Phase 2 and most students in Phase 3 attain levels that are above the curriculum standards.
- 5 students in Year 6 and 5 students in Year 9 participated in the International Benchmark Test (IBT) for Arabic as a Second language in AY2024/25, and their results indicate Acceptable attainment in both phases .
- In lessons and students' work, most students in Phase 1 demonstrate knowledge, skills, and understanding that are in line with curriculum standards. In phases 2 and 3, the majority of students demonstrate knowledge, skills, and understanding that are above the curriculum standards. In Phase 1, students are beginning to recognize Arabic letters and sounds and can identify pictures that start with familiar sounds, but their vocabulary development remains limited. In Phases 2 and 3, students read short texts with adequate accuracy and understand their meaning; however, their speaking fluency remains less well-developed. Students copy words and write short sentences, but writing at length remains developing.
- Over the past three years, the school's internal assessment data indicate that attainment in Phase 2 fluctuates, regressing from Outstanding in AY2022/23 to Good in AY2023/24 and then improving to Very Good in AY2024/25. Attainment in Phase 3 has been consistently Outstanding.
- The school's analysis of internal assessment data indicates that most students in Phases 2 and 3 make better than expected progress in relation to their starting points and curriculum standards.
- In lessons and their recent work, most students in Phase 1 make the expected progress, while the majority of students in Phases 2 and 3 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment data for the different groups of students indicates that boys make Very Good progress in Phase 2 and Outstanding progress in Phase 3. Girls make Outstanding progress across Phases 2 and 3.

Next Steps:

1. Develop students' vocabulary acquisition in Phase 1.
2. Strengthen students' writing skills in Phases 2 and 3 to enable them to write at length independently and with greater accuracy.
3. Improve students' speaking skills across all phases to strengthen their use of standard Arabic in different contexts.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Not Applicable	Good	Good	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable

Findings:

- The school's analysis of internal assessment data at the end of the AY2024/25 against the MoE curriculum standards indicates that most students in phases 2 and 3 attain levels that are above the curriculum standards.
- 13 students in Year 6 and 17 students in Year 9 participated in the Social Studies Benchmark assessment, and their results indicate Outstanding attainment in Phases 2 and 3.
- In lessons and their recent work, the majority of students in phases 2 and 3 demonstrate subject knowledge, skills, and understanding that are above the curriculum standards. In Phase 2, students demonstrate secure knowledge and understanding of the UAE's heritage, citizenship, and government. They explain the general roles and duties of federal entities but find it challenging to explore more complex topics such as the Constitution. In Phase 3, students discuss the components of national identity in depth and develop a strong understanding of values, ethics, and the characteristics of good citizenship within the family and local community. However, students' ability to apply this understanding to wider contexts and propose solutions to the challenges facing contemporary UAE society is developing.
- Over the past three years, the school's analysis of internal assessment data indicates that attainment has been consistently Outstanding in Phases 2 and 3.
- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in Phases 2 and 3 make better than expected progress from their starting points in relation to curriculum standards.
- In lessons and their recent work, the majority of students in Phases 2 and 3 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment data for the different groups of students indicates that boys, girls, and Emirati students make Outstanding progress.

Next Steps:

1. Strengthen students' ability to interpret Social Studies key ideas in Phase 2 and explain purpose and impact with clarity.
2. Build students' skills to connect national identity, values, and ethics to real situations in Phase 3 through structured reasoning.
3. Develop students' ability to apply civic knowledge to wider contexts, including local and global issues, demonstrating clear analytical skills.

English

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Good ↑	Very Good ↑	Very Good ↑	Outstanding
	Progress	Very Good ↓	Very Good	Outstanding ↑	Outstanding

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the National Curriculum for England (NCfE) for English indicates that the large majority of students in Phase 1 and most students in Phases 2, 3, and 4 attain levels that are above the curriculum standards.
- Students in Years 2 to 10 participated in the GL-PTE standardized assessments for AY2024/25. Their results indicate Outstanding attainment in Phase 2 and Very Good in Phase 3. In PISA 2022, 15-year-old students achieved a score of 522.6 in reading literacy, which was above the school's target of 500 and the international average of 476. A small number of Year 11 students participated in the International General Certificate of Education (IGCSE), and their results indicate Very Good attainment. In PIRLS 2021, Year 5 students achieved a score of 556, placing them at the high international benchmark range.
- In lessons and their recent work, the majority of students in Phase 1, the large majority in Phases 2 and 3, and most in Phase 4 demonstrate levels of knowledge, skills, and understanding that are above the curriculum standards. In Phase 1, students demonstrate secure listening and comprehension skills. Their oral communication and ability to express ideas are well developed. A minority of students require support with accurate letter formation. In Phase 2, students maintain strong listening, speaking, and reading skills, although a minority struggle with punctuation and accuracy in independent writing. In Phases 3 and 4, students speak clearly and confidently, apply grammatical rules accurately in both speaking and writing, and make logical connections between ideas when explaining or justifying responses. Their writing is generally well structured.
- Over the past three years, the school's internal assessment data indicate that attainment has been consistently Outstanding in Phases 2, 3, and 4. In Phase 1, attainment has improved from Good in AY2022/23 to consistently Very Good in AY2023/24 and AY2024/25. GL-PTE data over the past three years indicate that attainment in Phase 2 has improved from Weak in AY2022/23 to consistently Outstanding in AY2023/24 and AY2024/25. In Phase 3, attainment has also improved from Weak in AY2022/23 and AY2023/24 to Outstanding in AY2024/25.
- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in Phase 1

and the large majority of students in Phases 2 and 3 make better than expected progress over time from their starting points and against curriculum standards. In Phase 4, most students make expected progress from their starting points and in relation to curriculum standards. GL- PTE progress data indicates Very Good progress in Phases 2 and 3.

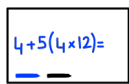
- In lessons and students' work, the large majority of students in Phases 1 and 2 and most in Phases 3 and 4 make better than expected progress in relation to learning objectives that are aligned with the curriculum standards.
- The school's analysis of internal assessment data to evaluate the progress of the different groups of students indicates that boys make Outstanding progress in Phase 1, Very Good progress in Phases 2 and 3, and Very Weak progress in Phase 4. Girls make Outstanding progress in Phases 1 and 2, Very Good progress in Phase 3, and Good progress in Phase 4. Emirati students make Outstanding progress in Phase 1, Very Good progress in Phases 2 and 3, and Acceptable progress in Phase 4. Low attainers make Outstanding progress in Phase 1. High attainers make Outstanding progress across all phases. Students with additional learning needs, including students of determination, make Outstanding progress across Phases 1, 3, and 4, and Good progress in Phase 2.

Next Steps:

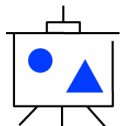
1. Strengthen early writing skills in Phase 1 to support accurate letter formation for all students.
2. Improve punctuation and writing accuracy in Phase 2 to raise the quality of independent written work.
3. Further extend students' ability in phases 3 and 4 to justify ideas with clearer evidence and stronger links between the different points raised.

