

# Irtiqa'a School Inspection

AY 2024/25

Ajyal International School - MBZ

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**Rating: Very Good**

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## School Information

General Information		
	Name	Ajyal International School - MBZ
	Esis Number	9249
	Location	28, Malaqit St, Mohamed Bin Zayed City, Abu Dhabi, 20634
	Website	<a href="http://www.ajyal.sch.ae">http://www.ajyal.sch.ae</a>
	Telephone	025522668
	Principal	MANAL HAMZEH ABED AL HALIM MOUSA
	Inspection Dates	18 to 21 Nov 2024
	Curriculum	British

## Information On Students

Cycles	KG
Number of students on roll	1494
Number of Emirati students	607
Number of students of determination	21
Largest nationality group of students	UAE - Egypt - Jordan

## Information On Teachers

Number of teachers	92
Nationalities	Ireland - Egypt - United Kingdom (UK)
Number of teaching assistants	5

## Changes since the previous inspection

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Since the last inspection in 2022, the school's overall judgment has improved from good to very good, reflecting the school's commitment to better performance.

Overall, students' achievement in Arabic-medium subjects has shown improvement across various phases. While some phases have demonstrated notable progress, others have maintained their performance levels, with no regression being observed. Students' achievement in Arabic as first language remained at acceptable in Phase 1, while in Phase 3 it remained at good. Students' achievement in Phase 2 has improved from good to very good, and in Phase 4, while attainment remained at good, progress has improved from good to very good. A similar trend of improvement is observed in Islamic Studies, where students' achievement in Phase 1 remained at acceptable and in Phase 3 remained at good, but achievement in Phases 2 and 4 has improved from good to very good. These improvements are attributed to the implementation of more effective teaching strategies that have positively impacted student performance and outcomes. Arabic as a second language has also seen notable improvement, with student achievement in Phases 3 and 4 improving from acceptable to good, driven by increased opportunities for students to develop their speaking and writing skills during lessons. However, students' achievement in Phase 1 remained at an acceptable level. UAE Social Studies has shown improvement, with students' achievement in Phase 3 rising from good to very good. Similarly, students' attainment in Phase 2 improved from good to very good, while progress in this phase remained at good.

English-medium subjects have shown overall improvement, with some phases showing progress, and others maintaining previous performance levels and few experiencing regression. Students' achievement in Phase 3 across English, mathematics, and science has improved from good to very good, driven by

strong performance in lessons and international assessment outcomes where students met their targets. In English, student achievement in Phase 1 remains unchanged, with attainment at acceptable and progress at good. In Phase 2, attainment improved from acceptable to good, while progress remained at good. In mathematics, student achievement varies across phases. Phase 1 regressed from good to acceptable due to insufficient progress in lessons. In Phase 2, attainment remained at good, while in Phase 4, it regressed from very good to good. However, progress in Phase 2 improved from good to very good, and in Phase 4, progress remained at very good. Student achievement in science also shows variability across phases. Attainment in Phase 1 remained at acceptable, while in Phase 2, it improved from acceptable to good. However, in Phase 4, attainment regressed from very good to good. Similarly, progress in science varies, with Phase 1 regressing from good to acceptable, Phase 2 remaining at good, and Phase 4 maintaining progress at very good.

As a result, learning skills have shown variable performance across phases, with Phase 1 regressing from good to acceptable, Phase 2 maintaining good, and Phases 3 and 4 improving from good to very good. Students are engaged, motivated, and increasingly take responsibility for their learning particularly in older phases, while younger students rely more on teacher guidance and show less consistency in higher-order thinking skills.

Performance standard 2 (PS2) related to students' personal and social development and their innovation skills, was not evaluated in the previous inspection. Personal development is now judged as good in Phases 2, 3 and 4, while it is rated acceptable in Phase 1 due to inconsistent and very low level of attendance in this phase. Islamic values are now judged to be acceptable across all phases. Students across all phases demonstrate a basic appreciation and understanding of Islamic values, UAE heritage, and cultural diversity, which is reflected in their behavior, participation in national and religious events, and school displays, and there is a need to deepen their understanding of these aspects. All phases are rated good for social responsibility and innovation skills. Students demonstrate responsibility, empathy, and environmental awareness through school projects, volunteer initiatives, and recycling activities, though their leadership, enterprise, and engagement in broader community and sustainability efforts are less developed.

Teaching quality has seen a similar pattern as students' learning, where it has regressed from good to acceptable in Phase 1, remained at good in Phase 2, while it improved from good to very good in Phases 3 and 4. Assessment has consistently maintained a good level across all phases. Teachers demonstrate strong subject knowledge and effective teaching practices, supported by a comprehensive assessment system that tracks progress, informs teaching, and supports personalized learning, though greater consistency is needed in feedback, self-assessment, and the challenge provided to high-attaining students.

Performance Standard 4 (PS4), which pertains to curriculum design and adaptation, was not included in the previous inspection process, but both elements are now evaluated as good across all phases. The curriculum is well-structured and aligned with national and international standards, supporting progression from EYFS to IGCSE, AS, and A-level qualifications. It emphasizes discovery learning, cross-curricular connections, and personalized support, with adaptations for students with English as an additional language. While the curriculum promotes creativity through STEM, arts, and real-world problem-solving, opportunities for enterprise, innovation, and community engagement are limited.

The health and safety of students continue to be a strong feature of the school and continue to be evaluated as very good. Health and safety measures are proactive, with daily checks, monthly inspections, and comprehensive risk assessments. Facilities are well-maintained, accessible, and inclusive, supporting the needs of all students, including those with special educational needs. Similarly, care and support is also a strong feature of the school and continues to be evaluated as very good.

The effectiveness of leadership and parental involvement both remained at very good. The senior leadership team ensures accountability through data analysis, lesson observations, and staff reviews, while fostering a positive school culture and supporting staff development. However, greater clarity in leadership roles and consistency in teaching are needed to sustain improvement across all phases. Parental involvement remained at very good due to the strong partnerships established and initiatives that promote student volunteering and personal development. School self-evaluation and improvement planning element has improved from good to very good, driven by a more strategic approach to identifying key priorities and enhancing learning outcomes. Governance has improved from acceptable to good, reflecting increased involvement of parents and students at the board level. Management and staffing

remain at good, supported by effective timetabling, strategic staff deployment, and spacious, well-equipped facilities that promote learning across all phases.

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

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The school is committed to measuring student attainment against international standards by actively participating in key global assessments, including TIMSS (Trends in International Mathematics and Science Study), PISA (Program for International Student Assessment), and PIRLS (Progress in International Reading Literacy Study).

The school has established clear performance targets for PISA and TIMSS to drive student achievement and measure progress against international standards. While the targets for TIMSS in Grades 4 and 8 are set at the low achievement benchmark, the school's PISA results have exceeded expectations. Students surpassed the school's targets in all three core subjects — reading, mathematics, and science — achieving performance levels that are notably above international standards. This reflects the school's strategic focus on enhancing student outcomes in global assessments.

School leaders and teachers consistently promote the importance of high performance in these assessments, engaging students and parents in understanding their significance for both student success and the UAE's international standing. The principal has reinforced this message through direct communication with parents, highlighting the role these assessments play in supporting students' academic growth and the nation's global reputation.

To support student achievement, the school has implemented a comprehensive action plan that outlines targeted teacher activities and training initiatives. Leaders have facilitated in-house teacher training focused on enhancing students' critical thinking and problem-solving skills in English-medium subjects, using the language and structure of international benchmark assessments. This strategic approach ensures that students are better prepared for the demands of global assessments, reflecting the school's ongoing commitment to continuous improvement and raising student outcomes.

## **Performance in standardized and international assessments**

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

### **Standardized Assessments**

Students in Years 4 to 10 undertake the Granada Learning Progress Test series (GL-PT) in English (PTE), Mathematics (PTM), and Science (PTS) to assess their attainment and progress.

In AY2023/24, students' attainment in mathematics is weak in Phase 2 and acceptable in Phase 4, while progress is weak across Years 4 to 10. A similar trend is observed in science, where students' attainment is weak in Phase 2 and acceptable in Phase 4, with progress also weak across Years 4 to 10.

In AY2023/24, students' attainment in English is acceptable in Year 4, but it is weak from Year 5 to Year 10, with weak progress across Phases 2 and 3.

In Arabic, according to the ABT standardized assessment (2024/25), student attainment is acceptable in Year 7 and good from Years 8 to 11.

## International Assessments: TIMSS, PISA, PIRLS

15-year-old students participated in the PISA 2022 international assessments. The school met all the targets set for PISA. The school achieved results that are above international standards in scientific, mathematical and reading literacy. Results were particularly high in scientific literacy. The high results indicate that attainment in senior high school in English, mathematics, and science exceeds international expectations, and this is reflected in their Very Good inspection judgments. In scientific literacy, the school exceeded the target of 500, and actual results of 531.5 are well above international averages. In mathematical literacy, the target of 500 was exceeded with the actual results of 519.5, which is also above international averages. In reading literacy, the result was at 519.1, which is well above the international average and above the target set for the school at 500.

Results for the most recent TIMSS (2019) international assessments benchmark students' attainment in Year 5 scored at the low international benchmark level in mathematics with a result of 449.12 and science with a result of 432.82. In Year 9, student's attainment is benchmarked at the low benchmark level for mathematics with a result of 454.59 and science with a result of 443.81. Across both years and subjects, set targets were not met.

Results for the PIRLS (2021) benchmark student's attainment at the intermediate benchmark level.

