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AY 2025/26

The British International School

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**Rating: Outstanding**

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# School Information

General Information		
	<b>Name</b>	The British International School
	<b>Esis Number</b>	9190
	<b>Location</b>	Abu Dhabi, ZAYED CITY, MZ39, 5b
	<b>Website</b>	<a href="https://www.nordangliaeducation.com/our-schools/abu-dhabi">https://www.nordangliaeducation.com/our-schools/abu-dhabi</a>
	<b>Telephone</b>	025100100
	<b>Principal</b>	CHARLES ALAN COCKER
	<b>Inspection Dates</b>	27 to 30 Oct 2025
	<b>Curriculum</b>	British

## Information On Students

<b>Cycles</b>	Cycle 1 - Cycle 2 - Cycle 3 - KG
<b>Number of students on roll</b>	2109
<b>Number of Emirati students</b>	379
<b>Number of students of determination</b>	178
<b>Largest nationality group of students</b>	Britain - UAE - India

## Information On Teachers

<b>Number of teachers</b>	162
<b>Nationalities</b>	United Kingdom (UK) - Ireland - Jordan
<b>Number of teaching assistants</b>	42

## Changes since the previous inspection

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Since the last inspection in the academic year 2021, the school's overall judgment has remained Outstanding.

Overall, students' achievement in Arabic-medium subjects has remained at a Good level, with improvements in progress in some subjects. In Islamic education, attainment across phases 2, 3, and 4 has remained Good, while progress has improved from Good to Very Good in all three phases. Attainment and progress in Arabic as a First Language and as a Second Language have remained Good across all phases. In Social Studies, attainment has remained Good in phases 2 and 3, while progress has improved from Good to Very Good in both phases. The improvement in progress in Islamic education and social studies is due to effective motivating teaching strategies that engage almost all students in learning, and the increased use of reasoning and critical thinking to accelerate their progress.

Overall, students' achievement in English-medium subjects has remained Outstanding, with some improvements

and regressions across subjects and phases. In English, attainment has improved from Good to Very Good in Phase 1, and from Very Good to Outstanding in Phase 2, while remaining Outstanding in phases 3 and 4. Progress in English has remained Outstanding across all phases. In mathematics, in Phase 1, attainment has declined from Outstanding to Very Good, improved in Phase 4 from Very Good to Outstanding, and remained Outstanding in phases 2 and 3. Progress in mathematics has remained Outstanding in phases 1, 2, and 3 and improved from Very Good to Outstanding in Phase 4. In science, attainment has declined in Phase 1 from Outstanding to Very Good and has remained Outstanding in phases 2, 3, and 4. Progress in science has remained Outstanding across all phases. The improvement in English attainment in Phases 1 and 2 are due to focused and effective phonics teaching, which has accelerated the development of students' English vocabulary, speaking, and reading skills. The improvement in mathematics in Phase 4 is the result of stronger development of reasoning skills and increased opportunities to apply mathematical concepts and problem-solving to real-world contexts, which extend learning and accelerate progress. However, in Phase 1 mathematics and science, a minority of students continue to struggle to articulate their learning using subject-specific terminology.

Learning skills have remained Outstanding in all phases. Students demonstrate very positive and responsible attitudes towards their learning; they are highly engaged and motivated, collaborate effectively across a range of learning situations, and develop strong critical thinking, problem-solving, and independent learning skills.

Performance Standard 2 (PS2), related to students' personal and social development and their innovation skills, was not evaluated during the previous inspection. Personal development, social responsibility, and innovation skills are judged Outstanding across all phases, while understanding of Islamic values and awareness of Emirati and world cultures are judged Very Good across all phases. Students demonstrate consistently responsible attitudes, strong self-discipline, effective leadership, and meaningful contributions to school and wider community initiatives. They demonstrate a secure understanding of Islamic values and an appreciation of Emirati and world cultures; however, this understanding is not yet sufficiently deep or consistently applied across a wide range of contexts, particularly among students from nationalities other than Emirati.

Teaching for effective learning and assessment have remained Outstanding across all phases. Lessons are consistently well planned, engaging, and adaptive, enabling students to make accelerated progress. Assessment practices are coherent and reliable, with assessment information used effectively to inform teaching, provide high-quality feedback, and secure consistently strong learning outcomes.

Performance Standard 4 (PS4), relating to curriculum design and adaptation, was not evaluated in the previous inspection. Both curriculum design and curriculum adaptation are now judged Outstanding. The curriculum is well structured, coherent, and ambitious, providing broad and balanced learning pathways that meet statutory requirements and promote depth, progression, and continuity across all phases. It is highly effective in meeting the needs of all learners, including gifted and/or talented students and those with additional learning needs, including students of determination, ensuring equitable access, appropriate challenge, and consistently strong learning outcomes. The curriculum is further enhanced by an impressive range of stimulating co-curricular activities that are well matched to students' needs and interests.

Student protection and safeguarding, as well as care and support, have remained Outstanding. Rigorous and consistently applied child protection procedures ensure that students feel safe, secure, and well supported at all times. The school is extremely well-maintained, and systems for care, welfare, and supervision are highly effective. Students with additional learning needs, including students of determination and gifted and/or talented students, are identified promptly and accurately, with individualized support plans developed in close partnership with parents to ensure provision is precisely matched to need. A safe and supportive environment is further reinforced through modern, accessible premises, a fully equipped medical clinic staffed by qualified nurses, and accurate, well-maintained health records.

Leadership and management have remained Outstanding across all areas, except Governance, which regressed from Outstanding to Very Good. Senior and middle leaders demonstrate a clear strategic vision, a deep understanding of effective teaching and assessment, and a strong capacity to drive sustained improvement through robust self-evaluation, targeted professional development, and inclusive practices that secure high-quality provision and outcomes across all phases. Leaders at all levels work collaboratively to implement improvement priorities effectively, use evidence to inform decision-making, and maintain a purposeful learning

culture that promotes students' achievement, wellbeing, and personal development. However, governance has declined because there is insufficient clarity for members of the Governing Board/School Advisory Board regarding their roles and responsibilities in holding the principal rigorously to account, and because governors do not yet focus sharply enough on improving students' outcomes in Arabic medium subjects.

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

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The leadership team demonstrates exceptional strategic vision and relentless focus on improving student outcomes in both internal and international assessments. Leaders systematically track progress through sophisticated data triangulation, ensuring that evidence from multiple sources directly informs teaching, curriculum adaptation, and intervention. Robust moderation and validation processes guarantee reliability and consistency across all phases. Assessment frameworks are fully aligned with international standards, supporting accurate benchmarking and aspirational target setting. Leaders set clear, measurable targets linked to performance in TIMSS, PIRLS, and PISA, and regularly review cohort performance, trends, and readiness indicators to evaluate the impact of improvement actions. Clear roles, distributed leadership, and a culture of shared accountability among staff, students, and parents underpin a sustained cycle of reflection, improvement, and academic excellence.

The school proactively and expertly adapts its curriculum to meet the rigorous expectations of international assessments. From the Early Years onwards, foundational competencies in problem-solving, reasoning, and critical reading are systematically embedded and progressively developed. Curriculum maps are meticulously aligned with international benchmarks such as GL, ABT, IGCSE, IB, TIMSS, PIRLS, and PISA, ensuring coherence between learning outcomes, assessment design, and global standards. In mathematics, structured opportunities to develop reasoning and problem-solving are embedded from the earliest phases, while in English, explicit emphasis is placed on evaluating texts, making inferences, and responding to higher-order questions. Teachers analyse internal and mock examination data with precision, using insights to refine instruction, close learning gaps, and ensure that all students are confidently prepared to demonstrate deep conceptual understanding and transferable skills through regular exposure to assessment-style tasks and questions.

The school demonstrates a strong commitment to professional growth, ensuring that all staff are highly skilled in assessment practice aligned with international benchmarks. Teachers engage in rigorous and reflective professional learning, including moderation, peer review, and collaborative planning focused on assessment design, validity, and data interpretation. Professional development explicitly builds teachers' capacity to analyse international assessment data, understand item demand, and adapt instructional strategies to strengthen students' performance in TIMSS-, PIRLS-, and PISA-style tasks. Professional development is continuous and impact-driven, directly informing classroom practice and raising the precision of instructional decisions. Daily teaching reflects the outcomes of this investment, with targeted interventions and adaptive strategies evidencing a deeply embedded culture of professional excellence and sustained capacity building across all phases.

The school actively and strategically engages parents as partners in learning, recognising their vital role in preparing students for international assessments. Regular consultation meetings, detailed progress reports, and targeted workshops equip parents with a clear understanding of assessment frameworks and performance expectations. Parents are explicitly informed about the purpose, structure, and importance of international assessments such as TIMSS, PIRLS, and PISA, and how these assessments measure applied skills and higher-order thinking. Parents are empowered to support learning at home through tailored guidance, access to digital and print resources, and individualised strategies for Students of Determination. This strong home-school partnership ensures coherence between classroom learning and home reinforcement, contributing significantly to students' confidence, readiness, and overall academic success.

# 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 participated in the AY2024/25 Granada Learning Progress Tests (GL-PT) for English, mathematics, and science, and their results indicate the following:

- Students' attainment in English is Very Good in Phase 2 and Acceptable in Phase 3.
- Students' progress in English is Acceptable in phases 2 and 3.
- Students' attainment in mathematics is Very Good in both phases 2 and 3.
- Students' progress in mathematics is Acceptable in both phases 2 and 3.
- Students' attainment in science is Outstanding in Phase 2 and Good in Phase 3.
- Students' progress in science is Acceptable in phases 2 and 3.

Students in years 4 – 10 participated in the AY2024/25 Arabic Benchmark test (ABT) for Arabic as a first language, and their results indicate that:

- Students' attainment in Arabic as a first language is Good in Phase 2 and very Good in Phase 3.
- Students' progress in Arabic as a first language is Very Good in Phase 2 and Good in Phase 3.

## International Assessments: TIMSS, PISA, PIRLS

**In the PISA (Programme for International Student Assessment) 2022, results for 15-year-old students were as follows:**

- In reading literacy, students achieved a score of 507, below the school target of 508 but above the PISA international average of 476.
- In mathematical literacy, students achieved a score of 531, above the school target of 524 and above the PISA international average of 472.
- In science literacy, students achieved a score of 506, below the school target of 514 but above the PISA international average of 485.