Mathematics

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



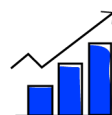
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Good	Very Good	Outstanding ↑	Very Good ↓
	Progress	Very Good ↑	Very Good	Outstanding ↑	Very Good ↓

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the National Curriculum for England (NCfE) standards for mathematics indicates that the large majority of students in Phase 1 and most students in Phases 2, 3, and 4 attain levels that are above curriculum standards.
- Students in Years 2 to 10 participated in the GL-PTM standardized assessment for AY2024/24. Results indicate Outstanding attainment in Phases 2 and 3. Students in Year 11 participated in IGCSE assessments, and their results indicate Good attainment. Students in Year 13 participated in the Advanced Level in mathematics, and their results indicate Very Good attainment. In TIMSS 2023, Year 5 students achieved a score of 537.8, which was below the school's target of 586 but above the international average of 503. In Year 9, students achieved a score of 585.82, which was above the school's target of 572 and the international average of 478. In PISA 2022, 15-year-old students achieved a score of 540.6 in mathematical literacy, which was above the school's target of 500 and the PISA international average of 472.
- In lessons and their recent work, a majority of students in Phase 1, the large majority in Phases 2 and 4, and most in Phase 3 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. In Phase 1, students demonstrate secure skills in number and quantity, laying the groundwork for early mathematical thinking. However, their mental mathematical skills are less secure. In Phase 2, students show increasing fluency with number and operations, shape, space, measurement, and geometry; however, reasoning in unfamiliar contexts is not yet fully developed by all students. In Phase 3, students identify and generalize patterns, express relationships algebraically, and interpret data across a range of formats. In Phase 4, students apply advanced knowledge in functions, trigonometry, and statistics with growing accuracy, yet independent inquiry and deeper mathematical reasoning remain inconsistent among students.
- Over the past three years, the school's internal assessment data indicate that attainment in Phase 1 fluctuated from Good in AY2022/23 to Outstanding in AY2023/24, before regressing to Very Good in AY2024/25. In Phases 2 and 3, attainment has been consistently Outstanding. In Phase 4, attainment has improved from Good in the AY2022/23 and AY2023/24 to Outstanding in the AY2024/25. Standardized GL-PTM data over the past three years indicate that in Phase 2, attainment has improved from Weak in AY2022/23 to consistently Outstanding in AY2023/24 and AY2024/25. In Phases 3, attainment has improved

from Weak in AY 2022/23, to Very Good in AY2023/24, and to Outstanding in AY2024/25.

- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in Phase 1 and the large majority of students in Phases 2, 3, and 4 make better than expected progress over time from their starting points and against curriculum standards. GL-PTM progress data indicates Good progress in Phase 2 and Very Good progress in Phase 3.
- In lessons and in their recent work, the large majority of students in Phases 1, 2, and 4 and most students in Phase 3 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment data to evaluate the progress of the different groups of students indicates that boys make Outstanding progress in Phases 1 and 4, and Very Good progress in Phases 2 and 3. Girls make Outstanding progress in Phase 1, Very Good progress in Phases 2 and 3, and Weak progress in Phase 4. Emirati students make Outstanding progress in Phases 1, 2, and 4, and Very Good progress in Phase 3. Low attainers make Outstanding progress across all phases. High attainers make Outstanding progress in Phases 1, 2, and 3, and Weak progress in Phase 4. Students with additional learning needs, including students of determination, make Outstanding progress in Phases 1, 3, and 4 and Good progress in Phase 2.

Next Steps:

1. Improve students' mental mathematical skills in Phase 1 to strengthen their accuracy in basic calculations.
2. Enhance students' reasoning skills in Phase 2 to enable them to apply mathematical understanding more securely in unfamiliar contexts.
3. Promote students' higher-order reasoning and independent inquiry in Phase 4 to deepen their mathematical understanding and problem-solving abilities.

Science

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Good	Very Good	Outstanding ↑	Outstanding ↑
	Progress	Very Good	Very Good	Outstanding ↑	Outstanding ↑

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the National curriculum for England standards for science indicates that most students in Phases 1, 2, Phase 3 combined science, Phase 3 physics and chemistry, Phase 4 Triple Science, and the large majority of students in Phase 3 biology attain levels that are above the curriculum standards.
- Students in Years 2 to 10 participated in the AY2024/25 GL-PTS standardized assessment. Results indicate Outstanding attainment in Phases 2 and 3. Students in Year 11 participated in the AY2024/25 IGCSE in biology, chemistry and physics. Their results indicate Very Good attainment in biology, Acceptable attainment in chemistry, and Outstanding attainment in physics. Students in Year 13 participated in A-level examinations for AY2024/25. Results indicate Very Good attainment in biology, Good in chemistry, and Outstanding in physics. In TIMSS 2023, Year 5 students achieved a score of 526, which was below the school's target of 558 but above the international average of 494. In Year 9, students achieved a score of 592.96, which was above the school's target of 590 and the international average of 478. In PISA 2022, 15-year-old students achieved a score of 538.6 in scientific literacy, above the school's target of 500 and the PISA international average of 485.

- In lessons and their recent work, the majority of students in Phase 1, the large majority in Phase 2, and most in Phases 3 and 4 demonstrate levels of knowledge, skills, and understanding that are above the curriculum standards. In Phase 1, students explore and investigate using a range of practical, hands-on materials and equipment, and record their observations. Students' ability to independently explain their learning or draw conclusions is limited to few. In Phase 2, students develop curiosity and fluency in applying core scientific concepts, for example, when investigating aspects of physical, life, earth, and space sciences. They observe and use accurate vocabulary, although not all can yet explain their findings independently or apply scientific terms confidently. In Phase 3, students demonstrate a solid understanding of key principles in all aspects of science and can interpret data, identify variables, and describe relationships between cause and effect, although the consistency of reasoning and evaluation, particularly in linking theory to real-life contexts, continues to develop. In Phase 4, students extend their scientific thinking into more advanced applications. They show growing ability in experimental design and data interpretation, yet deeper analytical reasoning, independent enquiry, and use of quantitative evidence remain inconsistent.
- Over the past three years, the school's internal assessment data indicate that attainment has improved from Very Good in AY2022/23 to consistently Outstanding in AY2023/24 and AY2024/25. Attainment has been consistently Outstanding in Phase 2 and Phase 3 combined science. In Phase 3 physics, attainment has fluctuated from Very Good in AY2022/23 to Good in AY2023/24, before improving to Outstanding in AY2024/25. Attainment in Phase 3 chemistry has improved from consistently Very Good in AY2022/23 and 2023/24 to Outstanding in AY2024/25. In biology, attainment regressed from Very Good in AY2022/23 to Good in AY2023/24, before improving to Very Good in AY2024/25. In Phase 4, attainment in biology and chemistry has improved from Weak in AY2022/23, to Very Good in AY2023/24, and to Outstanding in AY2024/25. In physics, attainment fluctuated, regressing from Outstanding in AY2022/23 to Weak in AY2023/24, then improving to Outstanding in AY2024/25. Standardized GL-PTS assessment data over the past three years indicate that in Phase 2, attainment has improved from Good in AY2022/23 to consistently Outstanding in AY2023/24 and AY2024/25. Similarly, in Phase 3, attainment has improved from Weak in AY2022/23 to Outstanding in AY2023/24 and AY2024/25.
- The school's analysis of internal assessment data for AY2024/25 indicates that the large majority of students in Phase 2, Phase 3 chemistry and biology, and in Phase 4 biology, the majority in Phase 4 physics, and most in Phase 1, Phase 3 combined science, Phase 3 physics, and Phase 4 chemistry, make better than expected progress over time from their starting points and against curriculum standards. GL-PTS progress data indicates Good progress in Phase 2 and Outstanding progress in Phase 3.
- In lessons and in their recent work, the large majority of students in Phases 1 and 2, and most in Phases 3 and 4 make better than expected progress in relation to learning objectives that are aligned with the curriculum standards.
- The school's analysis of internal assessment data to evaluate the progress of the different groups of students indicates that boys make Outstanding progress in Phases 1, Phase 3 combined science, Phase 3 physics and biology, and Phase 4 biology and chemistry; Very Good progress in Phase 2 and Phase 3 chemistry; and Weak progress in Phase 4 physics. Girls make Outstanding progress across Phases 1 and 2, Phase 3 combined science, and Phase 4 physics; Very Good progress in Phase 3 physics and chemistry and Phase 4 chemistry; and Acceptable progress in Phase 4 biology. Emirati students make Outstanding progress in Phase 1, Phase 3 combined science, Phase 3 physics, and Phase 4 chemistry; Very Good progress in Phase 2; Good progress in Phase 3 chemistry and biology and Phase 4 biology; and Weak progress in Phase 4 physics. Low attainers make Outstanding progress in Phase 1 and Phase 3 physics, Acceptable progress in Phase 3 biology, and Very Good progress in Phase 4 chemistry. High attainers make Outstanding progress in Phases 1 and 2, Phase 3 combined science, and Phase 4 biology and physics. Students with additional learning needs, including students of determination, make Outstanding progress in Phases 1, 3, and 4, and Good progress in Phase 2.