## Reading

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The school has a large, bright, and welcoming library that provides a stimulating learning environment for students across all phases. The library features a variety of seating areas tailored for different learning activities, including independent study, small group collaboration, and whole-class sessions. The strategic placement of bookshelves creates distinct learning zones, while posters, labels, and vibrant displays further enhance the space. A dedicated majlis area showcases UAE identity, culture, and heritage, with traditional seating and cultural artifacts on display. A separate space for senior students, equipped with computers, is actively used during study periods.

The library collection includes 11,200 English books and 820 Arabic books, offering a diverse selection of fiction and non-fiction texts. A significant portion of the collection consists of leveled readers, such as the Oxford Reading Tree, which can be borrowed by teachers for use in guided reading sessions. Students also have access to digital resources through Oxford Owls, allowing them to further develop their reading skills beyond the physical library space.

Library access and student engagement are thoughtfully structured. Students in Years 2 to 6 have a scheduled weekly library session, during which Year 2 students participate in read-aloud sessions, engage in discussions about story elements, and borrow books. Students in Years 3 to 6 independently select books and engage in silent reading, with support from teachers and the librarian. Year 1 students have access to class library books, but they do not visit the main school library. The library also supports whole-school reading events, such as World Book Day, where students dress as storybook characters and write book reviews, fostering a love of reading from an early age.

The school's systematic approach to phonics instruction has had a significant impact on students' reading progress. The school employs the Read Write Inc. (RWI) phonics program for students from FS2 to Year 3, with the goal of phasing students out of phonics by the end of Year 3. However, students in Years 4 to 6 receive phonics support if necessary. The program is currently used with 100% of students in Years FS2 to Year 2 and 80% of students in Year 3. The school follows a streaming system for phonics from Year 1, where students are grouped by ability and assessed twice per term. Students who have moved beyond phonics participate in comprehension assessments using the Rising Stars – Cracking Comprehension program, which provides a structured, leveled approach to assessing and supporting students' comprehension skills. The school recognizes that some students are working below age-related expectations and has set a target for them to reach an appropriate level by Term 3.

The school ensures that guided reading is embedded in learning routines. Reading sessions are scheduled

twice weekly for Years 1 to 6, although guided reading is less frequent in Years 1 to 3, where the focus is on phonics development. Students are streamed by ability for reading during Period 1, allowing for differentiated instruction that meets individual learning needs. Plans are in place to extend this streaming approach to other lessons, enabling teachers to tailor writing and other areas of learning according to students' reading levels. The school acknowledges that the wide range of reading abilities within each class poses a challenge for teachers in addressing the needs of all learners.

To support early readers and students with additional learning needs, the school has introduced several reading intervention programs. Buddy reading is a prominent feature, with Year 13 students supporting reading sessions for Years 1 and 2. This initiative strengthens the reading fluency of younger students while fostering leadership skills in older students. Additionally, a targeted reading intervention program has been implemented to support students with English as an Additional Language (EAL) and low-achieving students in Years 1, 2, and 3. These interventions ensure that students at risk of falling behind receive timely and effective support. Overall, the school's reading provision is comprehensive, inclusive, and well-structured, and the library serves as a hub for promoting a love of reading.

## Strengths of the school

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- Student achievement in external examinations in Years 12 and 13 is strong in Arabic, Islamic education, maths, chemistry, and Year 11 English.
- Students across all phases display positive attitudes to learning and support each other.
- Comprehensive healthcare and support are provided for students across all phases, ensuring their well-being and promoting a safe, healthy learning environment.
- The school has a clear understanding of its strengths and areas for improvement, supported by systematic self-evaluation and ongoing review processes.
- Effective partnerships with parents enhance the school community and contribute positively to student outcomes and well-being.

## Key Recommendations

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### **1. Raise students' attainment and progress to a consistently very good level in all core subjects and phases by:**

- maximizing reading and extended writing opportunities in Arabic as a first and second language and Islamic education in all phases.
- improving students' attainment to a very good level across all phases, particularly in Arabic as first language and Arabic as a second language, and ensuring very good progress and attainment in English and science in Phases 1 and 2.
- extending opportunities for students to practice speaking in both Arabic and English across all subject areas in all phases.
- enhancing phonics and reading approaches further in Phases 1 and 2.
- extending opportunities for students to work independently in all subject areas in Phase 1.
- appropriately supporting lower abilities, challenging higher abilities, and gifted and talented students across all subjects and phases.



**2. Further strengthen teaching, assessment, and learning skills by:**

- fostering deeper student engagement through questioning and reducing teacher talk.
- ensuring consistency in the use of feedback, including self- and peer-assessment and teachers' written feedback in all phases.
- enhancing the use of resources, including the appropriate use of technology.
- providing more opportunities for creativity, innovation, and entrepreneurship across all phases.
- ensuring consistently high teacher expectations across all streams in all subjects and phases.




**3. Further strengthen the impact of leadership by:**

- reducing staffing turnover and ensuring stability and continuity of middle and senior leader positions.
- ensuring systems and processes improve student attendance
- enhancing the capacity of middle leaders to effectively review, manage, and support their subject areas across all phases of the school.
- strengthening the identification process and staffing to better support students with additional learning needs, including students of determination, ensuring timely intervention and personalized support.

## Overall School Performance: Very Good

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

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

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

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

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

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

# Inspection findings

## PS1: Students' achievements

### Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

### Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phases 1 and 2, and a majority of students in Phase 3 and a large majority of students in Phase 4 attain levels above curriculum standards. This level of attainment does not fully align with the levels of students' knowledge and skills observed in lessons in Phases 1 and 2.
- The school has no external national or international assessments for Years 1 - 12. The results of the MoE national examination for Year 13 for the AY2023/24 indicate that most students attain above curriculum standards.
- In lessons and in their recent work, the large majority of students in Phases 2, and 4, the majority of students in Phase 3 demonstrate levels of knowledge in Islamic principles, values, the Holy Qur'an, and Hadeeth that are above curriculum standards. However, most students in Phase 1 attain levels that are in line with the curriculum standards. Students' accurate reading of the Holy Qur'an is less developed across all phases.
- Over the past three years, the school's internal assessment data indicates that student attainment in Phase 2 has remained consistently outstanding and very good in Phase 4. However, attainment in Phase 1 has fluctuated, moving from outstanding in AY2021/22 to good in AY2022/23, before returning to outstanding in AY2023/24. In Phase 3, a downward trend in attainment is evident, with results declining from outstanding in AY2021/22 to very good in AY2022/23, and further dropping to good in AY2023/24. External MOE assessment data for Year 13 students shows that, over the last three years, most students have consistently attained levels above expectations.

- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phases 1 and 4, and a large majority of students in Phase 2 make better than expected progress over time from their starting point, while most students in Phase 3 make only the expected progress.
- In lessons and in their recent work, the large majority of students in Phases 2 and 4, the majority in Phase 3 make better than the expected progress in relation to learning objectives that are aligned with curriculum standards. However, most students in Phase 1 make the expected progress in relation to learning objectives.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's assessment data indicates that most boys in Phases 1 and 4, as well as a large majority in Phase 2, make better than expected progress, while most boys in Phase 3 make only expected progress. Similarly, most girls in Phases 1 and 4, and a large majority in Phase 2, make better than expected progress, whereas most girls in Phase 3 make only expected progress. For Emirati students, most in Phases 1 and 4, along with a large majority in Phase 2, also make better than expected progress, but most Emirati students in Phase 3 make only expected progress. High-attaining students across all phases demonstrate better than expected progress, while most low-attaining students in Phases 2 and 3 make expected progress, and no progress data is available for low-attaining students in Phases 1 and 4. Most gifted and talented (G&T) students in Phases 2, 3, and 4 make better than expected progress, although no data is available for G&T students in Phase 1. Among students with additional learning needs, including students of determination (SoD), most in Phase 3 make better than expected progress, whereas most SoD in Phase 2 make only expected progress. There is no progress data for SoD in Phases 1 and 4. In lessons, high-attaining students do not always make sufficient progress from their starting points, and low-attaining students face challenges in accelerating their learning due to limited opportunities. However, boys, girls, and Emirati students generally make equal and better than expected progress in lessons

## **Next Steps:**

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1. Strengthen students' skills in making purposeful links between Islamic concepts and their everyday lives across all phases.
2. Accelerate the progress of low attainers in Phases 2 and 3.
3. Ensure proficiency in Quranic reading, enabling students to develop fluency and accuracy in recitation.

## 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	Acceptable	Very Good ↑	Good	Good
	Progress	Acceptable	Very Good ↑	Good	Very Good ↑

### Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phases 1 and 2, and a large majority of students in Phase 3 attain levels above curriculum standards. Most students in Phase 4 attain in line with curriculum standards. This high level of attainment in Phases 1 and 2 does not fully align with the levels of students' knowledge and skills observed in lessons in these phases.
- The school has no external national or international assessment for Phase 1, which consists of Years 1 to 6. However, during this academic year 2024/25, the school administered the Arabic Benchmark test (ABT) to benchmark students' attainment in Phase 2. The ABT results indicate good attainment in Phase 3. In addition, the results of the MoE national examination for Year 13 for the AY2023/24 indicate that most students attain above curriculum standards.
- In lessons and in their recent work, the large majority of students in Phase 2 and the majority of students in Phases 3, and 4 demonstrate listening, understanding, comprehension, and reading skills that are above curriculum standards, while most students in Phase attain levels that are in line with these expectations. In Phase 1, students build foundational reading, writing, and speaking skills, though some face challenges with writing accuracy and letter formation. In Phase 2, students demonstrate the ability to read and analyze age-appropriate texts, but fluency, expressive reading, and accuracy in writing remain underdeveloped. In Phases 3 and 4, students can read and analyze texts, stories, and poems, identify key ideas, and apply some grammar rules. However, their reading fluency, expressive reading, and extended writing skills, particularly the use of language structures and grammar, require further development across Phases 2, 3, and 4.
- Over the past three years, the school's internal assessment data indicates that student attainment in Phase 1 has remained consistently outstanding, while Phase 2 has shown an upward trend, moving from very good in AY2021/22 to consistently outstanding in the past two years. Attainment in Phases 3 and 4 has fluctuated, with Phase 3 moving from very good in AY2021/22 to good in AY2022/23, before returning to very good in AY2023/24, while Phase 4 declined from very good in AY2021/22 to acceptable in AY2023/24. Trends in attainment in the external ABT examination have also fluctuated, with results showing acceptable in AY2021/22, making a significant improvement to very good in AY2022/23, before regressing to good in AY2023/24. External MOE assessment data for Year 13

students shows that, over the last three years, most students have consistently attained levels above expectations.

- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phases 1 and 4, and a large majority of students in Phase 2 make better than expected progress over time from their starting point. However, most students in Phase 3 make only the expected progress.
- In lessons and in their recent work, a large majority of students in Phases 2, and 4 and the majority of students in Phase 3 make better than the expected progress in relation to learning objectives that are aligned with curriculum standards. However, most students in Phase 1 make the expected progress in relation to learning objectives.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's assessment data indicates that most boys in Phases 1 and 4 make better than expected progress, while a large majority of boys in Phase 2 make better than expected progress. Most boys in Phase 3 make only expected progress. Similarly, most girls in Phases 1 and 4 make better than expected progress, while a large majority in Phase 2 make better than expected progress. Most girls in Phase 3 make only expected progress. For Emirati students, most in Phases 1 and 4 make better than expected progress, while a majority in Phase 2 make above expected progress. Most Emirati students in Phase 3 make only expected progress. High-attaining students make better than expected progress across all phases. However, low-attaining students in Phases 2 and 3 make only expected progress, with no data available for Phases 1 and 4. Most gifted and talented (G&T) students in Phases 2 and 4, and a large majority in Phase 3, make better than expected progress. There is no progress data available for G&T students in Phase 1. For students with additional learning needs, including students of determination (SoD), most in Phase 3 make better than expected progress, while most in Phase 2 make only expected progress. There is no progress data available for SoD students in Phases 1 and 4. In lessons, higher-attaining students do not always make sufficient progress from their starting points. Low-attaining students struggle to accelerate their learning due to limited opportunities. Boys, girls, and Emirati students generally make equal and better than expected progress in lessons.

### **Next Steps:**

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1. Improve students' accurate and fluent reading skills and extended writing skills, particularly in Phases 2, 3, and 4.
2. Address the gaps in progress and attainment for students in Phase 3 to align with curriculum expectations.
3. Ensure low-attaining and high-attaining students make consistent progress in lessons and over time.



## Arabic as a second language

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

### Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the (MoE) standards indicates that most students attain levels that are above curriculum standards in all phases. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for Arabic as a Second Language.
- In lessons and their recent work, the majority of students in Phases 3 and 4 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards, while most in Phase 2 attain levels that are in line. Students' listening and reading comprehension skills are improving, demonstrating the ability to understand familiar language and interpret short texts. However, fluency in reading and accurate pronunciation remain areas for growth. While students across all phases can write grammatically correct sentences and structured texts, there is room to strengthen their communication and speaking skills.
- Over the past three years, the school's internal assessment data indicates that student attainment in Phase 3 has remained consistently outstanding, while Phase 2 has shown an upward trend, moving from very good in AY2021/22 to consistently outstanding in the past two years. Similarly, student attainment in Phase 4 has shown a notable upward trend, making a significant leap from acceptable in AY2021/22 to consistently outstanding over the past two years.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase make better than expected progress while most in Phase 2 make the expected progress. Data also indicates that the large majority of students in Phase 3 make better than expected progress over time and from their starting points.
- In lessons and in their recent work, the majority of students in Phases 3 and 4 make better than expected progress while most students in Phase 1 make the expected progress in relation to appropriate learning objectives aligned with the curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. Data indicates that in Phase 4, all groups of students, including boys, girls, and high attainers, demonstrate significantly better progress compared to other phases, with most making better than expected progress. In Phase 3, girls outperform boys, with most girls making better-than-expected progress, while most boys make expected progress. A similar pattern is observed in Phase 2, where the majority of girls make better-than-expected progress, while most boys make expected progress. High attainers show consistent progress, with most students in Phases 2, 3, and 4 making better-than-expected progress, with no low attainers identified in these phases. The majority of students with additional learning needs, including students of determination, make better-than-expected progress in Phase 2, while a large majority in Phase 3 also demonstrate better-than-expected progress, with none identified in Phase 4. For students with gifts and talents, the majority in Phase 3 make better-than-expected progress. However, in lessons, lower- and higher-attaining students do not always demonstrate the progress they are capable of achieving.

### **Next Steps:**

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1. Strengthen students' speaking and communication skills by increasing opportunities that encourage meaningful conversations across all phases.
2. Develop students' extended writing skills by increasing opportunities for creative and analytical writing particularly in Phase 3 and 4.
3. Accelerate the progress of boys in Phases 2 and 3.

# 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	Very Good ↑	Very Good ↑	Not Applicable
	Progress	Not Applicable	Good	Very Good ↑	Not Applicable

## Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the (MoE) standards indicates that most students in Phases 2 and 3 attain levels that are above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external, national or international social studies assessments.
- In lessons and in their recent work, the large majority of students across in both Phases 2 and 3 attain levels of knowledge, skills and understanding that are above curriculum standards. Students require a deeper understanding of the contributions of key national figures and their impact on the development of the UAE. Additionally, their skills in reading, analyzing, and interpreting maps need further development. In Phase 3, students are developing an understanding of factors influencing urban growth and can differentiate between national rights and duties. However, their knowledge and understanding of civic responsibilities remain underdeveloped.
- Over the past three years, the school's internal assessment data indicates that student attainment in Phase 2 has remained consistently outstanding, while Phase 3 has shown an upward trend, moving from consistently very good in both AY2021/22 and AY2022/22 to outstanding in the last year.
- The school's analysis of internal assessment data for the AY2023/24 indicates that a large majority of students in Phase 2 and most in Phase 3 make better than expected progress over time and from their starting points.
- In lessons and in their recent work, the majority of students in Phase 2 and the large majority in Phase 3 make better than the expected progress in relation to learning objectives that are aligned with curriculum standards.

- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's analysis of progress data indicates differences in the progress of various groups of students. In Phase 2, the majority of boys and Emirati students and the large majority of girls make better-than-expected progress. Most high attainers and gifted and talented students make better-than-expected progress, while most low-attainers and students with additional learning needs make expected progress. In Phase 3, all student groups, including boys, girls, high and low attainers, gifted and talented, and students with additional learning needs, demonstrate strong progress, with most students in each group making better-than-expected progress. However, the large majority of Emirati students make better-than-expected progress. In lessons across Phases 2 and 3, lower- and higher-attaining students do not always make the maximum progress they are capable of.

### **Next Steps:**

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1. Enhance students' understanding of key national figures and their contributions to the development of the UAE.
2. Deepen students' knowledge of civic responsibilities and societal roles, particularly in Phase 3.

# 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	Acceptable	Good ↑	Very Good ↑	Not Applicable
	Progress	Good	Good	Very Good ↑	Not Applicable

## Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Early Years Foundation Stage framework in Phase 1 indicates that most students attain levels that are in line with curriculum standards. In Phases 2 and 3, most students attain levels that are above the National Curriculum for England. However, this high level of attainment in Phases 2 and 3 does not align with the level of skills, knowledge, and understanding observed in lessons.
- The school has not administered any national or international assessments in Phase 1. The school has administered the Granada Learning (GL) Progress Test in English to benchmark students' attainment. Results for the AY2023/24 indicate that less than three-quarter of students in Phase 2 and most students in Phase 3 attain levels that are in line with international standards. The older students in Year 11 have the option to be entered for the International General Certificate for General Education (IGCSE), and the outcomes of the AY2023/24 for the number of students who opted for this assessment indicate that most students attain levels that are above international standards.
- In lessons and their recent work, most students in Phase 1 demonstrate levels of knowledge, skills, and understanding that are in line with curriculum standards. They can apply phonic strategies to decode simple words and respond to basic questions. The majority of students in Phase 2 and the large majority in Phase 3 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. Students can use grammar and handwriting skills accurately when planning and drafting writing, and they read with fluency, understanding texts and inferring meaning. In Phase 2, students do not always extend their writing beyond paragraphs. Across all phases, opportunities to speak and articulate ideas and adapt language for different purposes are underdeveloped.
- Over the past three years, the school's internal data analysis indicates that in Phase 1 students attainment declined from very good in AY2021/22 to consistently acceptable in AY2022/23 and 2023/24. In Phase 2, there has been a steady improvement, with attainment progressing from good in AY2021/22 to very good in AY2022/23 and outstanding in AY2023/24. In Phase 3, attainment also improved, progressing from good in AY2021/22 to outstanding in both AY2022/23 and 2023/24. In GL external assessment, attainment remained consistently weak across Phase 2 and Phase 3 in the past three year, while attainment in IGCSE remained consistently outstanding.

- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 1 make the expected progress in relation to individual starting points and curriculum standards. In Phase 2 and Phase 3, the majority of students make better than expected progress in relation to their starting points.
- In lessons and in their recent work, the majority of students in Phase 1 and Phase 2 make better than expected progress. In Phase 3, the large majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. Results show that girls make slightly better progress than boys, with most boys in Phases 1 and 3 making expected progress, while the majority of boys in Phase 2 make better-than-expected progress. In contrast, the large majority of girls in Phases 2 and 3 make better-than-expected progress, whereas most girls in Phase 1 make expected progress. The progress of high-attaining students is consistently strong across all phases, while Emirati and low-attaining students do not demonstrate the same level of progress. Most high attainers make better-than-expected progress across all phases, while most Emirati and low-attaining students make expected progress. The progress of students with additional learning needs, including students of determination, varies across phases. Most students in Phase 1 make better-than-expected progress, while most in Phases 2 and 3 make expected progress. Gifted and talented students demonstrate strong progress, with most in Phases 2 and 3 making better-than-expected progress, while none are identified in Phase 1. In lessons, low and high attainers do not always progress as expected, as the support and challenge provided are not sufficiently targeted to their specific learning needs.

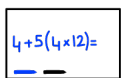
## **Next Steps:**

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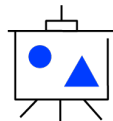
1. Accelerate the progress of Emiratis and low-attaining students.
2. Enhance students' speaking skills for all students in all phases.
3. Increase opportunities for students to engage in extended writing in the upper years of Phase 2 and Phase 3.

# 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:



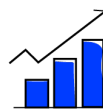
Number and quantity and their use



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	Acceptable ↓	Good	Very Good ↑	Good ↓
	Progress	Acceptable ↓	Very Good ↑	Very Good ↑	Very Good

## Findings:

- The school's analysis of internal data for the AY2023/24 against the Early Years Foundation Stage framework indicates that most students in Phase 1 attain levels that are in line with curriculum standards. However, most students in Phase 2 and the majority of students in Phase 3 and Phase 4 attain levels that are above the National Curriculum for England.
- The school has not administered any national or international assessments in Phase 1. However, it has administered the Granada Learning (GL) Progress Test in mathematics to benchmark student attainment. Results for AY2023/24 show that less than three-quarters of students in Phase 2 and most students in Phase 3 attained levels in line with international expectations. Older students in Years 11 to 13 have the option to sit for the International General Certificate for General Education (IGCSE). AY2023/24 outcomes indicate that Year 11 students who opted for IGCSE exams attained very good results, while Year 12 and Year 13 students, who took A-levels, attained weak results.
- In lessons and in their recent work, most students in Phase 1 demonstrate levels of knowledge, mathematical skills, and understanding that are in line with curriculum standards. However, the majority of students in Phase 2 and Phase 4, and the large majority of students in Phase 3 attain levels that are above curriculum standards. In Phase 1, students build foundational number recognition and counting skills, but their conceptual understanding and use of hands-on resources remain limited. Phase 2 focuses on strengthening conceptual understanding, problem-solving, and numeracy skills, with students progressing from basic number operations to more advanced concepts. By Phase 3, students demonstrate proficiency in calculations, measurement, and statistical concepts. In Phase 4, students specialize in areas such as pure mathematics, statistics, and mechanics, developing critical thinking and problem-solving skills to apply advanced mathematical concepts like trigonometric functions and graph interpretation.
- Over the last three years, the school's trends in internal assessment data indicate that Phase 1 attainment declined from very good in AY2021/22 to consistently acceptable in AY2022/23 and 2023/24. In Phase 2, attainment has consistently improved, moving from very good in AY2021/22 and 2022/23 to outstanding in AY2023/24. In Phase 3, the trend has been acceptable in AY2021/22 and 2022/23, progressing to good in AY2023/24. In Phase 4, attainment has fluctuated, with weak results in AY2021/22, followed by improvements to very good and good in subsequent AY2022/23 and 2023/24. The trends in students' attainment in external GL assessments in Phase 2 have been weak

over the last three years, while Phase 3 has shown an improvement from weak in AY2021/22 to consistently acceptable over the past two years. In IGCSE Year 11, outcomes have fluctuated from outstanding in AY2021/22 to good in AY2022/23 and then very good in AY2023/24. The outcomes in A-Levels were acceptable in AY2021/22 followed by weak results in the last two years.

- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 1 make the expected progress in relation to individual starting points and the curriculum standards. However, the large majority of students in Phase 2, the majority of students in Phase 3 and most students in Phase 4 make better than expected progress.
- In lessons and in their recent work, the large majority of students in Phases 2, 3 and 4 make better than expected progress in developing strong and secure mathematical skills, while most students in Phase 1 make the expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's internal data indicates that boys and girls make similar progress, with most students in Phase 4 making better-than-expected progress, while most in Phases 1 and 3 make expected progress. The large majority of boys and girls make better-than-expected progress in Phase 2. The progress of Emirati students varies across phases, with only a majority in Phase 1 and most in Phase 3 making expected progress, while the large majority in Phase 2 and most in Phase 4 make better-than-expected progress. The progress of low-attaining students also varies, with most making expected progress in Phases 1 and 3, while most in Phase 4 and the majority in Phase 2 make better-than-expected progress. The progress of high attainers is consistently strong across all phases, with most students making better-than-expected progress. Similarly, the progress of gifted and talented students is consistently solid across Phases 2, 3 and 4, with most making better-than-expected progress and none identified in Phase 1. The progress of students with additional learning needs, including students of determination varies. Most students in Phase 2 make better-than-expected progress, while most in Phases 1 and 3 make expected progress. In lessons, boys and girls make similar progress, but high attainers are not sufficiently challenged.

### **Next Steps:**

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1. Raise students' attainment in Phase 1 by providing age-appropriate play-based learning experiences to relate numeracy to their world.
2. Enhance students' foundational skills by incorporating more real-world problem-solving opportunities in lessons in Phase 1.
3. Accelerate the progress of Emiratis, especially those in Phase 1 and Phase 3.



# 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	Acceptable	Good ↑	Very Good ↑	Good ↓
	Progress	Acceptable ↓	Good	Very Good ↑	Very Good

## Findings:

- The school's analysis of internal data for the AY2023/24 against the Early Years Foundation Stage framework indicates that most students in Phase 1 attain levels that are in line with curriculum standards. However, most students in Phase 2 attain levels that are above the National Curriculum for England. Most students in Phase 3 attain above curriculum standards in science while most students in Phases 3 and 4 attain in line with curriculum standards in physics, chemistry and biology.
- The school has not administered any national or international assessments in Phase 1. However, it has administered the Granada Learning (GL) Progress Test in science in Years 4 to 10, and IGCSE, AS-Levels and A-Levels in Years 11 to 13 to benchmark students' attainment. Results for AY2023/24 indicate that less than three-quarters of students in Phase 2 and most students in Phase 3 attain levels that are in line with international standards. IGCSE results for AY2023/24 indicate that the large majority of students in Year 11 attain levels that are above international standards in biology and chemistry, while most of the students in the same year attain levels that are above international standards in physics. In AY2023/24, less than three-quarters of students who took A-levels in physics, chemistry and biology attain levels that are at least in line with curriculum standards.
- In lessons and in their recent work, most students in Phase 1 demonstrate levels of scientific knowledge, skills, and understanding that are in line with curriculum standards. However, the majority of students in Phases 2 and 4 and the large majority in Phase 3 attain levels that are above curriculum standards. In Phase 1, students build foundational scientific vocabulary and concepts but have limited engagement with the scientific process, which restricts the development of inquiry-based learning. In Phase 2, students begin to apply basic investigation skills, such as making predictions and exploring cause-and-effect relationships, though their ability to design structured experiments and draw accurate conclusions is still developing. In Phase 3, students demonstrate a deeper understanding of scientific principles and can relate theoretical concepts to real-world applications, enhancing their ability to analyze and explain scientific phenomena. Phase 4 students engage in more advanced scientific inquiry, conducting complex experiments and designing their own investigations to explore real-world issues. By the final year, students are able to apply higher-order thinking skills to independently design experiments that address global challenges and predict possible outcomes.

- Over the last three years, the school's trends in internal assessment data in Phase 1 indicate a progression from weak in AY2021/22 to consistently acceptable in the following two years. In Phase 2, attainment has remained consistently outstanding over the past three years. In Phase 3 science, attainment has fluctuated from very good in AY2021/22 to Acceptable in AY2022/23 then to outstanding in AY2023/24. In physics and biology in Phase 3, attainment has remained consistently acceptable over the past three years, while in chemistry it fluctuated from acceptable in AY2021/22 to good in AY2022/23 then back to acceptable in AY2023/24. In chemistry and biology in Phase 4, attainment has dropped from outstanding in AY2021/22 to consistently acceptable over the past two years. However, biology attainment has improved from weak in AY2022/23 to Acceptable in AY2023/24. Trends in GL assessment has remained consistently weak in Phase 2 and acceptable in Phase 3 over the past three years. In IGCSE Biology, trends indicate a regression from outstanding in AY2021/22 to weak in AY2022/23 to very good in AY2023/24, while A-Levels trends declined from acceptable in AY2022/23 to weak in AY2023/24. In IGCSE chemistry, trends indicate a regression from good in AY2021/22 to weak in AY2022/23 then improved to very good in AY2023/24, while A-Levels regressed from outstanding in AY2021/22 to consistently weak in the following two years. In IGCSE physics, the trends fluctuated from outstanding in AY2021/22 to very good in AY2022/23 then back to outstanding in AY2023/24, while A-Levels dropped from outstanding in AY2021/22 to consistently weak in the following two years.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 1 make the expected progress in relation to their individual starting points. In physics, chemistry, and biology, most students in Phase 3 make the expected progress, while in Phase 4, most make better than expected progress. The large majority of students in Phase 2 and the majority of Phase 3 science make better than expected progress in relation to their individual starting points and the curriculum standards.
- In lessons and in their recent work, the majority of students in Phase 2, and the large majority of students in Phases 3 and 4 make better than expected progress, while most students in Phase 1 make the expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's internal data indicates that most boys in Phase 4, girls in Phase 2 and Phase 4, Emiratis in Phase 4, low-attaining students in Phase 4, high-attaining students across all phases, students with additional learning needs in Phase 3, and students with gifts and talents across all phases make outstanding progress. The large majority of boys and Emiratis in Phase 2 make very good progress. The majority of boys and girls in Phase 3 science and girls in Phase 1 make good progress. Most of the boys in Phase 1, boys and girls in physics, chemistry, and biology in Phase 3, Emiratis in Phase 1, Phase 3 science, and in girls in physics, chemistry, and biology in Phase 3, low-attaining students in Phase 1, Phase 2, and Phase 3, and students with additional learning needs in Phase 1, Phase 2, and in physics, chemistry, and biology in Phase 3 make only acceptable progress.