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

- In Year 5 mathematics, students achieved a score of 621, above the school target of 572, and above the international average of 503.
- In Year 9 mathematics, students achieved a score of 624, above the school target of 537, and above the international average of 478.
- In Year 5 science, students achieved a score of 612, above the school target of 561, and above the international average of 494.

- In Year 9 science, students achieved a score of 617, above the school target of 534, and above the international average of 478.

**The school did not participate in PIRLS 2021 assessment.**

## Reading

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Leaders place a strong emphasis on reading as a whole-school priority, recognizing that the majority of students learn English as an additional language and that fluency in both English and Arabic underpins success across the curriculum. Reading is viewed as a shared responsibility across all teachers and leaders, not confined to language departments. Leaders are ambitious for continued improvement and have embedded reading development in both languages across all phases, linking it to broader literacy, with clear strategic planning, regular review of reading outcomes, and accountability for implementation across departments. Leaders monitor the impact of reading initiatives through attainment data, reading assessments, and engagement indicators to inform ongoing improvement.

Since the last inspection, provision for reading has improved significantly. The school now operates two spacious, well-designed libraries, one serving the early and primary phases and another serving the secondary phase. Together they contain over 18,900 English books, 1,300 Arabic books, and 16,800 guided reading resources, with collections continually expanded and refreshed. Books are classified according to internationally recognized systems and include a wide range of fiction and non-fiction titles in both languages. Each library provides quiet reading areas, collaboration zones, and comfortable seating, while classrooms in the early and primary phases feature designated reading corners that promote a literacy-rich environment. In the Early Years, soft reading areas and age-appropriate displays encourage early engagement with books, while subject classrooms display class texts, key vocabulary, and reading prompts that reinforce literacy across the curriculum.

The libraries are at the heart of the school's reading culture. All classes visit the library regularly: weekly in Phase 2 and fortnightly in Phase 3. Librarians and teachers collaborate to recommend age-appropriate books and guide students in reviewing and discussing their reading. Students are encouraged to write reflections or reviews inspired by what they have read. In Arabic, teachers use leveled readers and guided reading to develop fluency, comprehension, and creativity. Digital resources such as Bravo, Kutubi, and Arabi extend Arabic reading practice and support independent learning at home. In English, digital platforms are also used to provide guided reading materials, track progress, and support differentiated reading practice across phases.

A wide range of initiatives promotes reading as enjoyable and inclusive. Whole-school events such as Drop Everything and Read (DEAR), Reading Week, and Book Fairs encourage participation across all phases. Students engage in Poetry Slams, Book Clubs, and competitions like the Chevron Readers Cup and Poetry for All, celebrating reading and performance. Author visits, including sessions with local and international writers, further inspire students and connect them with authentic literary experiences. These activities contribute to a vibrant reading culture and nurture students' confidence and enjoyment in both languages. Reading skills are systematically developed across subjects and phases and applied beyond English and Arabic lessons, enabling students to access learning effectively in all curriculum areas. Teachers use guided reading and phonics programs in the early years and provide explicit instruction in higher-order reading skills, such as inference, evaluation, skimming, and text analysis, in later phases. Reading levels are assessed and tracked using diagnostic tools, and progress is reviewed regularly to identify strengths and areas for development. Targeted intervention programs support students who are not yet meeting age-related expectations, with progress closely monitored to address specific skill gaps. Departments maintain and review literacy development plans to ensure provision remains responsive to students' evolving needs.

Teachers have strengthened their expertise in teaching reading. All teachers and assistants undertook Read Write Inc. phonics training, ensuring a consistent approach to early literacy instruction. This has resulted in improved decoding and fluency among younger students. The Talk for Writing program reinforces comprehension and expressive language, while secondary literacy lessons focus on vocabulary development and reading across subjects. EAL specialists collaborate with classroom teachers to embed reading strategies and language support across the curriculum. Ongoing professional development further builds teachers' capacity in guided reading, higher-order questioning, assessment of reading progress, and the delivery of targeted interventions.

Parents are valued partners in promoting reading in both English and Arabic. They attend workshops offering practical guidance on supporting reading at home and take part in events such as Reading Week and World Book Day, where they read alongside their children. Students borrow books and maintain reading logs to strengthen home–school connections. Programs such as Reading Buddies, pairing older with younger students, promote confidence and positive reading habits. Regular communication from teachers and librarians supports parents in monitoring progress and sustaining reading routines at home. Through these combined efforts, the school has established a strong bilingual reading culture that promotes achievement, enjoyment, and confidence in both English and Arabic.

## Strengths of the school

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- Students continue to make Outstanding achievements in English-medium subjects across all phases and have met the school's targets in international assessments.
- Students' responsible and positive attitudes, self-discipline, consideration for others, leadership skills, and social contribution have a positive impact on trusting relationships with adults, peers, and the wider community.
- Teaching, assessment, and curriculum provision are highly effective in securing consistently high-quality learning experiences for all students across all phases.
- Rigorous safeguarding and child protection procedures, together with highly effective care and support systems, ensure students' safety and wellbeing and provide high levels of intervention that enable all students to develop their personal and academic progress
- Leaders at all levels demonstrate comprehensive knowledge of the curriculum and best practice in teaching, learning, and assessment, and are highly effective in raising outcomes and establishing an inclusive, purposeful learning culture.

## Key Recommendations

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1. Maintain Outstanding students' achievement in English medium subjects and improve achievement in Arabic medium subjects to reach Outstanding levels across all subjects and phases by:

- promoting students' accuracy and fluency in standard Arabic across all phases, enabling them to communicate confidently, read expressively, and produce extended, well-structured written work.
- deepening students' conceptual understanding by ensuring the secure and consistent use of subject-specific vocabulary, key concepts, and relevant evidence to support clear explanations, justification, and analytical thinking in social studies and Islamic education.
- improving the consistency and quality of students' engagement in higher-order thinking activities, purposeful discussion, and the application of knowledge, including the interpretation of texts, use of Qur'anic evidence, and analysis of geographical sources, to raise outcomes consistently in Arabic-medium subjects across all phases.

- strengthening foundational skills in English, mathematics, and science in Phase 1, by improving students' reading fluency, use of mathematical vocabulary, and ability to explain learning and draw conclusions from practical investigations in science, while continuing to develop higher-order reading, reasoning, and communication skills in later phases.

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

- strengthening the consistent use of effective adaptive teaching strategies, assessment information, feedback, and self- and peer-assessment to promote higher-order thinking, innovation, and accelerated progress for all learners.
- improving curriculum access, continuity, and challenge, particularly in Arabic medium subjects, to ensure accelerated progression across all phases, effective adaptation for newly joined students, and increased opportunities for appropriate challenge, innovation, and enterprise for all groups, including middle-attaining students.
- enhancing governance by sharpening governors' challenge to the school's self-evaluation processes, increasing their focus on monitoring attainment, progress, and improvement actions in Arabic medium subjects, and ensuring greater clarity in governors' roles in holding the principal and senior leaders to account for the quality of the school's performance.

3. Raise achievement in international assessments (TIMSS, PISA, and PIRLS) by:

- aligning daily teaching and curriculum planning with TIMSS and PISA international assessment frameworks by embedding skill-based questions, modelled practice, and sample item formats into regular classroom lessons across English, mathematics, and science.
- enhancing teachers' capacity through regular training in inquiry-based learning, strategies to develop students' higher-order thinking skills, data interpretation, and reading literacy.
- integrating mock assessments systematically into the annual academic calendar, with structured review and feedback processes and internal tracking that identifies progress in assessment-related skills, particularly for key student groups.
- prioritizing a clear PIRLS-focused plan that includes exposure to fiction and nonfiction texts, oral reading fluency, and comprehension strategies.
- engaging parents through targeted workshops that build their understanding of international assessments and equip them to support their children's learning at home.

4. Improve the impact of school leadership on student outcomes by:

- ensuring the impact of senior and middle leadership, particularly in Arabic-medium subjects, is strengthened by aligning continuous professional development more closely to identified pedagogical and assessment priorities, and by ensuring monitoring and feedback focus sharply on the impact of teaching on students' outcomes.
- Strengthen the effectiveness of governance by clarifying roles and responsibilities of the board member and exert a more rigorous oversight of students' outcomes, particularly in Arabic-medium subjects, across all phases.

# Overall School Performance: Outstanding

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

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

	<b>KG</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
Personal Development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

**PS3: Teaching and Assessment**

	<b>KG</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

**PS4: Curriculum**

	<b>KG</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

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

	<b>KG</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

**PS6: Leadership and Management**

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

# Inspection findings

## PS1: Students' achievements

### Islamic Education

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

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Very Good ↑	Very Good ↑	Very Good ↑

#### Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the Ministry of Education (MoE) curriculum standards for Islamic education indicates that most students in phases 2, 3, and 4 attain above the curriculum standards. The school doesn't teach Islamic education in phase 1.
- Students in phases 1, 2, and 4 do not participate in any external, national, or international assessments. Students in Year 11 participated in the AY2024/25 IGCSE for Islamic education, and their results indicate Outstanding attainment.
- In lessons and in their recent work, the majority of students in phases 2, 3, and 4 attain above curriculum standards. In Phase 2, students demonstrate advanced knowledge and understanding of the acts of worship in Islam, and a strong understanding of the Prophet's Seerah. However, a few students are less confident in their knowledge of the subject-specific vocabulary and concepts. Across phases 3 and 4, students discuss current issues in detail while making reference to Islamic laws, principles, and values. However, a few students find it challenging to support their explanations with relevant evidence from the Holy Qur'an and Hadeeth. Across the three phases, students memorize the prescribed verses of the Qur'an. However, a few students experience difficulty with accurate recitation, and their understanding of key Qur'anic vocabulary within the prescribed verses is developing.
- Over the past three years, the school's internal assessment data indicate that attainment has been consistently Outstanding in phases 2, 3, and 4. IGCSE trends over the past three years indicate fluctuating attainment, from Very Good in AY2022/23, declining to Good in AY2023/24, and then improving to Outstanding in AY2024/25.
- The school's analysis of internal assessment data for AY2024/25 indicates that most students in phases 2, 3, and 4 make better than expected progress over time from their starting points at the beginning of the academic year in relation to curriculum standards.
- In Lessons and their recent work, the large majority of students in phases 2, 3, and 4 make better than expected progress in relation to appropriate learning objectives that are aligned with the MoE curriculum standards.
- The school's analysis of internal assessment progress data to evaluate the progress of the different groups

of students indicates that boys, girls, Emiratis, and gifted and/or talented students make Outstanding progress in phases 2, 3, and 4. Low and high attainers make Outstanding progress in phases 3 and 4. Students with additional learning needs, including students of determination, make Outstanding progress in phases 2 and 3, and Weak progress in Phase 4. Progress data for low and high attainers in Phase 2 are unavailable.