Next Steps:

1. Develop Phase 1 students' ability to explain their learning and draw conclusions independently from practical

investigations.

2. Strengthen Phase 2 students' use of accurate scientific vocabulary when describing observations and findings.
3. Enhance Phase 3 and 4 students' analytical reasoning, experimental design, and interpretation of data to link scientific theory with real-life contexts.

Learning Skills

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

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

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

Findings:

- Students demonstrate enthusiasm for learning and actively participate in a range of engaging activities across all phases, taking responsibility for their learning, although students in lower grades are still developing independence and require ongoing guidance from their teachers. Students are reflective learners who can evaluate their own progress, identify strengths, and recognize areas for improvement, particularly in English Medium Subjects (EMS), where they set meaningful goals and monitor their progress over time.
- Students across all phases interact and collaborate purposefully and productively to achieve shared learning goals. They exchange ideas effectively in group activities, and higher-attaining students consistently support their peers. However, group work is not always structured with clearly defined roles, which occasionally leads to distraction, particularly in the lower grades. Across all phases, students communicate their learning clearly and effectively.
- Students regularly make meaningful connections between areas of learning and relate these well to real-life situations and their understanding of the world around them. This is particularly evident in Phase 3, where students demonstrate increasing ability in applying cross-curricular knowledge to everyday contexts. However, students make these connections with the variable levels of clarity or independence.
- Students are increasingly independent in finding things out for themselves, often using technology effectively to support their learning and research, particularly in Phase 3. Across phases, they demonstrate growing inquiry and problem-solving skills, applying these to explore ideas, investigate concepts, and justify their thinking. Students engage in activities that promote moral reasoning, evaluative thinking, and reflection, showing an ability to consider different perspectives. Critical thinking and problem-solving are becoming integral features of learning across most subjects; however, innovation, enterprise, and independent inquiry remain inconsistent across all phases and subjects, particularly in Arabic medium subjects

Next Steps:

1. Improve students' ability across all phases and subjects to make clear and independent connections

between their learning and real-life applications.

2. Strengthen students' engagement in structured group work, with clearly defined roles so students collaborate and discuss productively, particularly in the lower phases.
3. Enhance students' innovation, enterprise, and independent inquiry skills across all phases, particularly in Arabic-medium subjects.

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

Personal Development

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

Findings:

- Students have responsible and positive attitudes and are self-reliant. They participate in, and some lead, the school's celebrations of world, Islamic, and national events. Students seek and respond positively to critical feedback, using it to improve their work and behavior. However, in lower grades, not all students complete tasks independently and require ongoing guidance from their teachers.
- Students are frequently self-disciplined and respond well to others. This is evident in lessons, where they interact respectfully with teachers and peers and follow instructions promptly. Their strong understanding of Islamic and national values contributes significantly to their commitment to the school's behavior policies. As a result, bullying is rare, and students consistently demonstrate kindness, cooperation, and respect. Students' very positive behavior across the school creates a calm, orderly, and harmonious learning environment that supports effective learning for all.
- Students' understanding of the differences and needs of others is evident in the cordial and respectful relationships they maintain with peers, staff, and adults. The Student Council and student leaders play an active role in supporting their peers, helping resolve issues in a friendly, constructive manner. As a result, relationships among students and with staff are consistently respectful, considerate, and supportive. Students regularly contribute to school teams, activities, and initiatives, demonstrating a strong sense of belonging and responsibility toward their school community.
- Students demonstrate a secure understanding of the principles of safe and healthy living. They usually make informed, responsible choices regarding their personal health and safety, and can explain the importance of maintaining a healthy lifestyle. Many students can articulate the benefits of healthy eating, regular physical activity, and personal hygiene, and they actively encourage their peers to adopt similar habits. They follow safety routines in school and respond appropriately during drills and emergencies. However, their initiative in promoting safe and healthy lifestyles beyond classroom discussions remains limited, and not all students take a proactive role in leading or contributing to health-related initiatives.
- Attendance, averaging 97%, is very Good across all phases. Students usually arrive at school on time; however, a minority are occasionally late to lessons after break time.

Next Steps:

1. Improve students' ability to work independently and sustain self-reliance in completing tasks without continuous teacher guidance, particularly in the lower grades.
2. Improve students' initiative in promoting safe and healthy lifestyles and encourage them to take a more active role in leading and contributing to health-related activities and initiatives.
3. Improve students' punctuality to lessons, particularly in the morning and after break time.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students across all phases demonstrate a secure appreciation of Islamic values and a clear understanding of their influence on daily life in the UAE. This is reflected in their enthusiastic participation in morning assemblies, where they recite verses from the Holy Qur'an and Hadeeth, and in their active involvement in Islamic events and charitable initiatives, such as food and clothing donations and celebrations of key Islamic occasions, including Ramadan and the Prophet's Birthday. Younger students demonstrate a positive and developing understanding of Islamic values in the UAE. Further opportunities to extend this learning will enrich outcomes and enable students to explain their understanding with increasing clarity and detail.
- Students demonstrate a profound respect for, and strong knowledge of, the UAE's heritage and national identity. They actively celebrate key national and cultural occasions such as National Day, Flag Day, Martyr's Day, Emirati Women's Day, and Haq Al Laila. Their deep understanding and commitment to Emirati heritage are evident through a wide range of activities, including school projects, decorating heritage corners, participating in cultural performances, wearing traditional clothing, and sharing popular dishes and cultural traditions such as preparing Emirati coffee and presenting incense burners. Students also take part in educational trips to heritage sites and contribute meaningfully to cultural events, often leading activities and showcasing their learning. Students participate enthusiastically in these planned activities, their ability to independently design and lead cultural initiatives with peers is developing.
- The school's diverse, multicultural environment provides meaningful opportunities for interaction that deepen their appreciation of traditions, customs, and perspectives. Students show respect, open-mindedness, and curiosity when engaging with cultural content in lessons and during schoolwide events. They make thoughtful connections between their own backgrounds and those of others, contributing to a harmonious and inclusive school community. However, their awareness and deeper understanding do not always extend beyond the cultures represented in the school, limiting their exposure to a broader global context.

Next Steps:

1. Deepen younger students' understanding of the influence of Islamic practices and values in the UAE.
2. Develop students' ability to plan and lead cultural initiatives in Emirati heritage and traditions.
3. Broaden students' knowledge of global cultures beyond the school community to deepen appreciation, comparison, and understanding of diverse traditions and perspectives.