## Next Steps:

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1. Raise students' attainment and progress in Phase 1 by developing a stronger foundation of inquiry skills through student-centered discovery learning.
2. Consolidate the attainment and progress of students in lower Phase 2 by ensuring experiments enable them to draw discernible conclusions.
3. Foster greater student independence in Phase 3 by encouraging them to design their own experiments, thereby enhancing their inquiry skills and preparing them for more advanced scientific investigation in Phase 4.

## Learning Skills

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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	Acceptable ↓	Good	Very Good ↑	Very Good ↑

### Findings:

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- Students enjoy learning and are engaged and attentive in lessons. In the older phases, they are active learners who take increasing responsibility for their own progress. Many students can identify their strengths, recognize areas for improvement, and suggest strategies to achieve their goals. Some students also acknowledge and highlight their peers' strengths, promoting a collaborative learning environment. Most students work independently with minimal teacher guidance, effectively utilizing resources and technology to support their learning. In FS, children are more reliant on teacher support and have fewer opportunities to develop independence and reflect on their learning.
- Students, particularly in the older phases, work productively in groups and engage comfortably with one another. They frequently collaborate across a range of learning experiences, demonstrating an understanding of the benefits of group work. Most students actively listen to their peers, analyze different viewpoints, and provide thoughtful responses. They communicate their learning clearly and offer pertinent contributions that support others. In the Foundation Stage, students often require guidance to articulate their knowledge and abilities following instruction.
- Students regularly understand and make meaningful connections between the different strands of learning, in Phase 3 and 4. They recognize how subject skills, such as reading, writing and mathematical support other areas of learning, such as science. In Phase 2, students acquire knowledge and skills from a variety of contexts, but their understanding is less developed. They tend to succeed in familiar situations that require them to repeat procedures, while new contexts often require significant support. When students can clearly see how their learning connects across subjects and relates to real-life situations, they become more engaged and motivated.
- Students are enterprising, resourceful demonstrating the ability to listen actively, extract information, and use observations, books and sometimes technology to reach conclusions and make some inferences. Critical thinking skills are especially evident in science and mathematics in Phases 3 and 4. However, in other subject areas and in the earlier phases, higher-order thinking and problem-solving skills are less consistently demonstrated.

### Next Steps:

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1. Increase opportunities for students in the Foundation Stage to develop independence and self-reflection skills through age-appropriate tasks and guided practice.
2. Encourage consistent group work and collaboration across all phases to further enhance peer interaction and teamwork skills.
3. Implement strategies to strengthen critical thinking and problem-solving skills across all subjects, especially in earlier phases, to ensure consistent development of higher-order thinking.

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

### Personal Development

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

### Findings:

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- Students generally exhibit a positive and responsible attitude both in lessons and throughout the school. They respond well to critical feedback, using it to improve their learning. In the higher phases, students demonstrate greater autonomy, working productively on their own and showing a willingness to take risks in their learning. In the lower phases, younger students rely more on teacher guidance and display less self-reliance.
- Students across the school generally exhibit good behavior in all aspects of school life, including during lessons and breaks time. They demonstrate self-control and contribute to maintaining a safe and orderly environment, with bullying incidents being rare. However, there is a need for greater consistency in student behavior, particularly among Phase 3 boys.
- Students understand the needs and differences of others and readily help each other. Relationships among peers and with teachers are characterized by friendliness and respect, with students frequently helping others and are sensitive to the needs of their peers, including those with special educational needs, and show empathy and support in their interactions.
- Students generally have a clear understanding of how to stay safe and maintain healthy lifestyles. They demonstrate positive attitudes toward healthy eating and active living by selecting nutritious meals and actively participating in physical education and sports. While most students make healthy choices, some continue to opt for less healthy options.
- Attendance at the school is approximately 94%, which is supported by a clear attendance policy. Most students understand the important connection between regular attendance and academic success. However, a few students continue to arrive late in the mornings and after break times, and they have yet to fully recognize the impact of good attendance on learning. Additionally, attendance in Phase 1 remains at 89% in Phase 1, highlighting the need for further improvement to meet higher standards.

### Next Steps:

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1. Strengthen punctuality measures to reduce late arrivals, especially in Phase 1.
2. Promote greater student autonomy and self-reliance in the lower phases.
3. Increase students understanding of the importance of healthy eating and its importance on their health and wellbeing.

## Understanding of Islamic values and awareness of Emirati and world cultures

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

### Findings:

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- Students across all phases have an adequate appreciation and understanding of Islamic values, reflected in their behavior and interactions with peers and teachers throughout daily school life. These values are promoted through participation in religious events, assemblies, and donations to the Red Crescent. However, students in Phases 2 and 3 require more opportunities to deepen their understanding of how Islamic values impact contemporary UAE society.
- Students across all phases demonstrate their basic knowledge, appreciation, and understanding of UAE heritage and culture through participation in national events and celebrations. This appreciation is further reflected in dedicated cultural spaces and school displays that highlight various aspects of UAE culture. However, further initiatives are needed to deepen their knowledge of UAE's history, cultural identity, and key national figures, particularly in Phases 2 and 3.
- Students across all phases demonstrate an awareness of their own culture and an appreciation for others through participation in national celebrations such as International Day. They exhibit a basic understanding of cultural diversity worldwide. However, there is a need to further expand and deepen their understanding of other cultures within the school environment and the local community, particularly in Phases 2 and 3.

### Next Steps:

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1. Provide additional opportunities for students in Phases 2 and 3 to deepen their understanding of how Islamic values shape and influence contemporary UAE society.
2. Deepen students' knowledge of UAE heritage and culture while further encouraging and motivating them to actively engage in and take initiative in a diverse range of cultural activities.
3. Broaden and deepen students' understanding of other cultures within the school environment and the local community, particularly in Phases 2 and 3

## Social responsibility and innovation skills

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

### Findings:

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- Students, particularly seniors, take on responsibilities and actively contribute to the school community. They respond positively to the school's volunteer initiatives, such as the Rabdan Garden Planting, and have participated in donating to the Red Crescent. Students demonstrate consideration and empathy toward their peers, including those with special educational needs. However, students' leadership and involvement in volunteering and their contributions to society remain less developed, particularly in Phases 2 and 3.
- Students have a positive attitude to work, they take pleasure from purposeful activity and demonstrate a strong work ethic. Students across the school enjoy working on their own projects and respond willingly to the opportunities provided. They take responsibility for the quality of their work and actively seek teachers' guidance to improve, particularly with tasks exceeding curriculum expectations. However, enterprise and innovation within lessons and across the school remain inconsistent.
- Students are environmentally conscious, demonstrating an understanding of sustainability, pollution, and global warming. This awareness is reinforced through a curriculum that integrates environmental responsibility across most subjects. Initiatives such as reusing water in the school's water well and the Pile it Up Challenge further promote sustainable practices. While students from most phases actively participate in recycling projects aligned with the school's sustainability goals, their involvement in broader sustainability initiatives and conservation efforts within local communities and on a global scale remains limited.

### Next Steps:

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1. Increase students' participation in volunteer activities within the wider community.
2. Strengthen students' innovation and creativity skills within lessons and projects, while enhancing their enterprising abilities.
3. Enhance students' environmental awareness and understanding of sustainability, particularly in Phases 2 and 3.

## PS3: Teaching and Assessment

### Teaching for effective learning

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

### Findings:

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- Most teachers consistently apply their subject knowledge to their teaching practices, demonstrating a clear understanding of how students learn. Across all phases, teachers recognize the need for varied approaches to effectively support students' learning. In the higher phases, teachers create engaging, age-appropriate learning environments and employ a range of effective teaching strategies. They confidently convey subject knowledge, ensuring students develop a solid understanding. In Phase 1, teachers demonstrate a secure pedagogical understanding, but its application is less effective compared to other phases. In addition, teachers in the early years incorporate play-based learning to foster student independence; however, this approach is not applied consistently.
- Teachers plan purposeful lessons with clear learning objectives aligned to curriculum standards in each subject. Learning outcomes are consistently shared with students, providing them with a clear understanding of expectations. However, lesson plans are less effective in catering to the range of student abilities and in identifying methods to measure the progress of different student groups. In the EYFS, lesson planning primarily focuses on meeting curriculum expectations for student learning and progress. Across all phases, students benefit from the effective use of diverse resources to support learning, though the use of ICT and learning technology in lessons remains inconsistent. Teachers generally manage lesson time effectively across phases; however, in the EYFS, lesson pacing is less effective in providing sufficient challenge for the majority of students.
- Teachers' interactions with students ensure that students are keen to learn, as they use questioning that promotes a willingness to learn, engages students in meaningful discussions, and builds on previous learning, in Phases 2, 3 and 4, especially in EMS subjects. Questioning deepens students' knowledge and encourages critical thinking. However, in Phase 1, questioning is less effective, as it often relies on direct questions that elicit brief, straightforward responses. In other phases, closed questions are commonly used to check understanding, while questions that encourage deeper thinking and reflection are less frequent in Phases 1 and 2. Despite these differences, teachers across all phases create opportunities for students to reflect on their learning through questioning.
- Teachers use a variety of highly effective strategies to engage students in learning, particularly in Phases 3 and 4, where students are grouped by ability or mixed ability and provided with targeted tasks and activities. In the EYFS, however, teacher-centered strategies are more prevalent, reducing the effectiveness of this approach. Lessons offer inconsistent challenge for higher-attaining, gifted, and talented students, especially in core subjects. While these students benefit from a range of extracurricular activities in Music, Art, and PE, similar levels of challenge are not consistently provided in core subjects. Additional teaching assistants collaborate with teachers to support students with additional learning needs, including students of determination (SoD). However, this support often relies on less demanding activities, such as worksheets, limiting SoD students' progress to adequate levels rather than fostering significant improvement.