### **Next Steps:**

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1. Promote students' knowledge and understanding of subject-specific vocabulary and concepts in Phase 2.
2. Improve students' ability to support their explanations with relevant evidence from the Holy Qur'an and Hadeeth across phases 3 and 4.
3. Enhance students' accuracy in Qur'an recitation and deepen their understanding of key vocabulary of Qur'an across all phases.

# 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:

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

## Findings:

- The school's analysis of internal assessment data for AY2024/25 against the Ministry of Education (MoE) curriculum standards for Arabic as a First language indicates that most students in phases 2 and 3, and the large majority in Phase 4, attain levels that are above the curriculum standards. There is no attainment data for Phase 1 students.
- Students in years 4-10 participated in the AY2024/25 ABT, and their results indicate Good attainment in Phase 2 and Very Good attainment in Phase 3. Only 4 students in Year 11 participated in the IGCSE in AY2024/25, and their results indicate Acceptable overall attainment.
- In lessons and in their recent work, the majority of students in phases 1, 2, 3, and 4 attain above the curriculum standards. In Phase 1, students develop early reading foundations, demonstrating emerging phonemic awareness and increasing accuracy in linking sounds to letters. In phases 2, 3 and 4, students' listening skills are well developed, and they demonstrate appropriate speaking skills; however, their use of standard Arabic remains inconsistent. They demonstrate strong reading and listening comprehension skills. However, they do not consistently read fluently or with appropriate expression. Across all phases, students rarely write at length or for a range of different genres.
- Over the past three years, the school's internal assessment data indicate that attainment has been consistently Outstanding in Phase 2. In Phase 3, attainment declined from Outstanding in AY2022/23 to Very Good in AY2023/24, then improved to Outstanding in AY2024/25. In Phase 4, attainment has been consistently Very Good. Attainment data for Phase 1 over the past three years are unavailable.
- The school's analysis of internal assessment progress data for AY2024/25 indicates that most students in Phase 2 and the majority in Phase 3 make better than expected progress, while most students in Phase 4 make expected progress from their individual starting points and in relation to curriculum standards. ABT progress data indicate that students make Very Good progress in Phase 2 and Good progress in Phase 3.
- In lessons and in their recent work, the majority of students across all phases make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment data for the different groups of students indicates that boys and Emirati students make Outstanding progress in phases 2 and 4 and Good progress in Phase 3. Girls make Outstanding progress in Phase 2, and Acceptable progress in phases 3 and 4. Low attainers make Outstanding progress in phases 3 and 4. High attainers make Outstanding progress in Phase 3 and Acceptable progress in Phase 4. Students with additional learning needs, including students of determination, make Very Good progress in Phase 2 and Outstanding progress in Phase 3. Gifted and/or talented students make Outstanding progress across phases 2, 3, and 4. Progress data for all groups of students in Phase 1, low and high attainers in Phase 2, and students with additional learning needs, including students of determination in Phase 4, are unavailable.

## **Next Steps:**

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1. Improve students' accuracy and consistency in using standard Arabic in spoken communication, particularly in the upper phases.
2. Strengthen students' confidence and fluency in reading across all phases to enable them to read expressively and with greater understanding.
3. Develop students' writing skills to produce extended pieces of writing with accurate spelling, punctuation, grammar, and clear handwriting in phases 2, 3 and 4.

# Arabic as a second language

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

## Findings:

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- The school's analysis of internal attainment assessment data for the AY2024/25 against the Ministry of Education (MoE) curriculum standards for Arabic as a Second language indicates that the large majority of students in phases 2 and 3 attain levels above curriculum expectations.
- Students across phases 2 and 3 do not participate in any external, national, or international assessments for Arabic as a second language.
- In lessons and in their recent work, the majority of students in phases 2 and 3 attain levels above curriculum expectations. In both phases, students read familiar texts with reasonable accuracy and demonstrate basic understanding; however, their ability to interpret deeper meanings and extract key ideas remains inconsistent. Students communicate their learning clearly in familiar contexts; however, speaking fluency in unfamiliar contexts is less well developed. They copy words and write short paragraphs, but extended writing remains underdeveloped.
- Over the past three years, the school's internal assessment data indicate fluctuating attainment. In Phase 2, attainment declined from Outstanding in AY2022/23 to Acceptable in AY2023/24, before improving to Very Good in AY2024/25. In Phase 3, attainment improved from Good in AY2022/23 and AY2023/24 to Very Good in AY2024/25.
- The school's analysis of internal assessment progress data for AY2024/25 indicates that most students in phases 2 and 3 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 phases 2 and 3 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that boys and students with additional learning needs, including students of determination, make Very Good progress in phases 2 and 3. Girls and gifted-and/or-talented students make Outstanding progress in phases 2 and 3. Low and high attainers make Outstanding progress in Phase 3. Progress data for low and high attainers in Phase 2 are unavailable.

## Next Steps:

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1. Improve students' reading comprehension skills in phases 2 and 3 to interpret deeper meanings and identify key ideas.
2. Develop students' speaking fluency in unfamiliar contexts.
3. Strengthen students' writing skills to write at length and apply their vocabulary for a wider range of purposes.

# 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:

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

## Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the MoE curriculum standards for social studies indicates that most students in phases 2 and 3 attain above the curriculum standards.
- Students in phases 2 and 3 do not participate in any external national or international assessments in social studies.
- In lessons and in their recent work, the majority of students in phases 2 and 3 attain above the MoE curriculum standards. In Phase 2, students demonstrate secure knowledge and understanding of the UAE's heritage, citizenship, and government. However, their depth of knowledge of key Emirati figures and their achievements, particularly their contributions to the development of the UAE's past and present civilization, is less well developed. In Phase 3, students demonstrate a secure understanding of a range of geographical topics. A few students struggle with geographical terminology, and their map-reading skills are not yet well developed.
- Over the past three years, the school's internal assessment data indicate that attainment has been consistently Outstanding in Phase 2. In phase 3, attainment has improved from Very Good in AY2022 /23 to Outstanding in AY2023/24 and AY2024/25.
- The school's analysis of internal assessment data for AY2024/25 indicates that most students in phases 2 and 3 make better than expected progress over time from their starting points at the beginning of the academic year and in relation to curriculum standards.
- In lessons and their recent work, the large majority of students in phases 2 and 3 make better than expected progress in relation to appropriate learning objectives that are aligned with the MoE curriculum standards.
- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that boys, girls, Emiratis, and gifted and/or talented students make Outstanding progress in phases 2 and 3. Students with additional learning needs, including students of determination, make Very Good progress across phases 2 and 3. Progress data for low and high attainers are unavailable.

## Next Steps:

1. Enhance students' analytical and evaluative skills through deeper exploration of the achievements and contributions of key Emirati figures to UAE past and present in Phase 2.

2. Develop students' geographical literacy so they become familiar with key geographical terms that they apply in their explanations in both phases.
3. Strengthen map-reading skills that require students to analyze and use different types of maps, interpret map keys, and apply this knowledge to world, Arab, and UAE-related geographical contexts 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	Very Good ↑	Outstanding ↑	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

## Findings:

- The school's analysis of internal assessment data for AY2024/25 against the National Curriculum for England indicates that most students in phases 1, 2, 3, and 4 attain above the curriculum standards.
- Students in years 4 to 10 participated in the GL-PT standardized assessments for AY2024/25. Their results indicate Very Good attainment in Phase 2 and Acceptable attainment in Phase 3. Students in Year 11 participated in the International General Certificate of Education (IGCSE) examinations, and their results indicate Outstanding attainment. Students in Year 13 completed the International Baccalaureate Diploma Program (IBDP), and their results also indicate Outstanding attainment. In PISA 2022, 15-year-old students in reading literacy achieved a score of 507, below the school target of 508 but above the PISA international average of 476.
- In lessons and in recent work, the large majority of students in Phase 1 and most students in phases 2, 3, and 4 attain above curriculum standards. In Phase 1, students develop solid phonics and early reading skills, accurately recognizing letter-sound relationships and blending sounds confidently to decode unfamiliar words. However, their reading is not yet consistently fluent. In Phase 2, students demonstrate strong phonics and comprehension skills, reading with growing accuracy and confidence and showing secure understanding of texts. Students' higher-order reading comprehension skills, particularly inference, deduction, and evaluative interpretation, are not yet consistently well developed. In Phase 3, students analyze complex literary and non-literary texts with depth and insight, and their written work is coherent, grammatically accurate, and increasingly sophisticated in tone and structure. In Phase 4, students produce analytical, evaluative, and creative responses that reflect a strong command of language and conceptual understanding. However, their skills in purposeful and creative writing for different audiences remain variable. In addition, students' confidence and skills in debate, presentation, and extended oral expression are not yet consistently developed.
- Over the past three years, the school's internal assessment data indicate that attainment in Phase 2 has

improved from Very Good in AY2022/23 and AY2023/24 to Outstanding in AY2024/24. In phases 3 and 4, attainment has been consistently Outstanding. Internal assessment data for Phase 1 over the past three years are unavailable. The results of GL-PT data over the past three years indicate that attainment has been consistently Very Good in Phase 2. In Phase 3, attainment has improved from Weak in AY2022/23 and AY2023/24 to Acceptable in AY2024/25.