Social responsibility and innovation skills

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

Findings:

- Students across all phases contribute positively to the school and local community, demonstrating a sound awareness of their social responsibilities. They take part in initiatives that support students with disabilities and those who need academic assistance, and they regularly participate in charitable events and fundraising activities. Students collaborate to plan and implement charitable projects, such as classroom piggy-bank collections and student-led campaigns for disaster-affected countries in partnership with the Red Crescent. However, this level of engagement is not yet consistent in lower grades.
- Students are motivated to learn and show a positive work ethic. They sometimes take initiative, contribute ideas during lessons, and offer suggestions, particularly in the upper phases. They enjoy participating in projects, working together, and presenting their work, such as writing stories, summarizing books for the library, and completing creative tasks. However, students' innovation, enterprise, and entrepreneurship skills remain variable across grade levels, and their ability to make independent decisions is not consistently developed.
- Students across all phases demonstrate care for their school and contribute to improving its environment through activities such as planting and recycling. They participate in schoolyard clean-up campaigns and show interest in sustainability, reflected in displayed projects and initiatives such as Eco-Warriors and Save the Turtles. Further opportunities to embed these practices consistently and deepen students' understanding of global environmental issues would strengthen their impact.

Next Steps:

1. Expand student participation in community and charitable initiatives, particularly in lower grades.
2. Build students' skills in innovation, enterprise, and decision-making to support their social responsibility skills.
3. Promote students' environmental responsibility through consistent involvement in sustainability projects and daily classroom practices.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers effectively apply strong subject knowledge and demonstrate a clear understanding of how students learn across all phases. In Phase 1, teachers show secure expertise in early years curriculum and pedagogy. Across the school, teachers engage students in purposeful and lively discussions that prompt them to draw on prior knowledge and develop reasoned arguments. This practice is particularly evident and consistently strong in Phase 3.
- Teachers plan structured lessons and consistently share learning objectives that set high expectations. However, these objectives are not always effectively shared or consistently measurable, which impacts the effectiveness of assessment for learning. Time and resources are used effectively to engage all groups of students. Hands-on activities are a strong feature of lessons in the lower grades, while the use of technology is a strong feature in the upper grades. However, the pace of lessons occasionally does not take into account the needs of students who are struggling with English or Arabic as a second language and who require more time to formulate their answers.
- Teachers' interactions with students are purposeful and promote positive attitudes to learning. Questioning is used effectively to develop understanding, encourage higher-level thinking, and elicit thoughtful, reasoned responses. Dialogue between teachers and students is respectful and supportive, helping most students to participate confidently. In Phase 1, teachers use effective questioning to stimulate curiosity and guide exploration during play-based activities. In the upper phases, questioning is used to challenge students to apply prior knowledge, make meaningful connections, and participate in discussions and debates that deepen their learning. This practice is particularly strong in Phase 3.
- Teachers use highly effective strategies to meet students' individual needs. They hold high expectations for students by setting challenging yet achievable goals that motivate students to reach their full potential. Lessons are carefully differentiated through structured tasks, including Bronze, Silver, Gold, and Platinum activities, ensuring that all students are appropriately challenged and supported according to their abilities. Teachers use a range of strategies, including questioning, modelling, and scaffolding, to guide learning, extend understanding, and promote independence. However, effective differentiation to meet the needs of students with varying language skills in Arabic as a second language is less consistent, particularly in Phase 1.
- Teachers regularly provide opportunities for students to explain their thinking, justify their ideas, and apply knowledge in meaningful, real-life contexts. They engage students in activities that support the development of critical thinking and problem-solving skills. The promotion of innovation and independent learning remains variable across subjects and phases; these skills are more consistently developed in Phases 3 and 4.

Next Steps:

1. Strengthen all teachers' use of measurable learning objectives to ensure assessment for learning accurately reflects students' progress across all phases.
2. Adjust the pace of lessons to allow students learning English or Arabic as a second language sufficient time to process language and formulate responses, particularly in Phase 1.
3. Enhance the consistency of promoting innovation and independent learning skills across subjects and phases.

Assessment

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

Findings:

- Internal assessment procedures are coherent, well-organised, and aligned closely with the National Curriculum for England (NCfE) for English-medium subjects and with the MoE curriculum for Arabic-medium subjects. They are implemented consistently across the school and provide valid, and generally accurate and reliable information on students' attainment and progress. Teachers use assessment procedures effectively to identify what students know, understand, and can do at different points in their learning. The assessment systems enable teachers to have a secure understanding of each student's needs and support them in planning learning that promotes continuous progress.
- The school effectively benchmarks students' academic performance in English-medium subjects against international standards through the Granada Learning (GL) Progress Tests (PT) in English, mathematics, and science for Phases 2 and 3 in Years 2–10. In Early Years, GLD (Good Level of Development) and Phonics Screening Checks are externally benchmarked assessments used across KG and align directly with the English National Curriculum expectations. Students in Year 11 sit the International General Certificate of Secondary Education (IGCSE), in Year 12 the Advanced Subsidiary Level (AS Level), and in Year 13 the Advanced Level (A Level). The school also participates in the International Benchmark Test (IBT) for Arabic as a First and Second language and in the Islamic education and social studies Benchmark Tests; however, participation is limited to only a small number of students. The school engaged students in major international assessments, including PISA (2022), TIMSS (2023), and PIRLS (2021).
- Teachers and leaders conduct thorough termly analyses using a central tracking system that records students' attainment, progress, and target grades across all subjects. Assessment information is calibrated against CAT4 results to validate accuracy and strengthen consistency across phases and departments. Outcomes are aligned to a seven-point scale and supported by differentiated criteria such as Bronze, Silver, and Gold, enabling clear and measurable expectations for students. The tracker generates detailed information for different groups of students, including Emirati, boys, girls, low and high attainers, which allows leaders and teachers to monitor progress precisely from baseline to end-of-term and end-of-year assessments. This systematic approach ensures that teachers and leaders are well informed about students' progress as individuals and groups.
- Assessment information is used effectively to influence teaching and curriculum planning, ensuring that learning is closely matched to students' needs. Teachers and teaching assistants draw on assessment data to provide precise verbal feedback and to adapt tasks so that support and challenge are offered at appropriate levels. Termly analysis of data from the central tracker identifies trends and gaps in progress across different groups, including Emirati students, boys, girls, students with additional learning needs, including students of determination, and high- and low-attaining students. This detailed analysis enables teachers to plan targeted interventions, adjust lesson content, and refine the pace and level of challenge to support improved outcomes. As a result, most students, including key groups, make accelerated progress from their starting points.
- Teachers have very good knowledge of students' strengths and weaknesses, using ongoing assessment and verbal feedback and address misconceptions promptly. Constructive support and challenge are generally well matched to students' needs. Feedback is regular and helps students understand how to improve. However, while verbal and written feedback are consistent, students do not always use them effectively to refine their work or deepen their understanding.