- Teachers purposefully encourage students' critical thinking and develop their problem-solving skills through inquiry activities in lessons and project work. In all subjects, there is exploration and experimentation, and reasoning and problem-solving are evident. Independent learning including the use of technology for research is a prominent feature in Phases 3 and 4 but is less consistent in Phases 1 and 2. However, across all phases, there is some reliance on worksheets.

### **Next Steps:**

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1. Ensure teachers plan more opportunities for students in Phase 1 to engage in play-based learning, allowing them to be independent learners.
2. Enhance lesson planning across all phases to better cater to the range of student abilities and include clear methods for measuring progress for different groups of students.
3. Ensure teachers plan challenging learning tasks that meet the needs of high-attaining students and design activities that enable students of determination (SoD) to reach their full learning potential.



## Assessment

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

## Findings:

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- The school has coherent and consistent internal assessment system aligned with the EYFS early learning goals in Phase 1, the National Curriculum of England for English-medium subjects in Phases 2, 3 and 4, and MoE curriculum standards for Arabic-medium subjects. Internal assessments provide reliable and comprehensive information on students' academic development, personal development, and well-being.
- The school has efficient processes for comparing its students' performances with those of students internationally. In English-medium subjects, students' academic outcomes are measured using a range of assessments, including Year 11 IGCSE, Year 12 AS level, and Year 13 A level exams under the National Curriculum of England. Additionally, the school administers GL standardized tests in English, science, and mathematics for students in Years 4 to 10. International benchmarking is conducted through participation in TIMSS (2023), PISA (2022), and PIRLS (2021). For Arabic as a first language, student attainment in Years 7 to 11 is benchmarked against the ABT, while Arabic and Islamic education in Year 13 is assessed using MoE examinations.
- The school collects various assessment data that provide an analysis of students' strengths and weaknesses. Internal assessment processes in Phase 1 are conducted in a developmentally child-centered manner. There is variability in how assessments inform teaching and support each child's learning journey, including a focus on holistic development and well-being. In other phases, the school ensures the reliability of assessment information through moderation activities and aligning assessments with curriculum standards. Comparisons between groups of students are undertaken. Data is analyzed at individual and year-group levels and accurately measures the different groups, including boys and girls, Emirati students, students with additional learning needs and high and low-attaining students.
- Teachers use a range of assessment information to inform lesson planning, ensuring the needs of individuals and groups are met. Assessment data is used to create student groups, such as reading groups in Phase 1 and the early years of Phase 2, as well as mixed-ability groups in other years and phases. Teachers also use data to set student targets that provide an appropriate level of challenge. However, high-attaining, gifted, and talented students are not consistently provided with sufficient challenge during lessons.
- Teachers are knowledgeable of the strengths and weaknesses of students in their classes. They provide clear verbal feedback in lessons and use formative assessment to offer personalized support and challenge. Teacher-written feedback in workbooks needs further development as there is an inconsistency across year groups and subjects. Students' self-reflection and self-assessment, including peer-assessment is an emerging feature.

## **Next Steps:**

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1. Enhance the consistency of written feedback across all phases and subjects.
2. Strengthen opportunities for students to assess their learning and understand their strengths and areas for development across all phases.
3. Strengthen the use of data to develop differentiated teaching strategies, supporting lower abilities and challenging higher abilities, including gifted and talented students.

# PS4: Curriculum

## Curriculum design and implementation

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

### Findings:

- The curriculum is driven by a clear rationale that aligns with statutory requirements and supports the school’s vision and mission. It ensures full compliance with Ministry of Education (MoE) expectations for Arabic-medium subjects and the UAE National Agenda. English-medium subjects follow the Early Years Foundation Stage (EYFS) curriculum in Phase 1, the National Curriculum for England in Phases 2 and 3, and culminate in IGCSE and A Level qualifications in Phase 4. These internationally recognized qualifications prepare students for higher education or re-entry into education systems in their home countries. The curriculum maintains a balanced approach to knowledge, skills, and understanding. It generally promotes the academic, personal, and social development of students across phases. However, in Phase 1, the curriculum is more teacher-centered and does not provide sufficient scope for a hands-on approach to learning.
- The curriculum is mapped across phases to ensure continuity, with clear learning outcomes that specify what students should know and be able to do at each level. However, transitions between phases require closer monitoring to support students’ smooth progression. While year-to-year transitions are supported by the introduction of new schemes in mathematics and science, further refinement is needed to ensure seamless progression across all subjects. Students with English as an additional language (EAL) require tailored adaptations to fully access the curriculum. While the curriculum aims to challenge all learners, some teachers face difficulties in providing sufficient challenge for higher-attaining students. As a result, students are generally well-prepared for the next phase of their education. However, learning gaps remain in some areas, requiring targeted support to ensure consistent progress for all students.
- The curriculum offers a range of subjects, providing older students with ample opportunities to pursue areas of interest. These options include multiple strands in mathematics, such as pure mathematics, statistics, and mechanics, as well as comprehensive science choices that cover biology, chemistry, physics, and environmental science in Phase 4. Additional subjects, such as business, economics, and technology-based disciplines, further broaden student choice. The curriculum across all phases is enriched by subjects like languages, art, music, physical education, food technology, and robotics, promoting a holistic educational experience. Students are generally successful in having their subject choices met, ensuring they can follow pathways that align with their future goals. While the current AS and A-level route provides a clear pathway to higher education, the diverse abilities and aspirations of students suggest the need for alternative pathways.
- Cross-curricular links are designed to provide students with meaningful opportunities for interdisciplinary learning and the transfer of skills and knowledge across subjects. Strong cross-curricular links are established between mathematics and science, as well as across Arabic-medium subjects. In the Foundation Stage (FS), phonics serves as a key link between Arabic and English, supporting early literacy development. This connection continues through the relevant subsequent phases, enhancing students’ language acquisition and literacy skills in both languages. In the higher phases, cross-curricular links are further developed through lessons that provide opportunities for independent learning and critical thinking. Students engage in projects and tasks that require them to

draw on knowledge from multiple disciplines to construct a new understanding.

- The school conducts regular reviews of the curriculum to ensure that changes are well considered and meet the needs of all students, including those with special educational needs. These reviews align with assessment results and UAE national priorities. The review process is guided by assessment gap analysis, which draws on both internal and external data. By analyzing assessment outcomes, gaps in students' knowledge, skills, and understanding are identified, forming the basis for targeted curriculum adjustments. Recent additions of new schemes in English, mathematics, and science in Phase 2 were introduced to address specific gaps in learning skills. This continuous process of review and refinement ensures that the curriculum remains responsive to student needs, supports their academic progress, and aligns with the school and regional priorities.

### **Next Steps:**

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1. Introduce more hands-on, play-based, and inquiry-led learning opportunities in Phase 1 to foster greater student engagement and independence.
2. Implement more robust transition support strategies between phases to ensure seamless student progression and continuity in learning.
3. Expand curriculum pathways for older students to better meet their diverse abilities, aspirations, and future goals.

# Curriculum adaptation

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

## Findings:

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- Adaptation of the curriculum successfully meets the needs of most groups of students. Lessons are planned to personalize learning from elements of the curriculum. There is more commonly a greater emphasis on challenging the more able or those with gifts and talents through an extra-curricular program rather than during lessons. In English, modifications include the use of a reading scheme, phonics program, new writing scheme, weekly reading sessions in classrooms as well as weekly visits to the library. The introduction of Cambridge science is a valuable supplement to the curriculum with its focus on discovery, learning, investigation, and experimentation. Personalization is evident in the implementation of White Rose mathematics for students, including those who speak English as an Additional Language.
- The curriculum is interesting and promotes discovery learning, though it offers limited opportunities for real enterprise or innovation. Sustainability goals are embedded throughout, encouraging students to think critically about the world and its future. Additional innovative elements include robotics and Science, Technology, Engineering, and Mathematics (STEM) activities. The curriculum fosters creativity, not only within the creative and performing arts but also in science, where older students design experiments to explore the impact of climate change on germination and global food production. In mathematics, students analyze real-world problems, fostering creative problem-solving skills. A variety of clubs and extra-curricular activities further support students in developing creative responses to real-world issues and exploring scientific themes. However, there are limited connections with the local or wider community that would provide students with opportunities to volunteer beyond the school, which could further enhance their personal and emotional development.
- Appropriate links with UAE and Emirati culture are clearly evident in all Arabic-medium subjects, where these themes are interwoven to support National Identity. Similar connections are made in mathematics, using local symbols and currency to contextualize learning. In physics, construction cranes from the UAE's infrastructure are referenced to provide real-life examples that illustrate the concept of moments in relation to forces, making learning more relevant and meaningful for students. However, links with the UAE and Emirati culture are not consistently developed across all areas of learning during classroom activities.