- The school's analysis of internal assessment data for AY2024/25 indicates that most students in phases 1, 2, 3, and 4 make better than expected progress in relation to their starting points and curriculum standards. GL-PT data indicate Acceptable progress in phases 2 and 3.
- In lessons and recent work, most students in all phases make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment data to evaluate the progress of the different groups of students indicates that boys make Outstanding progress in phases 2 and 4, and Very Good progress in Phase 3. Girls and gifted and/or talented students make Outstanding progress across phases 2, 3, and 4. Emiratis make Very Good progress in Phase 2, Outstanding progress in Phase 3, and Good progress in Phase 4. High attainers make Outstanding progress in phases 3 and 4. Students with additional learning needs, including students of determination, make Good progress in Phase 2, Acceptable progress in Phase 3, and Very Good progress in Phase 4. Progress data for all groups of students in Phase 1 and low attainers across all phases are unavailable.

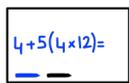
## **Next Steps:**

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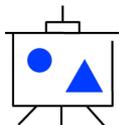
1. Improve students' reading fluency in Phase 1 and higher-order reading comprehension skills in Phase 2.
2. Enhance students' purposeful and creative writing skills for different audiences, particularly in phases 3 and 4.
3. Promote students' confidence and effectiveness in debate, presentation, and extended oral expression, particularly in Phase 4.

# 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:



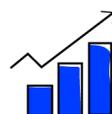
Number and quantity and their use



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	Very Good ↓	Outstanding	Outstanding	Outstanding ↑
	Progress	Outstanding	Outstanding	Outstanding	Outstanding ↑

## Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the National Curriculum of England standards for mathematics indicates that most students in phases 1, 2, and 3, and the large majority in Phase 4, attain above the curriculum standards.
- Students in years 4-10 participated in the AY2024/25 GL-PT assessment. Results indicate Very Good attainment in both phases 2 and 3. Students in Year 11 participated in the AY2024/25 IGCSE and their results indicate Outstanding attainment. Students in Year 13 participated in the AY2024/25 IBPD, and their results also indicate Outstanding attainment. In TIMSS 2023, in Year 5 mathematics, students achieved a score of 621, above the school target of 572, and above the international average of 503. In Year 9 mathematics, students achieved a score of 624, above the school target of 537, and above the international average of 478. In PISA 2022, 15-year-old students in mathematical literacy achieved a score of 531, above the school target of 524 and the PISA international average of 472.
- In lessons and in their recent work, a large majority of students in Phase 1, and most students in phases 2, 3 and 4 demonstrate levels of mathematical knowledge, skills, and understanding above curriculum standards. In Phase 1, students demonstrate strong skills in numeracy, pattern recognition, and comparative reasoning; however, the consistent use of mathematical vocabulary is developing. In Phase 2, students show increasing fluency and confidence in number and operations, shape, space, measurement, and geometry; however, their ability to apply reasoning in unfamiliar contexts remains less well-developed. In Phase 3, students identify and generalize patterns, express relationships algebraically, and interpret data presented in a range of formats; nevertheless, a few students lack confidence in extending their reasoning and sustaining higher-order analysis. In Phase 4, students apply advanced knowledge in functions, trigonometry, and statistics with increasing accuracy; however, independent inquiry and deeper mathematical reasoning are not yet consistently evident.
- Over the past three years, the school's internal assessment data indicate that attainment in Phase 2

improved from Very Good in AY2022/23 to Outstanding in AY2023/24 and AY2024/25. In Phase 3, attainment has remained consistently Outstanding, while in Phase 4, it has remained consistently Very Good. Internal assessment data for Phase 1 over the same period are unavailable. GL-PT data indicate that attainment has remained consistently Very Good in Phase 2, while in Phase 3, attainment improved from Good in AY2022/23 to Very Good in AY2023/24 and AY2024/25. IGCSE data show fluctuating attainment, declining from Outstanding in AY2022/23 to Very Good in AY2023/24 before improving again to Outstanding in AY2024/25. IBDP results indicate a clear improving trend, from Good in AY2022/23 to Very Good in AY2023/24 and Outstanding in AY2024/25.

- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in phases 1, 2, and 3, and the large majority in Phase 4, make better than expected progress over time from their starting points at the beginning of the academic year and in relation to curriculum standards. GL-PT data indicate that students make Acceptable progress in both phases 2 and 3.
- In lessons and their recent work, most students across all Phases make better than expected progress in relation to appropriate learning objectives that are aligned with the curriculum standards.
- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that boys and girls make Outstanding progress in phases 2 and 3, and Very Good progress in Phase 4. Emiratis make Very Good progress in phases 2 and 3 and Acceptable progress in Phase 4. Low attainers make Very Good progress in phases 3 and 4. High attainers make Outstanding progress in Phase 3 and Very Good progress in Phase 4. Students with additional learning needs, including students of determination, make Good progress in phases 2 and 3, and Acceptable progress in Phase 4. Gifted and/or talented students make Outstanding progress in phases 2, 3, and 4. Progress data for all groups in Phase 1 and for low and high attainers in Phase 2 are unavailable.

## Next Steps:

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1. Improve students' use of mathematical vocabulary in Phase 1 to support clearer articulation of thinking and more secure understanding of mathematical concepts.
2. Enhance students' mathematical reasoning skills in phases 2 and 3, particularly in unfamiliar contexts, to justify solutions and sustain higher-order analysis.
3. Promote independent inquiry and deeper mathematical reasoning in Phase 4 to explore, evaluate, and apply advanced mathematical concepts with greater autonomy.

# 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	Very Good ↓	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

## Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the National curriculum for England standards for science indicates that most students in phases 1, 2, 3, and 4 attain above curriculum standards across all sciences except physics in Phase 4, where the large majority of students attain above curriculum standards.
- Students in years 4 to 10 participated in the AY2024/25 GL-PT standardized assessment in science. Results indicate Outstanding attainment in Phase 2 and Good attainment in Phase 3. Students in Year 11 participated in the AY2024/25 IGCSE, and their results indicate Outstanding attainment in physics, chemistry, and biology. Students in Year 13 sat for AY2024/25 IBDP, and their results indicate Very Good attainment in physics, Acceptable attainment in chemistry, and Outstanding attainment in biology. In 2023 TIMSS, Year 5 science, students achieved a score of 612, above the school target of 561 and the international average of 494. In Year 9 science, students achieved a score of 617, above the school target of 534, and above the international average of 478. In 2022 PISA scientific literacy, students achieved a score of 506, below the school target of 514 but above the PISA international average of 485.
- In lessons and recent work, the large majority of students in Phase 1 and most students in phases 2, 3 and 4

attain knowledge and skills above the curriculum standards. In Phase 1, students explore and investigate using a range of practical, hands-on materials and equipment, and record their observations. However, only a few students can confidently explain their learning or draw conclusions from their investigations. In Phase 2, students develop curiosity and increased fluency in applying core scientific concepts, for example, when investigating aspects of physical, life, and earth and space sciences. They observe carefully and use appropriate scientific vocabulary; however, not all students can yet explain their findings independently or apply scientific terms with confidence. In Phase 3, students demonstrate secure understanding of key scientific principles across all strands and can interpret data, identify variables, and describe cause-and-effect relationships. Nevertheless, the consistency of students' reasoning and evaluation, particularly in linking scientific theory to real-life contexts, is still developing. In Phase 4, students extend their scientific thinking into more advanced applications. They show growing confidence in experimental design and data interpretation; however, deeper analytical reasoning, independent enquiry, and the consistent use of quantitative evidence remain less secure.

- Over the past three years, the school's internal assessment data indicate that attainment has remained consistently Outstanding in phases 2 and 3. In physics in Phase 4, attainment has improved from Good in AY2022/23 to Very Good in AY2023/24 and AY2024/25. In Chemistry in Phase 4, attainment has improved from Very Good in AY2022/23 to Outstanding in AY2023/24 and AY2024/25. In biology in Phase 4, attainment has remained consistently Outstanding. GL-PT data indicate fluctuating attainment in Phase 2, declining from Outstanding in AY2022/23 to Very Good in AY2023/24 before improving again to Outstanding in AY2024/25. In Phase 3, attainment has improved from Weak in AY2022/23 and AY2023/24 to Good in AY2024/25.
- The school's analysis of internal assessment data for AY2024/25 indicates that most students in phases 1, 2 and 3, and the large majority in Phase 4 across all sciences, make better than expected progress over time from their individual starting points and in relation to curriculum standards. GL-PT progress data indicates Acceptable progress in both phases 2 and 3.
- In lessons and their recent work, most students in phases 1, 2, 3, and 4 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment data to evaluate the progress of the different groups of students indicates that boys and Emiratis make Outstanding progress in phases 2 and 3 across all sciences, and Very Good progress in Phase 4 across all sciences. Girls make Outstanding progress in phases 2 and chemistry and biology in Phase 3, and Very Good progress in physics in Phase 3 and all sciences in Phase 4. Low attainers make Outstanding progress in phases 3 and 4 across all sciences. High attainers make Outstanding progress in Phase 3 across all sciences, and Very Good progress in Phase 4 across all sciences. Students with additional learning needs, including students of determination, make Very Good progress in Phase 2, Good progress in Phase 3, and Acceptable progress in Phase 4 across all sciences. Gifted and/or talented students make Outstanding progress in phases 2, 3, and 4 across all sciences. Progress data for all groups of students in Phase 1 and for low- and high-attainers in Phase 2 are unavailable.

## Next Steps:

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1. Improve students' ability to explain their learning and draw conclusions following practical investigations, particularly in Phase 1.
2. Enhance students' scientific reasoning and use of subject-specific vocabulary so they can independently explain findings, justify conclusions, and link scientific concepts to real-life contexts, especially in phases 2 and 3.
3. Promote deeper analytical reasoning and independent inquiry in Phase 4, to design investigations, interpret quantitative data, and use evidence consistently to support scientific explanations.