Next Steps:

1. Strengthen written and verbal feedback practices so that students improve their work and deepen their understanding.
2. Increase participation in external assessments to benchmark students' attainment and progress against external standards where appropriate.
3. Further strengthen the use of assessment data to ensure that all groups make accelerated progress in Arabic medium subjects.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum is designed with a clear and purposeful rationale that reflects the school's vision and aligns with the educational priorities of Abu Dhabi and the UAE. It follows the National Curriculum for England (NCfE) for English-medium subjects and the Ministry of Education curriculum for Arabic-medium subjects. The NCfE curriculum begins with the Early Years Foundation Stage (EYFS) and continues into primary and secondary education. In Years 10 and 11, students undertake Pearson Edexcel International GCSE courses in Biology, Chemistry, Physics, Mathematics, English First Language, ICT, and Economics, and students in Years 12 and 13 undertake Pearson Edexcel International AS and A-level courses. The curriculum remains broad, balanced, and age-appropriate, promoting strong progression in knowledge, conceptual understanding, skills, and key competencies. Curriculum implementation would be further strengthened by a sharper focus on skills development in Arabic-medium subjects. A slight misalignment remains between the time allocated for Arabic as a First Language (AFL) in Years 10, 11, 12, and 13 and the instructional time required by the Ministry of Education.
- The curriculum is coherently structured and effectively planned, ensuring both horizontal consistency and vertical progression, so that knowledge and skills develop in a clear, sequential manner. Detailed curriculum mapping, scope and sequence plans, and unit overviews are in place across all phases, from EYFS through Year 13, reflecting the school's full transition to the Pearson Edexcel framework. This structure enables students to systematically build on prior learning while effectively preparing them for IGCSE and International A-Level pathways within the school and beyond. Cross-phase links and shared learning expectations are developing, with further scope to strengthen alignment.
- The school has a clearly structured secondary program, with formal pathways beginning in Year 10. It offers a range of options that cater to both academic and vocational routes. Academic choices include a variety of International General Certificate of Secondary Education (IGCSE) subjects, such as Art, Psychology, and Information Technology. Vocational opportunities are available through courses such as the Pearson BTEC Level 2 Certificate in Physical Education, ASDAN personal development programs, and the London Academy of Music and Dramatic Art (LAMDA) performance qualifications. For older students in Year 12 and Year 13, elective options include traditional academic qualifications; however, the range of options for these year groups remains limited.
- Cross-curricular links are well established and continue to strengthen across all phases. Collaborative planning among English, science, mathematics, and humanities enables students to make meaningful connections across subjects, such as applying data analysis in science and geography, or using persuasive writing skills developed in English and science in social studies. In Phase 2, thematic units link literacy, numeracy, and inquiry-based science, while in Phase 3, mathematics and science support analytical and problem-solving skills applied in geography, economics, and design technology. Whole-school initiatives such as STEAM Week, Model United Nations, and sustainability projects further promote interdisciplinary learning, enabling students to transfer knowledge and apply skills in multiple contexts.
- The curriculum is reviewed systematically in key subjects on a termly basis to ensure continued alignment with UAE national priorities, promote strong student outcomes, and meet learners' academic and personal

development needs. Phase and subject leaders analyze assessment data, lesson observations, and samples of students' work to evaluate how effectively the curriculum supports progress, attainment, and wellbeing across all phases. Adjustments are made to ensure that content, sequencing, and pedagogy respond to students' learning profiles, promote equity, and provide effective support and challenge for all groups. The curriculum maintains a strong balance between academic rigor and opportunities for creativity, innovation, and moral education.

Next Steps:

1. Strengthen curriculum implementation by sharpening the focus on skills development in Arabic-medium subjects.
2. Ensure that the time allocated to Arabic as a First Language (AFL) in Years 10, 11, 12, and 13 is fully aligned with the Ministry of Education's requirements.
3. Broaden subject options for students in Years 12 and 13 so that the secondary pathways meet a wider range of interests and needs.

Curriculum adaptation

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

Findings:

- Curriculum scope and sequence documents are precisely tailored for different groups, such as English as an Additional Language/English Language Learners (EAL/ELL) and students with additional learning needs, including students of determination. These adaptations are effective and consistently evident in lessons and within Individual Educational Plans (IEPs). Tasks, resources, and assessment approaches match students' specific targets. Although the progress of these groups is monitored, systems to evaluate the impact of actions taken to secure consistent and sustained progress are not yet well developed. Differentiation is embedded across all subjects. Lower-attaining students access learning successfully, while higher-attaining and gifted students receive consistent stretch and challenge. Teachers use assessment information to tailor instruction, and adaptive strategies appear clearly in lesson plans. All learners are engaged, appropriately supported, and extended. However, these strategies are not applied with the same level of effectiveness in all lessons.
- The Curriculum provides rich and meaningful opportunities for innovation, creativity, and enterprise. In ICT, Design Technology, Business Studies, and creative subjects, students engage in coding, product innovation, digital design, and entrepreneurial projects that develop independence, inquiry, and problem-solving. Students make clear social contributions through charity drives, community initiatives such as winter and Eid gift boxes, support for internal events such as the heritage village, and global service projects such as the Duke of Edinburgh's Award and a Kenya expedition. Extracurricular and enrichment opportunities, such as Eco-Warriors, Save the Turtles initiatives, Science, Technology, Engineering, Arts, and Mathematics (STEAM) Week, British Schools in the Middle East (BSME) competitions, and Technology, Entertainment, and Design (TEDx) events, further strengthen links between learning, sustainability, and civic responsibility. However, students do not always take full responsibility for these projects, as their independence is still developing and they often rely on teacher guidance. Innovation and enterprise in lessons remain inconsistent.
- Students' awareness of Islamic culture and Emirati heritage is strengthened through well-planned, curriculum-linked activities that deepen their understanding and appreciation of the UAE's identity and values. Enrichment opportunities such as visits from Emirati authors and poets and field trips to culturally significant sites, including the Qattara Arts Centre, the Sharjah Islamic Museum, and the Year 2 cookery workshop at Al Fanar Restaurant, provide meaningful, real-life learning experiences. These activities allow students to explore traditional arts, literature, customs, and historical influences, helping them make strong connections between their classroom learning and the UAE's cultural heritage. As a result, students develop a secure and respectful understanding of Islamic culture and Emirati traditions.

Next Steps:

1. Ensure curriculum adaptations support sustained progress and address the gaps for all groups of students and in all subjects and classes.
2. Provide more opportunities in lessons to develop students' enterprise, innovation, and creative problem-solving skills.
3. Further extend opportunities for students to deepen their understanding and appreciation of the UAE's identity and values.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The procedures for the safeguarding of students and child protection are rigorous and fully understood by all stakeholders, including students, staff, and parents. The school's child protection and safeguarding policy is clear and very comprehensive. The school staff, including the newly employed, receive regular training in child protection and safeguarding, and sign a copy of confirmation indicating that they are fully aware of the procedures. The school also conducts regular training and awareness sessions for students on how to remain safe. As a result, the school's safeguarding and child protection procedures are highly effective in protecting students from abuse, including bullying and cyberbullying.
- The school is very successful and consistent in providing a very safe, hygienic, and secure environment for all students and staff through well-defined policies that are being regularly reviewed. Designated people undertake a careful risk analysis and assessment when planning for students to engage in any activities, such as sports, celebrations, or educational visits and trips, or when conducting experiments in the science labs. Moreover, designated people carry out regular inspections of the school premises to eliminate potential dangers and hazards. Fire drills are regular, and students are well-supervised in the morning, during breaks, and at school transport, meeting all legal and regulatory requirements, including emergency evacuation. However, students' dismissal procedures are less well-organized
- The school maintains high standards of maintenance and record keeping across all areas. Regular inspections are carried out for the buildings and equipment by school staff and external service providers, including CCTV, alarm system, 24-hour security, regular pest control, water quality testing, laboratory chemical disposal, and daily cleaning of the school. Qualified nurses, in collaboration with visiting health professionals, conduct periodic medical screenings for all students, such as height, weight, blood pressure, and vision checks, ensuring accurate records are maintained for every student. Medicines are securely stored in locked cabinets at the school clinic and carefully monitored for manufacturing and expiry dates. As a result, students report that they feel very safe and well-cared for at school.
- The school's learning environment is well established to support students' personal development and learning needs while meeting their age and physical requirements. The premises and facilities are inclusive, featuring a fully functioning elevator, accessible toilet facilities, and ramps, as well as a wide range of age-appropriate learning spaces and equipment. As a result, students in the early years and students with additional learning needs can access their designated learning areas easily and without obstacles or

restrictions.