## Next Steps:

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1. Ensure that the more able and those with gifts and talents have their needs met more systematically during lessons as well as through extra-curricular activities.
2. Enhance the integration of UAE and Emirati culture across all curriculum areas during classroom activities.
3. Strengthen connections with the local and wider community to offer students volunteering opportunities that support their personal and emotional development

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

### Health and safety, including arrangements for child protection / safeguarding

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

#### Findings:

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- The school has rigorous procedures for safeguarding students, including child protection. All staff, including new hires, receive comprehensive training upon joining the school, with regular refresher sessions to maintain awareness and competence. Staff understand safeguarding procedures and know how to respond to child protection concerns. However, students' familiarity with the Designated Safeguarding Leads (DSLs) needs improvement, as many students cannot identify all three DSLs or recognize the information displays featuring their photos. Safeguarding policies and procedures are clearly communicated to staff, students, and parents via the school website, emails, and newsletters. These policies are regularly reviewed to ensure they remain current and effective. The school maintains an accurate central register of all adults who work in or are regularly involved with the school, ensuring full compliance and transparency. The school promotes student safety through awareness campaigns on anti-bullying, internet safety, and responsible social media use. Students are taught to protect themselves online and know how to seek help if needed.
- The school provides a very safe, hygienic, and secure environment for students and staff. Daily informal health and safety checks are conducted, complemented by more formal and comprehensive monthly inspections. The health and safety team, including the internal maintenance team, responds promptly to any reported issues. The school fully complies with all legal and Civil Defense regulatory requirements, including the regular execution of emergency and fire drills. Comprehensive risk assessments are consistently undertaken, with staff maintaining a proactive approach to student safety. Effective supervision is ensured throughout the school, including during student arrival, dismissal, and on school buses, prioritizing the well-being and security of all students.
- The school building and all equipment are very well maintained. Comprehensive maintenance records that include dates and details are well organized and securely maintained. Incident reports are filed promptly, including subsequent actions that were taken. The school clinic keeps relevant medical records on file and ensure staff know about students who require daily monitoring, such as students with diabetes, and any other students who have medical issues.
- The school facilities and premises provide a safe and secure environment that is very well suited to the learning needs of the students, including those with special educational needs. There are two elevators, ramps at both entrances and six accessible washrooms to ensure that anyone with mobility issues could access the whole school. With a separate entrance, PE hall, clinic and outdoor playground, the school is also well suited to meet the needs of children in FS.

- The school's promotion of a healthy lifestyle is very effective and can be seen across all phases. Most students across all classes bring fruit and vegetables in their lunch daily and can explain why it's important to make good choices and reserve sugary and junk food for occasional treats. In addition to providing information and encouragement to students to make healthy food choices, stay hydrated and practice good hygiene, parents are also encouraged to support healthy lifestyles through frequent and varied communication home. The six-member Physical Education department also encourages an active lifestyle, and several sports clubs are offered to students in addition to scheduled PE lessons.

### **Next Steps:**

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1. Ensure all students can identify the Designated Safeguarding Leads, and locate information displays with their photos.
2. Review medical emergency protocols more frequently, particularly regarding injuries, to ensure that all staff know how to respond promptly and appropriately.
3. Increase parent engagement in promoting healthy lifestyles by providing more interactive workshops and practical guidance on balanced nutrition and active living.

## Care and support

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

### Findings:

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- Staff maintain very positive and purposeful relationships with all students, fostering an environment of trust and respect. Behavior management is clearly defined and consistently understood by both students and staff, leading to a generally calm and orderly learning environment. The school's approach to behavior management emphasizes positive reinforcement and student well-being. A key element of this approach is the reflection room available to students in Phases 3 and 4. This space plays a significant role in the behavior policy, offering students an opportunity to decompress, reflect on their actions, and re-engage with their learning. In addition to the reflection room in the senior school, a sensory room is designated in the primary area for students needing a space to decompress. However, this room is not yet fully equipped to meet student needs.
- The school's strategy for promoting attendance has been successful, resulting in high attendance rates, particularly in the higher phases. Effective systems are in place to record and track students' attendance and punctuality, ensuring timely intervention when needed. The school's focus on supporting students' emotional well-being as part of its positive behavior policy further reinforces its efforts to promote consistent attendance and punctuality. While these measures have had a positive impact, there is room for improvement, as a few students have yet to fully understand the direct link between consistent attendance and academic success.
- The school has rigorous systems for identifying students with additional educational or behavioral needs, although fewer than 2% of students are currently identified. While these systems are effective in recognizing needs, the school faces challenges in ensuring parents fully acknowledge the connection between a diagnosis and optimizing their child's outcomes. Systems for identifying gifted and talented students are less effective. The identification process relies primarily on teacher recommendations, resulting in only a small number of students being recognized as gifted or talented. Extension activities for these students are mainly offered through extra-curricular programs rather than within core subjects, limiting their ability to fully realize their potential. The newly appointed Head of Inclusion is actively working to strengthen identification procedures for both students requiring additional support and those needing greater challenge. This approach aims to ensure more rigorous application of procedures and better identification of students with diverse learning needs.
- The school offers in-school support services (ISSS) for students with additional learning needs, including students of determination. The Head of Inclusion ensures effective support for those few students diagnosed to have additional needs. Individual Education Plans (IEPs) set out clear goals and strategies. Teachers receive training to identify early signs of student needs and provide in-class support. While pull-out learning spaces are available, the support team lacks sufficient personnel to ensure timely identification and provision for all students requiring additional assistance. Efforts to better identify gifted and talented students have led to a focus on developing Advanced Learning Plans (ALPs) to provide appropriate additional challenge and ensure these students reach their full potential.
- The wellbeing and personal development of all are efficiently monitored. The information is used to provide personal and academic guidance by the counsellor and small inclusion team. The guidance for older students is effective in supporting them for their next stage, entering careers or attending university. There is an identified need to offer more pathways in Phase 4.



## **Next Steps:**

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1. Enhance the sensory room in the primary area to ensure it is fully equipped to meet student needs.
2. Strengthen identification processes for gifted and talented students to ensure they receive sufficient challenge within core subjects.
3. Increase the capacity of the support team to ensure timely identification and provision for students requiring additional assistance.

## PS6: Leadership and Management

### The effectiveness of leadership

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Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

#### Findings:

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- The senior leadership team sets a clear strategic direction with a purposeful approach to raising standards. This vision is articulated in a formal vision and mission statement, though not all staff have a clear understanding of it. There is a strong commitment to the UAE's national priorities and the national agenda, which are embedded in the school's practices. Comprehensive plans are in place to support the school's mission of students' success in international examinations, including PISA and TIMSS. The principal and school leaders ensure that the school maintains an inclusive admission policy. The school has recently appointed a new Head of Inclusion team to enhance its capacity to identify and meet the diverse needs of all students, ensuring a more inclusive learning environment.
- Senior leaders demonstrate a secure knowledge and understanding of the curriculum and best practices in teaching, learning, and assessment. Newly appointed middle leaders, including subject leaders and coordinators, have developing knowledge about effective teaching to meet the needs of all students. Senior leaders recognize the need for a more impactful approach to ensure that assessment data accurately reflects students' achievements. The senior leadership team has ensured a culture of sharing effective practices and supporting staff, including setting up coaching groups. There is regular professional development and training for staff.
- Relationships and communication within the school and with stakeholders, including parents, are consistently professional and effective. Leaders have established clear roles, responsibilities, and accountability measures through a distributive leadership model that includes phase and subject leaders. Middle leaders have well-defined roles and are accountable for driving student achievement. Collaborative work between phases is evident, promoting alignment in teaching and learning. However, there is a need to strengthen subject leaders' understanding of pedagogical approaches and learning strategies across all phases. The senior leadership team fosters a positive school culture that supports staff morale and promotes a cohesive learning environment. As a result, morale throughout the school remains consistently high.
- Senior leaders clearly and accurately understand what they must do to improve the school and have identified key areas for improvement, including strengthening leadership roles in Phases 1, 3, and 4. Senior leaders acknowledge that there must be more consistency in teaching to improve student achievement. Subject leaders and coordinators are less clear about the necessary priorities. The school leaders have modified the curriculum to meet the needs of a majority of students, with a focus on reading and mathematics in the early years and primary phases. School leaders demonstrate the capacity to improve the school.
- Leaders hold staff accountable through regular analysis of student performance data, formal and informal lesson observations, and personal reviews. This approach has driven sustained improvements in key aspects of the school's work, resulting in a notable increase in the quality of student outcomes. The school has maintained and improved performance levels across all subjects, as well as in learning skills, teaching, and assessment. In Phase 1, some performance has regressed due to the absence of a dedicated leader for the phase until very recently. However, measures are

now in place to address this gap and restore consistent progress. Leaders ensure that the school is compliant with statutory and regulatory requirements.


### **Next Steps:**

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1. Clarify and communicate the school's vision and mission to ensure all staff have a clear understanding and alignment with strategic goals.
2. Strengthen the capacity of subject leaders to enhance their understanding of pedagogical approaches and learning strategies across all phases.
3. Ensure greater consistency in teaching quality to improve student achievement, particularly by supporting leadership roles in Phases 1, 3, and 4.