## 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	Outstanding	Outstanding	Outstanding	Outstanding

### Findings:

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- Students in all phases are enthusiastic, highly engaged, and motivated. They demonstrate a strong sense of responsibility and take ownership of their own learning. Students are able to reflect on their learning, identify their strengths and weaknesses, and are often self-directed learners. Most students know how to improve their work and take clear, targeted actions to do so. However, these practices are less evident in a few lessons, particularly in Arabic medium subjects.
- Students in all phases interact and collaborate very effectively in groups, pairs, and a wide range of learning situations to achieve agreed goals. During group work, they listen carefully to one another, explain and share their ideas, and build on each other's thinking. They demonstrate well-developed and clear communication skills. However, students' clear and effective communication in Arabic medium subjects remains inconsistent.
- In almost all lessons and across all subjects, students consistently make meaningful connections between areas of learning and use these to deepen their understanding of the world. They apply their learning effectively to real-life contexts by using authentic, real-world scenarios in their thinking and discussions. This supports the development of practical solutions to problems and further deepens their understanding of subjects.
- Students consistently demonstrate innovative and creative thinking in developing original responses. They show strong enterprise when designing solutions to lesson tasks and confidently apply a combination of skills when working on projects. Older students are particularly enterprising when engaging with businesses and local organizations. Younger students demonstrate well-developed curiosity and exploration skills and can find things out for themselves using a range of resources. Students consistently apply critical thinking skills to evaluate and question ideas and issues. They identify the important aspects of problems and discuss these thoughtfully. Students reflect on their thinking purposefully and increasingly independently. They use learning technology independently and effectively to enhance their learning, enabling them to construct and interpret knowledge in different formats, personalize their learning, and further strengthen their independence in lessons. However, in a few lessons, particularly in Arabic medium subjects, students rarely develop their innovation, enterprise, and problem-solving skills.

### Next Steps:

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1. Improve the consistency of students' self-reflection, ownership of learning, and use of targeted improvement strategies in Arabic-medium subjects.
2. Ensure students' clear and effective communication is consistent across all subjects.
3. Promote students' innovation, enterprise, and problem-solving skills across all lessons, particularly in Arabic-medium subjects.

# 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	Outstanding	Outstanding	Outstanding	Outstanding

### Findings:

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- Students consistently display exemplary attitudes and conduct, demonstrating exceptional levels of independence, confidence, and self-motivation. They take full responsibility for their learning and actions, setting ambitious goals and pursuing them with determination. Students embrace challenges and demonstrate high resilience when faced with setbacks, viewing constructive feedback as a valuable tool for continuous improvement. They respond promptly and effectively to feedback and take purposeful action to improve the quality of their work.
- Students' behavior is exemplary across all phases of the school. They consistently demonstrate very high levels of self-discipline and integrity and adhere to school expectations with maturity and respect. Interactions with peers and adults are characterized by empathy, courtesy, and consideration. Incidents of bullying or disrespectful behavior are extremely rare, and students play an active and responsible role in resolving issues and in sustaining a harmonious, inclusive school culture. As a result, the school provides a calm, purposeful, and highly positive learning environment.
- Students readily support one another, valuing diversity and inclusion as key strengths of their school community. Their interactions are characterized by mutual respect and trust, and they take pride in contributing to group success. Students demonstrate leadership and teamwork skills in a variety of contexts, including peer mentoring, student council activities, and community initiatives. As a result, relationships amongst students and with staff are very respectful and considerate.
- Students demonstrate an excellent understanding of safe and healthy living and recognize the importance of maintaining their physical, emotional, and mental well-being. Most make informed lifestyle choices and actively participate in school-wide sports activities and after-school clubs that promote fitness and balance. A few students occasionally make less healthy food choices; however, all students are aware of the importance of good nutrition and respond positively to guidance. Students make full and effective use of the school's high-quality indoor and outdoor sports facilities and participate enthusiastically in a wide range of physical activities. They also demonstrate a strong awareness of online safety and act responsibly in digital environments.
- Attendance is very Good at 96%. However, a few students are not punctual on arrival at school.

### Next Steps:

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1. Enhance students' ability to make healthy food choices consistently.
2. Promote students' attendance to at least 98% to achieve an Outstanding level.
3. Improve students' punctuality when arriving at school in the morning.

# 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	Very Good	Very Good	Very Good	Very Good

## Findings:

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- Across all phases, students demonstrate a secure and well-developed appreciation and understanding of how Islamic values influence contemporary UAE society. They demonstrate strong self-awareness of how these values guide their behavior and interactions, evident in lessons and across a wide range of school activities, including inclusive events such as the Ramadan Iftar. Students consistently demonstrate their understanding and adoption of Islamic values through respectful, kind, and cooperative behavior in their relationships with peers and adults. Students clearly explain how values such as honesty, generosity, and tolerance shape daily life in the UAE. Older students confidently link these values to broader moral principles, including justice and responsibility, demonstrating a clear awareness of their role as responsible and ethical members of society. Students' understanding is further strengthened through Islamic education lessons and is embedded in the school's ethos, where core values of kindness, honesty, and respect are consistently and visibly promoted. However, while students demonstrate strong understanding, their ability to apply and articulate these values independently in a wider range of real-life and global contexts is less well developed.
- Students across the school are very knowledgeable about and respectful of the UAE's heritage and culture. Through lessons, displayed work, and a wide range of school activities, they demonstrate a clear understanding of the UAE's history, key national figures, and major achievements. Students' pride in Emirati identity is evident in their active participation in national events such as Flag Day, National Day, the Date Festival, and Martyr's Day, and in their ability to articulate the significance of these occasions in preserving national heritage and unity. Emirati students demonstrate very good knowledge of Emirati traditions, including hospitality, falconry, and the symbolism of coffee and dates, reflecting a strong appreciation of the values that underpin Emirati society. However, this understanding is less secure among students of other nationalities.
- Students in the school are from diverse cultural backgrounds, representing more than 90 nationalities, and demonstrate an exceptional understanding and appreciation of both their own cultures and those of others.

Throughout the school day and during a wide range of activities, they consistently show respect, openness, and genuine curiosity towards diversity. In lessons, students engage thoughtfully in discussions about global traditions, values, and customs, drawing insightful comparisons between cultures and celebrating shared human experiences. Participation in whole-school initiatives such as 'One People, One Planet' reflects students' pride in their own heritage while equally valuing and respecting different cultural perspectives. Across the school, students lead and contribute effectively to assemblies, research exhibitions, and international celebrations, including events such as the Chinese New Year, which showcase their strong collaborative spirit and well-developed global awareness. Students' understanding of world cultures extends beyond knowledge and is embedded in their attitudes and daily interactions. They embody the UAE's values of tolerance, inclusion, and coexistence, promoting harmony within the highly diverse school community and acting as ambassadors of mutual respect and unity. However, students' exposure to and understanding of a broader global context remain an area for continued development.

## **Next Steps:**

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1. Deepen students' understanding and application of Islamic values to articulate, reflect on, and apply these values in a wider range of real-life, community, and global contexts across subjects and phases.
2. Enhance students' understanding of UAE heritage and culture, particularly among students of other nationalities.
3. Promote students' exposure to and understanding of a broader global context to deepen their global awareness across all phases.

# Social responsibility and innovation skills

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

## Findings:

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- Students across the school demonstrate remarkable commitment to social responsibility and innovation. They are proactive and responsible members of the school and wider communities. They take active roles in improving both the school and the wider community. They initiate and lead projects such as the Tanzania Fundraiser, Pink October Campaigns, Eco Team activities, and beach clean-ups. They plan, coordinate, and evaluate their impact, showing mature leadership and empathy. Students across all phases demonstrate a strong sense of social awareness and service to others, and their contributions have a positive impact on the school and the wider community. However, this level of awareness, maturity, and contribution remains inconsistent, particularly in the lower grades.
- Across all phases, students demonstrate an excellent work ethic and high levels of perseverance. They are highly motivated to create positive change and collaborate purposefully through initiatives such as Creativity, Activity and Service (CAS) and Equality, Diversity and Inclusion (EDIB) groups. Students demonstrate strong entrepreneurial skills through creative problem-solving and initiative, as evidenced by projects such as the Hydro Sensor and other student-led efforts that address authentic, real-world challenges and deliver meaningful social and environmental benefits. Students approach challenges with an enterprising mindset, resilience, and a clear sense of purpose, reflecting the United Arab Emirates' vision for youth leadership, innovation, and sustainability. Many students take initiative, plan and implement actions independently, and evaluate the impact of their work. However, while some students lead entrepreneurial actions with significant social benefit, this level of initiative, leadership, and sustained impact is not yet consistent among all students, particularly in phases 2 and 3.
- Environmental awareness is well embedded in students' attitudes and is clearly evident in lessons and cross-curricular projects across all phases. Students design projects and activities and participate in initiatives that effectively contribute to sustainability and conservation within the local community, including recycling initiatives, leading zero-waste campaigns, and proposing creative solutions to environmental challenges at the school and in the local area. Students confidently explain how their actions support the United Arab Emirates' vision for sustainability and demonstrate strong moral maturity, civic pride, and global awareness. However, students' contribution to environmental action beyond the local context remains inconsistent.

## Next Steps:

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1. Improve students' consistent awareness, responsibility, and contribution to the school and wider community, particularly in the lower grades.
2. Promote students' entrepreneurial skills, initiative, and sustained social impact, particularly in phases 2 and 3, to demonstrate leadership, innovation, and meaningful contribution beyond the classroom.
3. Enhance students' contributions to environmental action beyond the local context, enable them to engage purposefully in national and global sustainability initiatives, apply leadership and advocacy skills, and address issues of wider global significance across all phases.