- The school implements a wide range of initiatives to promote safe and healthy living, including campaigns and awareness sessions for students and parents that permeate almost all aspects of school life. However, these initiatives do not yet provide sufficient opportunities for students to take the lead and demonstrate ownership. Healthy lifestyles and positive nutritional choices are embedded across almost all aspects of the curriculum and reinforced in lessons. The school canteen offers an extensive menu of healthy food options, and designated staff members monitor students' lunch boxes to ensure that food brought from home meets the school's standards. Furthermore, shock-absorbent matting covers all indoor and outdoor play areas accessible to students, and effective sun protection measures are in place, including appropriate shading across outdoor spaces. Fresh drinking water is readily available throughout the day.

Next Steps:

1. Improve the organization of students' dismissal procedures to enhance safety and ensure smoother movement at the school gate and car parking areas.
2. Create student-led campaigns that address issues such as cyber safety or healthy nutrition.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

- Teachers and staff build strong, very positive relationships with students and know them well as individuals. A clear culture of trust and mutual respect exists between adults and students throughout the school. Expectations for behavior and conduct are highly effective and well communicated, consistently applied, and understood by students, parents, and families.
- The school has effective systems to record, monitor, and track student attendance and punctuality. The promotion of attendance is highly successful, resulting in Very Good attendance across all phases. Procedures are consistent and well established, and follow-up on unauthorized absences and lateness is timely and thorough. However, procedures to ensure punctual arrival to lessons, particularly after break time, are not yet as robust.
- The school has comprehensive and rigorous procedures to identify students with additional learning needs, including students of determination. Currently, 12% of the student population is identified as requiring additional support. Records are thorough and include medical reports as well as specific diagnostic assessments. Individual Educational Plans (IEPs) are developed at the start of each academic year to guide targeted provision and track students' progress. In addition, 97 students are identified as gifted and/or talented through screening and a well-defined identification process.
- The school has rigorous systems of inclusion through strong leadership and highly effective support systems. The Inclusion Coordinator (SENCO) oversees provision for all students with additional learning needs, including students of determination, ensuring that personalized support is well coordinated across phases. Individual Educational Plans (IEPs) are prepared electronically, contain clear targets, and are readily accessible to teachers. Classroom teachers adapt learning tasks skillfully to meet individual needs and apply inclusive strategies confidently in daily practice. Specialist staff provide targeted one-to-one and small-group interventions that result in measurable improvement. As a result, almost all students with additional learning needs make personal and academic progress toward their goals. Gifted and/or talented students are provided with ample opportunities to nurture their abilities through a wide range of extracurricular activities, projects, programs, and competitions organized by the school. In lessons, they are usually challenged effectively to reach their potential, and as a result, most gifted and/or talented students are high achievers, with many excelling beyond expected levels. The rigorous tracking of student progress ensures early intervention, accountability, and sustained impact across the school. However, effective differentiation in lessons to meet the varying language levels of students learning Arabic as a second language remains inconsistent.

- The care, guidance, and wellbeing support provided by the school counsellor and social worker are exemplary. Students' personal development and emotional needs are closely monitored through regular check-ins, observations, the "YouMatter" wellbeing platform, and Child Protection Online Management System (CPOMS) records, ensuring that any emerging concerns are addressed promptly. This proactive approach allows well-being information to feed directly into personalized guidance and support for each student. The counselor and social worker work closely with staff, parents, and school leaders to provide targeted interventions and guidance that promote students' confidence, resilience, and sense of belonging. However, there is no clear channel for students to provide anonymous feedback or share concerns confidentially. Guidance for senior students, particularly those in Year 13 preparing for the next stage of education, is highly individualized and deeply valued by students and families. This comprehensive and responsive system ensures that well-being, care, and academic guidance are seamlessly integrated across the school.

Next Steps:

1. Strengthen procedures to ensure students arrive punctually to lessons, particularly after break times, so that learning time is maximized.
2. Ensure that effective differentiation strategies are consistently planned and implemented in Arabic as a second language lessons to meet the varying language levels and learning needs of all students.
3. Enhance feedback channels to encourage students to provide feedback and share concerns to support their wellbeing and social and emotional development.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Outstanding

Findings:

- Leaders work collaboratively and communicate the school’s mission and vision effectively to all stakeholders, ensuring it is clearly understood and visible throughout the school community. They model high expectations and demonstrate a strong commitment to raising students’ outcomes to the highest levels. Senior leaders place strong emphasis on promoting UAE national priorities, including sustainability, tolerance, inclusion, and national identity. Their strategic direction is coherent, ambitious, and well aligned with the school’s improvement priorities, which contributes to a culture of continuous improvement and shared purpose. Leaders demonstrate a strong commitment to inclusion. Students with additional needs are quickly identified and provided with the necessary support to succeed. Innovation and creativity are evident, with initiatives like “High Performance Learning”, very recently introduced to raise standards further, although the impact is not yet evident.
- Senior leaders are effectively supported by a group of middle leaders, including subject leaders, year leaders, and heads of department, some of whom are new to their roles. Senior leaders demonstrate a thorough knowledge of the curriculum and assessment, as well as a strong understanding of best practice in teaching and learning. Most leaders, including middle leaders, are highly effective in establishing an inclusive school with a purposeful learning culture that supports high standards of achievement. However, less experienced middle leaders do not yet consistently recognize or promote best practice, which reduces the overall impact of their work on improving teaching and learning. Increased enrollment and higher staff turnover have also contributed to variability in leadership impact across phases and subjects. Leaders are addressing these challenges through comprehensive data analysis and targeted student interventions.
- Relationships and communication among all groups in the school are consistently professional, respectful, and supportive, contributing to high levels of morale across the community. The principal delegates responsibilities effectively, ensuring that leadership roles are well distributed and that students receive excellent care, guidance, and support. All leaders have clearly defined roles and are provided with sufficient time and authority to carry out their duties to a high standard. There is a strong culture of shared accountability, with leaders working collaboratively to uphold the school’s expectations and sustain high levels of student performance. This cohesive approach ensures that leadership practice is coherent, purposeful, and strongly focused on continuous improvement. The school promotes shared accountability by using valid and reliable assessment data. However, it is not always clear to staff how accountability for assessment outcomes relates directly to their roles or affects their practice.
- Leaders at all levels have a clear and accurate understanding of most school improvement priorities, and they recognize the need for further development and ensure consistent application of best practices across all phases and subjects. Their self-evaluation is well informed by reliable assessment data, lesson observations, and stakeholder feedback, which enables them to identify strengths and pinpoint areas requiring further attention. There is clear evidence of successful school improvement, reflected in stronger outcomes in international assessments and in the enhanced career and academic pathways available to students. Leaders are proactive and effective in identifying and addressing potential barriers to sustained improvement and ensuring that actions are well-targeted, timely, and aligned with the school’s overall

strategic direction. They have maintained high performance, especially regarding health, safety, and student support, despite high staff turnover.

- Leaders have been innovative and highly successful in driving the school's development and sustaining exceptionally high standards. Their strategic direction is clear, ambitious, and consistently focused on improving students' outcomes. As a result, students' achievement has risen in several subjects and phases, and high standards have been maintained across all aspects of health, safety, care, and wellbeing. Leaders demonstrate a high capacity to implement new initiatives with fidelity, monitor their impact, and ensure accountability at all levels. The school fully complies with almost all statutory requirements and demonstrates strong operational and educational governance. Leaders also acknowledge the need to align Arabic as a first language time allocation with Ministry of Education requirements in Phase 4 and have begun addressing this to ensure full compliance.