# School self-evaluation and improvement planning

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

## Findings:

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- Self-evaluation arrangements are rigorous and involve key stakeholders, including middle leaders, teachers, and senior leaders. The school's approach to self-evaluation uses a range of data and assessments, including external whole-school reviews and focused phase reviews. This multifaceted approach ensures that judgments are generally accurate and well-aligned with the UAE School Inspection Framework. As a result, the school has a clear understanding of its strengths and areas for improvement, enabling it to make informed decisions to drive continuous improvement.
- Teaching and learning are monitored systematically and conducted by senior and middle leaders. They undertake a series of informal learning walks and formal lesson observations that follow a prescribed approach, focusing on teaching and its impact on learning, including how teachers integrate identified school priorities. Subject leaders need more capacity to regularly monitor how their subject is being delivered across all phases in the school. The high staff turnover has slowed the impact of monitoring on student achievement. New staff receive focused support and feedback, which includes mentoring and coaching.
- The school improvement plan is a coherent plan that identifies key priorities and areas for improvement with targets, responsibilities, and success criteria. The plan is developed using a broad range of suitable evidence, including internal and external assessments. Senior staff meet regularly to discuss progress towards strategic goals, using data-driven insights to adjust procedures and sustain high standards. The targets are set with key success measures for improvement. The improvement priorities are closely aligned with the previous inspection report, the schools identified priorities, and UAE national priorities.
- While the school has made progress in addressing recommendations from the previous inspection report, the pace of improvement has been affected by changes in senior and middle leadership, the absence of a Phase 1 leader, and an increase in student enrollment. These factors have delayed the full embedding of key improvements. Nonetheless, some enhancements have been successfully introduced, and ongoing evaluation ensures that efforts to address identified priorities remain on track.

## Next Steps:

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1. Increase the capacity of subject leaders to regularly monitor the delivery of their subjects across all phases.
2. Provide additional support and training for new staff to minimize the impact of high staff turnover on student achievement.
3. Strengthen alignment between the school improvement plan and self-evaluation processes to ensure timely embedding of key improvements.

## Parents and the community

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Performance Indicator	Quality judgement
Parents and the community	Very Good

### Findings:

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- The school is successful in effectively engaging parents as partners in their children's learning and in school life. An active parent council consistently engages with school leaders and extends effective support for school initiatives and activities, including cultural celebrations and UAE national events. The parent council makes meaningful contributions to the school's development, initiating projects that promote student volunteering both within the school and in the local community. Their feedback is fully considered by school leaders, ensuring that parent perspectives inform decision-making processes. Notably, the parent council supported the introduction of coeducation in the higher grades, enabling a broader range of learning options for senior students. Parental involvement has a positive impact on student outcomes, contributing to improvements in academic standards and overall student development.
- The school's communication with parents is highly effective, utilizing a variety of channels to ensure timely and comprehensive updates. Communication methods include two school portals, a dedicated school platform, circulars, Microsoft Teams, social media applications, and face-to-face meetings. These channels keep parents well-informed about upcoming events and their children's academic achievements and personal development. The principal's open-door policy encourages direct communication, fostering a transparent and supportive relationship with parents. Parents of gifted and talented children confirm that the school follows up with them, ensuring their aptitudes and interests are nurtured. They also report being satisfied with the school's responsiveness during rare or unexpected challenges. Overall, parents feel well-informed and engaged in their children's learning journey.
- The school's reporting system is comprehensive and ongoing, providing parents with clear information about their child's academic progress, next steps, and personal and social development. Progress reports are shared with parents at the end of each term. Reports for Phases 1, 2, and 3 are thorough, offering comprehensive feedback on students' performance and personal development. However, in Phase 4, reporting is primarily focused on academic performance, with limited feedback on personal development. Parents have expressed a desire for more holistic reporting in this phase. Parents also have access to the school portal, where they can view up-to-date reports on their children's performance. Students with additional learning needs, including students of determination (SoD), have Individual Education Plans (IEPs), and parents receive consistent updates on their child's progress against set targets. Parents report that they receive sufficient information regarding their child's performance, strengths, areas for improvement, and any identified gifts and talents.
- The school makes sustained social contributions to local and national communities through strong partnerships with key organizations such as Abu Dhabi Municipality and the Red Crescent. With the support of parents, the school has introduced voluntary work opportunities aimed at raising students' environmental sustainability awareness. Initiatives such as beach cleaning and recycling activities promote active student involvement in community service. This year, the parents' council has taken the initiative to further expand volunteering activities, providing students with more opportunities to contribute to their community. Students regularly participate as volunteers, fostering a sense of social responsibility and benefiting both themselves and the wider community. The school also maintains a link with Oxford University, providing students with access to guidance on admission requirements and available career pathways. However, expanding links with international entities will

give students more opportunities to broaden their life skills and enrich their learning opportunities.

### **Next Steps:**

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1. Expand the reporting to parents in Phase 4 to include students' personal and social developments.
2. Ensure that parents receive continuous feedback on their children's performance and personal developments in addition to the termly reports.
3. Expand the school's network and connections with international organizations that can positively support and impact students' academic performance.

Performance Indicator	Quality judgement
Governance	Good 

### Findings:

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- The governing body consists of an executive group responsible for the day-to-day management of the school and a school board that includes stakeholders from the wider community, such as staff, parents, and newly appointed student representatives. Both groups meet regularly, enabling the school board to receive feedback and insights from parents and school staff. The recent appointment of a Chief Education Officer (CEO) has strengthened the executive group's capacity, resulting in the introduction of mixed-gender lessons for students in Years 11, 12, and 13. The executive group maintains effective oversight of key areas, including financial management, resource allocation, and staffing appointments. It has an in-depth understanding of the school's operational and strategic needs. The school board receives regular reports on the school's performance and future plans, while the executive group, with the support of the CEO, maintains a detailed knowledge of the school's performance metrics. However, there is scope for greater incorporation of students' views in decision-making processes to ensure a more inclusive governance approach.
- The board consistently monitors the work of the school. There is a system in place to receive feedback from parents. The board has regular meetings and receives reports on the performance of the school from the principal and senior leadership team, which provides them with knowledge about the school and its performance. They can scrutinize the work of the school, including both the academic and personal development of students. As a result, the board influences the strategic direction and plans of the school. The executive board is implementing a new performance management approach to formally hold the principal accountable for the school's performance.
- The executive board exerts a positive influence on school leadership and effectively guides the school's strategic direction. It ensures that the school is well-resourced for teaching and learning and that it meets all statutory and regulatory requirements. The board has facilitated improvements in facilities, resources, ICT infrastructure, and professional development initiatives, contributing to enhanced learning environments. Despite these efforts, the board has not ensured stability in staffing, particularly in middle and senior leadership roles. High staff turnover, especially in Phases 1 and 2, continues to affect continuity and consistency in teaching and leadership.

### Next Steps:

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1. Enhance mechanisms and processes for gathering and acting on stakeholders' views of the school, particularly students' voices.
2. Ensure stability and continuity of staffing at all levels across the school.
3. Ensure that emerging approaches to performance management hold school leaders accountable for the school's work.

## Management, staffing, facilities and resources

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

### Findings:

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- Key aspects of the school's management are well-organized and effective, ensuring smooth day-to-day operations and promoting a positive learning environment. Timetabling is intentionally designed to manage the four Phases efficiently and creates opportunities for streamed lessons, such as the dedicated reading period in Phase 1. Transitions across the school are generally smooth, supported by recent adjustments to dismissal times, which have contributed to maximizing learning time. The school's physical environment features an abundance of display and information boards that provide essential updates on daily events and reinforce key concepts from the curriculum. These displays are presented in both Arabic and English, reflecting the school's bilingual ethos and commitment to inclusive communication. The culture, heritage, and identity of the UAE are prominently represented throughout the school environment. The school employs a variety of communication methods to keep parents informed about school activities and special events.
- All staff at the school are suitably qualified, with relevant experience in their respective subjects or phases. Staff deployment is strategic, with year leaders playing a key role in supporting the dissemination of information from the senior leadership team and facilitating professional growth among colleagues. This includes mentoring teachers on the implementation of new programs such as the Read, Write Inc. phonics program. Staff participate in weekly training sessions covering various topics, such as effective teaching practices, which have contributed to improvements in teaching quality. However, there have been some shortages in key areas, particularly in the availability of teachers to support students with additional learning needs, including students of determination, as well as leadership within the EYFS. The newly appointed Head of EYFS is familiarizing herself with the students, staff, and learning environment. She has initiated an observation-based action plan to identify strengths and areas for development within the Foundation Stage, aiming to drive continuous improvement.
- The school premises are well-designed and carefully planned to cater to the requirements of the curriculum and extracurricular activities provided, whilst adhering to UAE building regulations. The premises and facilities are spacious and of good quality. There are various specialist facilities used to enhance the learning environment and promote student achievement. In addition to a large library that is regularly used, there are several science laboratories, ICT suites, art and music rooms, resource rooms, offices, and gathering places for students, particularly in Phase 4. There is access to outdoor spaces to extend learning experiences, especially in the Foundation Stage and Phase 2. These spaces could be used more consistently with appropriate shading. Displays and celebrations of students' work in classrooms and corridors are overshadowed by the majority of displays featuring teacher-focused, commercially made content. Overall, the environment is conducive to teaching and learning.



- The school is equipped with good quality, modern resources, including technology. Many teachers rely heavily on workbooks and worksheets rather than hands-on materials that would promote more active learning, especially in Foundation Stage and early Phase 2. In the upper phases, students have opportunities to conduct science experiments that engage their interest and support the development of their critical thinking and problem-solving skills. The resources are in place to promote effective teaching and learning once aligned to the student's developmental stages and needs.

### **Next Steps:**

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1. Enhance support for students with additional learning needs by increasing the availability of specialized teachers and strengthening leadership within the EYFS to ensure more targeted support and effective learning experiences.
2. Maximize the use of outdoor and learning spaces by providing consistent access to shaded areas and optimizing spaces for hands-on, student-centered activities, especially in the Foundation Stage and Phase 2.
3. Promote the use of interactive and student-centered learning materials by reducing reliance on workbooks and worksheets and increasing the use of hands-on resources, particularly in the Foundation Stage and early Phase 2.

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