# 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	Outstanding	Outstanding	Outstanding	Outstanding

### Findings:

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- Teachers demonstrate deep subject expertise and a strong understanding of how students learn. Across all phases, they apply this knowledge skilfully to sequence learning and secure mastery. Explanations are precise and accurate, and teachers consistently use subject-specific terminology with clarity and confidence. Misconceptions are anticipated and addressed promptly, while prior learning is systematically revisited to strengthen understanding and build coherent connections across topics. High-attaining students are challenged to think conceptually and apply their understanding in unfamiliar contexts, while students requiring additional support benefit from clear modelling and carefully structured scaffolding. The high quality of teachers' subject knowledge and its consistent application across the school ensure that lessons are engaging, purposeful, and intellectually demanding. However, this level of subject expertise and its effective application are less secure in Arabic-medium subjects.
- Teachers plan imaginative lessons, provide inspiring learning environments, and use time and resources creatively to enable all groups of students to learn very successfully. Planning is strategic, coherent, and impact-focused. Lessons are structured to sustain engagement and optimize learning time, with clear objectives and measurable success criteria. Teachers' planning reflects a strong understanding of progression within and between units of work, and the learning environment is purposeful, organized, and stimulating. Teachers effectively balance guided, paired, and independent learning, enabling smooth transitions between learning stages. Displays, learning walls, and classroom resources reinforce key concepts, vocabulary, and student achievements, reflecting a culture of high expectations and pride. Time in lessons is used with efficiency; transitions are smooth, momentum is maintained, and every minute contributes to learning. The alignment between planning, environment, and delivery exemplifies Outstanding professional practice.
- Teachers' interactions with students ensure that they are always active and focused learners. Interactions are highly respectful, intellectually rich, and focused on learning. Relationships are positive and nurturing, underpinned by mutual trust and encouragement. Teachers' questioning is probing, targeted, and responsive, extending students' thinking and prompting reasoning, justification, and reflection. Across subjects, dialogue is used as a learning tool, allowing students to articulate their understanding, debate interpretations, and evaluate alternative perspectives. Teachers listen attentively to students and adapt their questioning dynamically in response to students' answers. In the strongest practice, questioning goes beyond checking understanding to promote metacognition and conceptual depth. This culture of open dialogue empowers students to think critically, communicate effectively, and take increasing ownership of their learning. However, this level of practice is not yet consistent across all lessons, particularly in Arabic-medium subjects.
- Teachers use strategies that very successfully meet the individual needs of students. Teachers use

assessment and observation data to tailor instruction, modify resources, and adjust the level of challenge in real time. Lesson plans include precise strategies to support English as an Additional Language (EAL) learners and students with additional learning needs, including students of determination, while extending higher-attaining students through open-ended tasks and inquiry challenges. Classrooms exemplify inclusive practice: teaching assistants are deployed purposefully to provide targeted support and reinforcement without reducing independence. Differentiation is evident through purposeful task design, tiered questioning, and flexible grouping. Teachers' strong understanding of students' learning profiles results in high levels of engagement and sustained progress for all learners. Adaptive teaching across phases reflects a deeply embedded culture of equity and excellence. However, the consistency of this practice across all subjects is not yet fully evident.

- Teachers consistently provide rich opportunities for critical thinking, creativity, and innovation. Lessons encourage students to apply knowledge in novel situations, analyze multiple perspectives, and evaluate evidence-based solutions. In Mathematics and Science, problem-solving and experimentation are central to learning, while in English and Humanities, students reason, infer, and construct arguments with sophistication. Cross-curricular links and real-world contexts make learning relevant, inspiring curiosity and independent inquiry. Teachers actively promote student autonomy through self-assessment, goal-setting, and reflective dialogue. Technology is used effectively to support research, collaboration, and presentation, enabling students to demonstrate creativity and digital confidence. As a result, students are articulate, resourceful, and confident learners who think critically, act independently, and learn with a clear sense of purpose. Teaching consistently promotes higher-order thinking and secures strong academic outcomes while developing essential skills for lifelong learning, including innovation, enterprise, and independent problem-solving. However, the consistency of developing innovation, enterprise, and problem-solving skills remains variable, particularly in Arabic-medium subjects.

## Next Steps:

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1. Enhance the consistency of teachers' subject expertise and its effective application in Arabic medium subjects.
2. Improve the consistency of high-quality, adaptive teaching across all subjects, particularly in Arabic medium subjects.
3. Improve the consistency with which teaching in Arabic-medium subjects develops students' innovation, enterprise, and independent problem-solving skills.

# Assessment

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

## Findings:

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- Internal assessment processes are rigorous, fully coherent, and consistent. The whole-school assessment policy provides clear guidance that ensures the validity, reliability, and fairness of measures of students' academic, personal, and social development across all phases. Teachers employ a comprehensive range of diagnostic, formative, and summative assessments that accurately reflect curriculum standards and capture depth of understanding. Moderation is securely embedded within departments and is supported by regular validation of assessment data. Success criteria, rubrics, and standardized checklists are applied consistently, promoting transparency and a shared understanding of attainment expectations. Assessment moderation processes are strong within individual phases of the school; however, they are less well developed across phases and in collaboration with other schools within the Nord Anglia group. Assessment instruments are high-quality, inclusive, and differentiated, ensuring students with additional learning needs, including students of determination and high achievers, are assessed equitably.
- The school rigorously benchmarks students' academic outcomes against a range of external, national, and international expectations. Benchmarking practices are systematic, data-driven, and embedded within the school's approach to self-evaluation and improvement planning. External assessments are used purposefully to evaluate attainment and progress across phases. Students in phases 2 and 3 (Years 4–10) complete the Granada Learning Progress Tests (GL Progress Tests) in English, mathematics, and science. Students in Year 11 sit the International General Certificate of Secondary Education (IGCSE) examinations, while students in Years 12 and 13 complete the International Baccalaureate Diploma Programme (IBDP). Students in identified year groups participate in the Cognitive Abilities Test, Fourth Edition (CAT4), to provide standardized measures of reasoning ability and learning potential. In addition, students in Years 4–10 complete the Arabic Benchmark Test (ABT) to benchmark attainment in Arabic against national expectations. The school also participates in international benchmarking studies. In 2023, selected students in Year 5 and Year 9 took part in the Trends in International Mathematics and Science Study (TIMSS), which assesses mathematics and science. In 2022, 15-year-old students participated in the Programme for International Student Assessment (PISA), which assesses literacy in reading, mathematics, and science. The combined use of these external measures enables the school to validate internal assessment outcomes, identify trends over time, and benchmark students' performance accurately against national and international standards.
- Data analysis is systematic, insightful, and embedded in the school's culture. The consistency and sophistication of data analysis ensure that students' progress as individuals and as groups is accurate, comprehensive, closely monitored, responsive, and sustained across all phases. Assessment outcomes are triangulated with lesson observations, work scrutiny, and stakeholder feedback to form a complete and accurate picture of attainment.
- Leaders and teachers interpret internal and benchmark results with a high level of skill and insight, identifying trends and informing curriculum refinements. External data is used to monitor cohort and subgroup

progress, benchmark against international averages, and plan targeted interventions. Regular departmental and phase reviews ensure transparency, accountability, and ongoing refinement of teaching and learning strategies. The use of assessment information is dynamic, reflective, and deeply embedded in teaching practice. Analyses identify trends and gaps in progress across different groups, including Emirati students, boys, girls, students with additional learning needs, including students of determination, and high- and low-attaining students. This detailed analysis enables teachers to plan targeted interventions, adjust lesson content, and refine the pace and level of challenge to support improved outcomes. As a result, most students, including key groups, make accelerated progress from their starting points. Teachers use ongoing formative assessment, exit tickets, quizzes, and reflection boxes to adapt teaching in real time and personalize learning.

- Teachers have in-depth knowledge of individual students' strengths and weaknesses. Teachers are fully aware of students' learning profiles and needs, using assessment information to plan highly targeted and adaptive instruction. Feedback is precise, developmental, and personalized, empowering students to reflect and act upon next steps. Through structured feedback cycles and progress discussions, students understand how to improve and take increasing ownership of their learning. Support for EAL learners and students with additional learning needs, including students of determination, is exemplary, with intervention plans aligned to assessment insights and regularly reviewed for impact. Collaboration between teachers, inclusion specialists, and middle leaders supports shared expectations and consistent approaches to student support. A strong culture of professional dialogue around data promotes collective responsibility for every learner's success. However, consistency in this practice is not yet fully secure across all teams. There is clear, purposeful alignment between assessment outcomes and teaching responses. Students receive timely, targeted feedback and are provided with structured opportunities to act on it, deepening conceptual understanding and supporting secure mastery. However, the use of assessment information and feedback to inform planning and teaching responses remains less effective in Arabic medium subjects. Student self-assessment and peer assessment are used effectively in some lessons; however, these practices are not yet implemented consistently across the whole school.

## **Next Steps:**

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1. Enhance the consistency and robustness of assessment moderation across phases and with other schools within the Nord Anglia group to ensure secure and comparable judgments of attainment across the school.
2. Ensure greater consistency in collaborative practice between teachers, inclusion specialists, and middle leaders, so that expectations and support for all learners are applied consistently across all teams.
3. Improve the consistency and effectiveness of using assessment information, feedback, and student self- and peer-assessment across all subjects, particularly in Arabic medium subjects, to inform planning, teaching, and improvement across all phases.