Next Steps:

1. Strengthen the capacity of middle leaders, with targeted support where needed, to recognize, model, and promote best practice in teaching and learning.
2. Clarify how accountability for assessment outcomes relates to staff roles and practice.
3. Ensure full compliance with regulatory requirements regarding Arabic as a first language time allocation in the upper year groups.

School self-evaluation and improvement planning

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

Findings:

- The senior leadership team ensures that all staff and parents play an active and meaningful role in the school's self-evaluation process (SEF). Staff contributions are sought systematically across all phases and departments, while parents provide regular input through surveys, meetings, and targeted consultations. The school responds promptly to parental feedback; for example, following parents' requests for increased access to the library before school, leadership implemented this change immediately. The SEF is detailed, comprehensive, and evidence-rich, drawing on a wide range of internal and external data, including British Schools Overseas reports and Aldar Education reviews. Leaders evaluate the school's performance with precision and objectivity, identifying strengths and prioritizing next steps that are specific, measurable, and clearly linked to student outcomes. However, in a few areas, the SEF is not fully aligned with the UAE School Inspection Framework, which limits the clarity and comparability of some judgments. Nonetheless, the overall approach reflects Outstanding practice and ensures that improvement actions are purposeful, well-informed, and sustained over time.
- The monitoring of teaching and learning is systematic, rigorous, and firmly embedded across the school. Senior and middle leaders conduct one formal observation every half term, complemented by frequent informal walkthroughs that provide continuous insight into classroom practice. Observation tools are comprehensive and aligned closely with the UAE School Inspection Framework, as well as with school-identified priority areas to ensure consistency and clarity in evaluating teaching effectiveness. Teachers receive constructive, developmental feedback that clearly identifies strengths in teaching practice and areas requiring further improvement. Monitoring processes are well structured and contribute to a strong culture of professional reflection and accountability. While feedback is detailed and supportive, there remains scope for it to place greater emphasis on the impact of teaching on student outcomes.
- The school development plan (SDP) is coherent, ambitious, and firmly grounded in accurate and reflective self-evaluation. It addresses all previous inspection recommendations and demonstrates a clear strategic vision for continued improvement across all phases. The plan is comprehensive and detailed, with well-structured SMART targets that are directly linked to improving student outcomes. Roles and responsibilities are clearly assigned, and the SDP outlines appropriate strategies, realistic timelines, allocated costings, and measurable success criteria. These elements are closely aligned with the school's priorities and provide a strong framework for monitoring progress and evaluating impact.
- The school has addressed all recommendations from the previous inspection report and has made notable improvements in several areas, including students' achievement across a range of subjects and phases, although some inconsistency in outcomes remains. Efforts are ongoing to expand the range of opportunities for students to engage in meaningful speaking and listening activities to support further development of their English skills. Across the school, standards remain high, with health, safety, child protection, and student care and support continuing to be strong and well-embedded features of provision.

Next Steps:

1. Ensure full alignment of the self-evaluation form (SEF) with the UAE School Inspection Framework so that all

judgments and improvement priorities are presented with clarity and consistency.

2. Extend the focus of monitoring of teaching feedback to be directed to the impact of teaching on students' outcomes.
3. Strengthen the consistency of improvement actions across phases and subjects to ensure a more uniform impact on students' outcomes.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Outstanding

Findings:

- The school is highly successful in engaging parents as partners in their children’s learning and in wider school life. The parent council is highly effective and actively involved in shaping the school community. Parents’ views are regularly gathered through surveys and ongoing dialogue, and their feedback leads to meaningful improvements, such as extending library access before the school day, which was implemented promptly in response to parent requests. Parents describe the school as open, welcoming, and inclusive, and they express strong confidence in their ability to communicate with staff and leaders, noting that their concerns are listened to and acted upon. Parents participate enthusiastically in after-school events, including reading sessions and collaborative activities such as baking with their children on Sundays. They also contribute to organizing celebratory events, particularly those that promote UAE culture and heritage, and many share their professional expertise to enrich students’ learning experiences. Parents have expressed a desire for a broader range of languages to be introduced at earlier year levels, recognizing the receptiveness of younger learners; the school is currently reviewing this. While parents appreciate the facilities and resources provided, some have expressed interest in further modernization of the learning environment.
- Effective communication exists between the school and parents via platforms such as Class Dojo, weekly emails from teachers, and a comprehensive newsletter outlining student learning objectives each month, in addition to a weekly newsletter. Additional channels, including emails and phone calls, ensure parents are consistently well-informed about their children’s learning and development and feel comfortable reaching out with concerns, which are addressed promptly. Parents of students with additional needs are particularly satisfied with communication, highlighting the involvement of the Inclusion manager and their participation in drafting Individualized Education Plans (IEPs). They are invited to meetings with professionals and report that their children are making more rapid progress and feel genuinely welcomed by the school.
- Reporting on students’ academic progress and personal and social development is ongoing, comprehensive, and highly informative. Parents receive detailed report cards three times a year that clearly outline students’ attainment, progress, personal development, attendance, and specific next steps for improvement. Reports provide precise and meaningful information that helps parents understand how well their children are achieving relative to curriculum expectations. Teacher-parent meetings are held after report releases, providing structured opportunities to discuss each student’s strengths, areas for development, and individualized targets. During these meetings, teachers provide parents with practical advice on how to support learning at home. Ongoing communication, including informal updates and digital platforms, further enhances parents’ understanding of their children’s progress and contributes to a strong, transparent partnership focused on student success. However, the frequency of formal reporting does not meet the needs of all parents.
- The school makes sustained, meaningful contributions to local, national, and international communities.

Parents work closely with the parent liaison officer to promote partnerships with community groups, cultural institutions, and educational organizations at multiple levels. Through links with the Emirates Red Crescent, for example, students engage in charitable initiatives such as selling second-hand uniforms to raise funds, collecting and distributing food during Ramadan, and supporting medical research through awareness events such as Pink Day. The school collaborates with recognized entities, including Qattara Arts Centre, Al Fanar Restaurant, the Sharjah Islamic Museum, and Civil Defense, to broaden students' understanding of cultural heritage, safety, and social responsibility. Students and parents actively participate in environmental and sustainability initiatives, including litter collection, recycling campaigns, and beach-cleaning activities, often in cooperation with local environmental groups. Students also connect with peers in other schools nationally and internationally through conferences, Model United Nations events, and links with international universities. However, while partnerships are strong and varied, the school has scope to expand collaborations further, particularly with additional national and international organizations and industry partners to provide even broader opportunities for students to engage in social contribution and real-world learning.

Next Steps:

1. Review parental feedback on curriculum enrichment and facilities.
2. Review the frequency of formal reporting to ensure it meets the needs of all parents and provides them with timely updates on their children's progress.
3. Expand partnerships with additional national and international organizations and industry sectors to broaden students' opportunities for social contribution, real-world learning, and community engagement.