# PS4: Curriculum

## Curriculum design and implementation

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

### Findings:

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- The curriculum has very clear rationales that reflect the school's vision and align with the school, Abu Dhabi, and the national vision. It is highly effective in balancing knowledge, skills, and understanding. It fulfils all the requirements of the school's statutory authorized licensed curriculum. It follows the National Curriculum for England (NCfE) for English-medium subjects and the Ministry of Education curriculum for Arabic-medium subjects. The NCfE curriculum begins with the Early Years Foundation Stage (EYFS) and continues into primary and secondary education. In Years 10 and 11, students undertake the International General Certificate of Secondary Education courses (IGCSE) in Biology, Chemistry, Physics, Mathematics, English, Arabic as a first language, and Islamic education. In Years 12 and 13, students follow the International Baccalaureate Diploma Program (IBDP), which provides a rigorous, holistic curriculum through six subject groups and core components, including Theory of Knowledge, the Extended Essay, and Creativity, Activity and Service (CAS). The program develops academic depth, critical thinking, research skills, and international mindedness, while preparing students effectively for higher education and future pathways. Across the school, the curriculum remains broad, balanced, and age-appropriate, promoting strong progression in knowledge, conceptual understanding, skills, and key competencies across all phases.
- The curriculum is well-constructed to ensure clear, structured progression from grade to grade across all subjects, with smooth, coherent transitions between phases. Detailed curriculum mapping, scope and sequence plans, and unit overviews are in place across all phases, from Early Years Foundation Stage through Year 13. This coherent structure enables students to build systematically on prior learning and prepares them effectively for the IGCSE and the IBDP within the school and beyond. The curriculum meets the needs of almost all students in most subjects, and students are well prepared for the next phase of their education. However, access to the curriculum in Arabic is more constrained. Inconsistent curriculum mapping in Arabic does not always ensure effective sequencing of knowledge and skills or secure progression that builds on prior learning, limiting some students' opportunities to deepen their understanding and develop subject mastery over time.
- Older students are provided with a very wide and flexible range of curricular options, both within and beyond the classroom, through the school's provision of the IGCSE, IBDP, and Business and Technology Education Council (BTEC) pathways. Students can choose from a broad range of academic and applied electives, including advanced mathematics, physics, chemistry, biology, computer science, business studies, economics, psychology, and sociology, alongside creative and practical options such as media studies, visual arts, design and technology, environmental studies, physical education, and health education. These choices enable students to follow personalized pathways aligned with their abilities, interests, and future education and career aspirations. Subject selection is well supported by guidance and assessment evidence, ensuring that almost all students can access courses that meet their needs and prepare them effectively for further study and employment.
- Cross-curricular links are planned systematically and implemented effectively to ensure that students develop and apply skills across a wide range of subjects in meaningful and engaging ways. Teachers

deliberately design learning experiences that connect knowledge and skills across disciplines, enabling students to deepen understanding and transfer learning. For example, students apply mathematical and scientific skills through data analysis and investigation tasks in science and environmental studies, develop research, critical thinking, and communication skills through extended writing and presentation tasks across English, humanities, and global perspectives, and integrate technology and design skills through Science, Technology, Engineering, Arts, and Mathematics (STEAM) projects. These purposeful cross-curricular approaches provide rich opportunities for students to learn across subjects, strengthen conceptual understanding, and apply learning in real-world contexts, contributing positively to students' engagement, independence, and overall achievement.

- The curriculum is reviewed regularly and refined through well-considered additions and amendments to ensure it continues to meet the needs of a diverse range of learners. This review process is embedded in the school's self-reflection and self-evaluation cycle and is informed by students' and parents' views. Leaders evaluate the impact of the curriculum on students' learning, engagement, personal development, and achievement, using evidence from assessment outcomes, student feedback, and monitoring activities. As a result, curriculum changes are purposeful, well planned, and effectively implemented to respond to students' needs and interests, ensuring that most students benefit from relevant and engaging learning experiences. However, the curriculum is less consistently adapted for new students, and levels of challenge, including for middle-attaining students, are not always secure. This limits students' integration, continuity of learning, and equitable access to curriculum expectations.

## **Next Steps:**

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1. Improve the consistency and effectiveness of curriculum mapping in Arabic to ensure clear sequencing of knowledge and skills that build securely on prior learning, enabling students to develop deeper language proficiency and subject understanding over time, particularly as they move between phases.
2. Enhance the adaptation of the curriculum for students who are new to the school to enable rapid integration, continuity of learning, and equitable access to curriculum expectations across all phases.
3. Promote the level of challenge within the curriculum for all students, including middle-attaining students.

# Curriculum adaptation

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

## Findings:

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- The school is highly successful in ensuring that leaders and teachers adapt the curriculum to meet the needs of all students. Curriculum planning takes careful account of specific groups of learners, including gifted and/or talented students, and students with additional learning needs, including students of determination, ensuring their needs are addressed systematically. Differentiation is embedded across subjects, enabling lower-attaining students to access learning successfully while providing appropriate stretch and challenge for higher-attaining and gifted students. Teachers routinely use assessment information to tailor instruction, and adaptive strategies are clearly reflected in lesson planning, ensuring that most learners are engaged, supported, and appropriately extended. However, the effectiveness of these strategies is not yet consistent across all lessons, particularly for students who have newly joined the school.
- The curriculum is rich and provides an excellent range of opportunities that motivate and inspire students across all phases. Opportunities for enterprise and innovation are embedded in lessons, subject-specific provision, and learning experiences beyond the classroom. The school offers IGCSE and BETEC pathways, including subjects such as business studies, design and technology, marketing, and economics, enabling students to develop entrepreneurial thinking, creativity, and real-world problem-solving skills. Innovation and creativity are further promoted through purposeful learning activities within lessons and through a well-structured co-curricular program offered after school and at weekends. Students engage in projects and activities that encourage initiative, collaboration, and independent thinking. Social contribution is a planned and valued element of the co-curricular provision and is also a mandated component of the IB Diploma Program, reinforcing students' sense of responsibility, leadership, and civic engagement. In addition, students benefit from opportunities to participate in overseas trips, which broaden their global perspectives, enhance cultural understanding, and enable them to apply learning in authentic, real-world contexts. However, opportunities for students to develop innovation and enterprise through learning in Arabic medium subjects are less evident.
- The school has embedded learning experiences related to Emirati culture, heritage, and values across all aspects of the curriculum. These links are evident in subject content, cross-curricular themes, enrichment activities, and the co-curricular program, ensuring that learning is firmly rooted in the context of UAE society. Students explore national history, key figures, traditions, and contemporary issues through a range of subjects, including Arabic, Islamic education, social studies, humanities, and project-based learning. Whole-school events, community initiatives, and curriculum-linked activities further strengthen students' understanding and appreciation of Emirati identity, including participation in national celebrations, cultural festivals, sustainability initiatives aligned with national priorities, and service-learning projects that reflect UAE values. As a result, most students across all phases develop a secure, often very strong, understanding of UAE culture and society and demonstrate these values consistently through respectful behavior, social responsibility, and active contributions to the school and wider community. However, the impact of these initiatives is less effective for students of other nationalities than for Emirati students.

## Next Steps:

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1. Improve the consistency and effectiveness of adaptive teaching strategies across all lessons to provide appropriate support and challenge for all learners, particularly students who are new to the school.
2. Ensure community initiatives and curriculum-linked activities are inclusive and purposeful for students of all nationalities, so they have a consistently strong impact on developing all students' understanding of UAE culture, values, and national identity.
3. Enhance opportunities for innovation and enterprise in Arabic medium subjects that enable students to apply creativity, problem-solving, and entrepreneurial thinking consistently across all phases.

# 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	Outstanding	Outstanding	Outstanding	Outstanding

### Findings:

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- The school demonstrates an exceptional commitment to safeguarding and child protection, underpinned by rigorous procedures to ensure the safety and well-being of all students. This is supported by a robust policy framework that is clearly defined, regularly reviewed, and implemented consistently across the school. Clear procedures are well understood by all students, staff, and parents, ensuring a shared responsibility for student welfare. Comprehensive measures protect students from all forms of abuse, including verbal, physical, emotional, and cyberbullying, whether from peers, adults, or online sources. Staff are highly vigilant and responsive, addressing students' concerns with empathy and professionalism. Safeguarding training is mandatory for all staff, rigorously monitored, and reinforced through frequent refresher sessions. The school maintains an accurate and up-to-date central register of all adults. Proactive cyber safety practices, supported by the school's anti-cyberbullying and devices policies, effectively protect students from online risks and foster a culture of safe and responsible internet use.
- The school's health and safety arrangements are exemplary. Policies and procedures are regularly reviewed and thoroughly applied. Staff at all levels have a clear and well-practiced understanding of their roles and responsibilities in maintaining a safe environment. The Health and Safety Officer conducts systematic, well-documented inspections, resulting in prompt corrective actions when needed. Transport arrangements are highly efficient and secure, ensuring safe travel and supervision for all students, with support from trained bus monitors and real-time attendance tracking through the Salama system. Risk assessments are comprehensive and forward-looking, covering all on-site and off-site activities and implementing preventive measures to effectively minimize potential risks. Regular fire and evacuation drills are conducted efficiently, demonstrating swift response times and high levels of staff and student preparedness. The school has plans in place, but has not yet collaborated with the Civil Defense Department during the current academic year to provide more rigorous training and ensure greater accuracy in emergency procedures. The school environment is exceptionally safe, inclusive, and purposefully designed to meet the needs of all students.
- The school maintains its buildings, facilities, and equipment to an exceptionally high standard, supported by rigorous maintenance systems and comprehensive record-keeping across all areas. Regular inspections are conducted by school staff and external service providers to ensure full compliance with health and safety requirements. These include routine checks and servicing of closed-circuit television systems, alarm

systems, 24-hour security provision, pest control, water quality testing, laboratory chemical disposal, and daily cleaning schedules. Learning spaces, including classrooms, corridors, and shared areas, are bright, well-ventilated, and maintained to the highest standards of cleanliness, hygiene, and safety. The school clinic is staffed by three qualified nurses who are highly trained in first aid, childcare, and emergency response. They maintain detailed, accurate, and confidential medical records, ensure the safe storage and administration of medication, and provide ongoing health monitoring and support for both students and staff. The school also maintains highly detailed, secure records of incidents, risk assessments, and follow-up actions, demonstrating prompt, well-documented responses to any potential hazards. Overall, the school environment reflects an Outstanding commitment to safety, inclusion, and the well-being of the entire school community.