Performance Indicator	Quality judgement
Governance	Outstanding

Findings:

- Governance is highly effective and includes wide representation from key stakeholder groups. Governors actively gather and consider the views of parents, staff, students, and leaders through meetings, surveys, and regular dialogue and ensure that decision-making is well-informed and responsive to the needs of the school community. Governance operates through two complementary strands that provide clear strategic direction and robust oversight of the school's performance. The strategic governance strand oversees finance, compliance, risk management, and the performance management of the principal, ensuring that statutory requirements are fully met. At the school level, the Strategic Governance Group (SGG) provides focused monitoring of academic standards, students' wellbeing, and the quality of provision. Governors have clearly defined roles and maintain a comprehensive, accurate understanding of the school's strengths, priorities, and areas for improvement. The school is currently operating at full capacity, which limits its ability to expand offerings such as additional IGCSE, A-Level, and BTEC options, despite clear demand from parents and students.
- Governors provide strong strategic oversight and ensure high levels of accountability for students' outcomes, wellbeing, and the overall quality of provision. They visit the school regularly, engage closely with leaders and stakeholders, and scrutinize a wide range of evidence. As a result, governors provide a high level of challenge as well as support. They rigorously monitor student progress by scrutinizing internal assessment information and external examination results to evaluate the effectiveness of teaching, learning, and intervention strategies. Governors also ensure that students who require additional support are identified quickly and placed in appropriate intervention programs. Many governors bring educational expertise, which strengthens the depth and quality of their challenge and support. They carry out the appraisal of the principal and hold her fully accountable for overall school performance, including students' achievement, safeguarding, and compliance. They ensure that clear, measurable targets are set and that progress against these targets is routinely reviewed. In turn, the principal evaluates the performance of senior leaders, while senior leaders appraise middle leaders and teachers. Governance structures facilitate highly effective communication between the strategic board and the SGG. In addition to formal governor meetings, the chair of the strategic board and the chair of the SGG meet regularly to exchange insights, review performance information, and ensure that governance decisions directly influence school improvement planning. This coordinated approach provides governors with comprehensive and accurate knowledge of the school's strengths, emerging needs, and priorities, enabling them to guide, challenge, and support sustained improvement with clarity and precision.
- Governors contribute positively to the work of the school and play an important role in supporting its ongoing development. They ensure that the school is staffed with well-qualified teachers and that students have

access to high-quality resources, facilities, and learning environments that promote effective teaching and learning. Governors monitor compliance closely and ensure that statutory requirements are met in almost all areas. However, there remains a compliance issue in Phase 4 regarding the time allocated to Arabic as a first language, which does not yet meet Ministry of Education (MoE) requirements. Governors maintain regular oversight of school policies, safeguarding arrangements, and the quality of provision across phases. They have an accurate understanding of many of the school's strengths and areas requiring further improvement, informed by school reports, data reviews, and regular communication with leaders. Their involvement contributes to strong operational functioning and a supportive culture that enables leaders to implement school improvement priorities effectively. However, while governance provides appropriate support and challenge, the overall influence of the board has not yet led to measurable improvement in the school's overall performance, particularly in securing consistently higher outcomes across all phases.

Next Steps:

1. Develop solutions that address current capacity limits so the school expands subject options in IGCSE, A Level, and BTEC and responds to student needs and parent demand.
2. Ensure full compliance with Ministry of Education requirements for Arabic as a first language in Phase 4, particularly regarding instructional time allocation and curriculum delivery.
3. Strengthen the impact of governance on whole-school performance to ensure more effective monitoring, challenge, and follow-up so that improvement actions lead to measurable gains in students' outcomes across all phases.

Management, staffing, facilities and resources

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

Findings:

- Almost all aspects of the school's day-to-day management are highly efficient and contribute positively to its smooth operation. Routines for arrival, movement around the school, lesson transitions, and supervision are well established and implemented consistently. Administrative procedures are clear, streamlined, and understood by staff, students, and parents. These strong operational structures support students' wellbeing and contribute to their positive attitudes and achievement. However, current dismissal arrangements create congestion, as all students and their parents or carers use the same exit gate, including those travelling by school bus. This results in crowding and limits the efficiency of the school's otherwise strong systems.
- Staffing is carefully planned and highly effective in meeting the needs of all phases and subjects. Teachers are well qualified, and all secondary and post-16 classes are taught by subject specialists. In the Primary and Foundation Stage, homeroom teachers are appropriately deployed, with early years teachers holding additional qualifications that strengthen provision for younger learners. Recruitment processes are robust and ensure that newly appointed staff bring the necessary skills and expertise to maintain high-quality teaching across the school. Professional development is extensive and aligned closely with school priorities. Teachers and leaders at all career stages benefit from a wide range of high-quality training opportunities provided both internally and through Aldar Education. Continuous professional learning is embedded in the school's culture, supported by structured coaching, mentoring, peer observations, and regular opportunities to share best practice across departments and phases. These systems significantly improve teaching quality and enhance students' outcomes. Although staff turnover is relatively high, leaders manage induction effectively, ensuring that new teachers receive comprehensive support and integrate quickly into the school's expectations and routines. This reduces disruption to students' learning and supports continuity of provision. However, the time required to induct a large number of new teachers limits leaders' capacity to accelerate the development of existing staff and slows the overall impact on improving students' achievement. Despite this challenge, the school continues to uphold high standards because of the strength of its professional development systems and the expertise within established teaching teams.
- The school premises are attractive, secure, and extremely well maintained, supported by a regular program of refurbishment that ensures high-quality learning environments across all phases. A new secondary block is scheduled to open in January, which will provide additional space and upgraded facilities that will further

enhance provision. Despite this development, the school is currently operating at full capacity and is awaiting a decision regarding the acquisition of land for a new campus, which would enable the expansion of subject options and the development of more specialized facilities. Specialized provision across the site is strong. Science laboratories, ICT suites, a multi-purpose sports hall, outdoor sports areas, and two swimming pools, including a learner pool for younger students, are well-equipped and effectively utilized. Although the library is functional and well-resourced, it is cramped. Due to space constraints and limited advanced technology resources, subject options for Years 11 and 13 students remain restricted. Learning areas are thoughtfully designed and well-resourced. Classrooms are suitably sized, equipped with interactive smartboards that teachers use effectively, and furnished with high-quality materials that support purposeful learning. Foundation Stage classrooms are large and attractive, promoting high-quality, continuous provision with seamless access to stimulating outdoor learning spaces. The school is fully accessible to students with additional needs, with lifts, ramps, adapted facilities, and high-quality resources. These features reflect the school's strong commitment to inclusion and to providing safe, enriching, and well-maintained learning environments for all students.

- The school provides an extensive range of high-quality learning resources that are closely aligned with curriculum requirements and effectively support teaching, learning, and students' personal development. Classrooms across all phases are equipped with high-quality instructional materials and interactive smartboards, which teachers use effectively to enhance lesson delivery and student engagement. Learning resources are carefully selected to meet the diverse needs of students, providing appropriate challenge for high attainers and targeted support for those requiring additional help. The Foundation Stage offers a wide range of well-designed continuous provision resources that promote inquiry, exploration, and purposeful play, supported by stimulating outdoor learning equipment. Resources for students of determination and those with additional learning needs are of high quality and include adapted materials, assistive technologies, and individualized supports that ensure full access to the curriculum. The school library is well-stocked with age-appropriate texts and reading materials. Its size restricts capacity, limiting opportunities for whole-class or larger-group collaborative learning. Digital platforms and online tools are used effectively to support research, independent learning, and home-school communication. Despite some constraints in advanced technological resources for senior students, the overall range and quality of resources have a significant, positive impact on students' engagement, progress, and achievement.

Next Steps:

1. Review and restructure dismissal procedures to reduce congestion and ensure the safe, efficient movement of all students, including those using school buses.
2. Review recruitment strategies to reduce teacher turnover and ensure greater staffing stability.
3. Expand specialist learning spaces and resources, particularly the library and senior-phase areas, to accommodate growing student numbers and broaden subject options, including improved access to advanced technologies for senior students.

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