- The school's premises and facilities provide an excellent physical environment that fully meets the learning, health, and well-being needs of all students. The environment is exceptionally safe, inclusive, and purposefully designed to support students across all phases. The premises are modern, spacious, and fully compliant with health, safety, and accessibility requirements. Ramps are carefully designed and positioned at all entrances and exits, ensuring smooth and dignified access for individuals with mobility needs. In addition, a fully functional lift enables safe and convenient movement between floors for students, staff, and visitors. Classrooms, corridors, and common areas are bright, well-ventilated, and maintained to the highest standards of cleanliness, hygiene, and safety, creating a calm and welcoming learning environment. Outdoor facilities are equally well planned, with sufficient shaded playground and recreational areas that protect students from heat and enable safe physical activity, social interaction, and outdoor learning throughout the school day. The school clinic is staffed by three qualified nurses who are highly trained in first aid, childcare, and emergency response. Overall, the high quality, suitability, and maintenance of the school's premises and facilities reflect a strong commitment to inclusion, safeguarding, and the well-being of the entire school community.
- The school is successful in promoting a strong culture of health, hygiene, and well-being, and actively engages students and parents in initiatives that encourage balanced nutrition and healthy lifestyles. Clear policies and procedures raise awareness of healthy eating, and canteen services fully meet food safety standards, offering a range of nutritious options. However, monitoring of students' food choices is not undertaken consistently, and the impact of healthy lifestyle initiatives remains variable, as a few students continue to make unhealthy food choices. School nurses monitor students' body mass index, provide timely guidance to parents, and collaborate with teachers to address individual health needs. Physical activity is embedded within daily routines and supported by well-maintained indoor and outdoor facilities, including shaded playgrounds, swimming pools, and multipurpose halls, which promote students' physical fitness and well-being. Drinking water stations are conveniently located across the campus, and hygiene practices are consistently modelled and reinforced by staff. However, initiatives designed to promote students' physical health are not always sufficiently innovative or varied to secure high levels of participation from all students. Health education and emotional well-being are integrated within the curriculum, contributing positively to students who feel happy, safe, and increasingly confident in their learning environment

## Next Steps:

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1. Enhance fire safety preparedness through collaboration with Civil Defence for staff training and the conduct of systematic, well-monitored fire drills, ensuring exemplary levels of emergency readiness and safe responses across the whole school community.

2. Improve the monitoring and evaluation of healthy lifestyle initiatives, including students' food choices, so that leaders can measure impact more accurately and ensure a higher proportion of students make healthy nutritional decisions.
3. Enhance the range and innovation of physical health initiatives by introducing more engaging, age-appropriate activities and participation strategies to increase student involvement and promote sustained physical activity across all phases.

## Care and support

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

### Findings:

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- Staff–student relationships are exemplary across the school and are firmly rooted in trust, empathy, and mutual respect. Students consistently demonstrate positive attitudes to learning and high levels of self-discipline, reflecting the effectiveness of the school’s restorative and values-based approach embedded in daily practice. Staff model professionalism, care, and respect in all interactions, contributing to a safe, inclusive, and emotionally secure learning environment. Students’ behavior is Outstanding across all phases and is supported by highly effective systems and procedures, rigorous monitoring, and swift intervention through the Child Protection Online Management System (CPOMS). As a result, students consistently demonstrate courtesy and kindness, show a strong internalization of the school’s core values, and maintain very positive relationships with peers and adults throughout the school community.
- The school’s approach is successful in promoting Very Good attendance and punctuality. Attendance systems are robust and consistently implemented. Registers are completed electronically, attendance data is reviewed daily, and communication with parents is timely and supportive. Overall attendance levels are very Good, and persistent absence is rare. Analysis of attendance patterns is used effectively to identify concerns early and provide targeted support through pastoral teams. These systems are further strengthened by clear escalation procedures and strong links to safeguarding and well-being monitoring. The school has rigorous procedures in place to manage punctuality, including prompt follow-up with parents. However, these procedures are not yet sufficiently effective to ensure that all students arrive on time in the morning. While attendance procedures are highly effective in securing Very Good overall attendance, consistently higher levels of attendance across all phases are not yet fully achieved.
- The school has comprehensive and rigorous systems in place to identify students with special educational needs, including students of determination. Early identification begins in the classroom through structured teacher-monitoring forms, ongoing assessment, and a clearly defined graduated-response model. Teachers trial targeted classroom-based interventions and strategies before referral to the inclusion team, ensuring that identification and support decisions are evidence-based, proportionate, and responsive to students’ needs. Identification processes are highly collaborative and involve close engagement with parents, students, and relevant specialists at each stage. Detailed registers and tiered support frameworks are meticulously maintained on the Education Management Information System (eSIS), ensuring accurate tracking, regular review, and full compliance with Abu Dhabi Department of Education and Knowledge (ADEK) requirements. The school also demonstrates strong practice in identifying gifted and/or talented students. A range of standardized assessment data, including the Cognitive Abilities Test, Fourth Edition (CAT4), along with systematic teacher observations, classroom performance evidence, and indicators of high-level skills, creativity, or exceptional aptitude, is used to identify students with advanced abilities. This multi-source approach ensures transparency, equity, and consistency in identification across phases. As a result, gifted and/or talented students are accurately identified and are able to access appropriate enrichment, extension, and challenge aligned to their strengths and potential.
- The school provides highly effective support for all students with additional learning needs, including students of determination. Provision is adaptive, inclusive, and closely aligned to each learner’s Individual Education Plan (IEP) or Additional Learning Plan (ALP) targets. Withdrawal (“pull-out”) and in-class (“push-in”)

interventions are carefully balanced to ensure students receive targeted support while remaining fully integrated into mainstream lessons. The inclusion zone, The Hive, provides an Outstanding environment for specialized learning, reflection, and therapy. Teachers demonstrate confidence in applying universal design and adaptive teaching strategies to meet diverse needs, while collaboration between class teachers, inclusion staff, and external specialists ensures continuity of support. Gifted and/or talented students benefit from a broad range of enrichment and extension opportunities through the Nord Anglia global network, Juilliard arts program, and Falcon Sports Academy. In lessons, inclusion teachers usually provide very effective support for students with additional learning needs, including students of determination. However, classroom teachers and teaching assistants are not always sufficiently prepared with tasks and resources that are closely aligned to students' individual learning targets as outlined in their Individual Education Plans (IEPs). Gifted and/or talented students are consistently well challenged in lessons, particularly in English-medium subjects. However, the level of challenge for these students, as well as for high-attaining students, is less consistent in Arabic medium subjects.

- The well-being and personal development of all students are closely and systematically monitored. The school provides an exceptional pastoral care and guidance framework that effectively integrates student well-being, counselling, and academic support. Students' emotional health and welfare are tracked through the YouHQ well-being platform and the Child Protection Online Management System, enabling early identification of concerns and timely intervention coordinated by counsellors and tutors. The careers and university guidance program is highly personalized and ensures that every student receives individual advice and support at key transition points. Structured programs in Personal and social education, work experience, and a wide range of enrichment activities develop students' resilience, ambition, independence, and social responsibility. Relationships between students and staff are characterized by trust and empathy, and students consistently report feeling known, valued, and well-supported within the school community.

## **Next Steps:**

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1. Improve punctuality and attendance management to secure consistently high attendance and on-time arrival for all students across all phases.
2. Ensure teachers and assistant teachers plan and deliver learning activities that are closely aligned with students' Individual Education Plan (IEP) targets in all lessons.
3. Enhance the level of challenge in Arabic-medium subjects for gifted and/or talented students and high-attaining students, thereby accelerating progress across all phases.

# PS6: Leadership and Management

## The effectiveness of leadership

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Performance Indicator	Quality judgement
The effectiveness of leadership	Outstanding

### Findings:

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- Leaders at all levels set an exceptionally clear strategic direction and promote an ambitious and inclusive vision that is understood and shared across the whole school community. They model high expectations and demonstrate an unwavering commitment to raising students' outcomes and personal development to the highest levels. The school's vision and mission are clearly translated into practice through coherent planning, consistent leadership actions, and a strong culture of accountability and continuous improvement. Senior leaders place deliberate and sustained emphasis on promoting the United Arab Emirates' national priorities, including sustainability, tolerance, inclusion, and national identity. These priorities are embedded meaningfully across the curriculum, co-curricular provision, and wider school life, ensuring that students develop a strong sense of civic responsibility, global awareness, and respect for Emirati culture and values. Leaders demonstrate a strong and proactive commitment to inclusion. Students with additional learning needs, including students of determination, are identified swiftly through robust systems and are provided with timely, targeted support to enable them to succeed academically and socially. Innovation and creativity are actively encouraged and evident in leadership-led initiatives that promote student enterprise, well-being, and engagement, contributing to a forward-looking school culture that aligns closely with both the school's improvement priorities and the wider aspirations of the United Arab Emirates.
- Senior leaders are effectively supported by a highly capable team of middle leaders, including subject leaders, year leaders, and heads of department. Together, leaders at all levels demonstrate comprehensive and secure knowledge of the curriculum, as well as a strong understanding of effective practice in teaching, learning, and assessment. Leadership is clearly focused on optimizing students' achievement and ensuring continuous improvement in learning outcomes across the school. Senior and middle leaders work collaboratively to establish and sustain an inclusive school environment and a purposeful learning culture, where high expectations for behavior, learning, and personal development are consistently promoted. Their collective leadership ensures that teaching is well monitored, professional development is targeted, and support for different groups of learners is carefully planned. As a result, very high standards of students' learning and personal development are achieved across most subjects and phases. However, the impact of leadership on teaching quality, curriculum coherence, and students' achievement is less effective in Arabic-medium subject departments. In these areas, leadership actions are not yet securing the same consistency of high expectations, challenge, and impact on students' learning.
- Relationships and communication with all stakeholders are consistently professional, open, and highly effective. Distributed leadership is well established and builds capacity across the school by empowering

individuals and teams, fostering an ethos of collective responsibility. Staff morale is highly positive. The principal delegates responsibilities effectively, ensuring leadership roles are well distributed and that students receive high-quality care, guidance, and support. Leaders at all levels have clearly defined roles and are provided with sufficient time, authority, and resources to carry out their responsibilities to a high standard. There is a strong culture of shared accountability, with leaders working collaboratively to uphold the school's expectations and sustain high levels of student performance. Leadership practice is coherent, purposeful, and strongly focused on continuous improvement. The school promotes shared accountability through the use of valid and reliable assessment data. However, it is not always clear to all staff how accountability for assessment outcomes is directly linked to their specific roles or how it informs and impacts their day-to-day practice.

- Leaders at all levels have a clear and accurate understanding of the school's improvement priorities and recognize where further development is required to ensure the consistent application of best practice across all phases and subjects. Self-evaluation is robust and well-informed by reliable assessment data, lesson-observation evidence, and stakeholder feedback, enabling leaders to accurately identify strengths and pinpoint areas requiring further attention. There is clear evidence of successful school improvement, reflected in stronger outcomes in international assessments and in the widening range of academic and career pathways available to students. Leaders are proactive and effective in identifying and addressing potential barriers to sustained improvement, ensuring that actions are well-targeted, timely, and closely aligned with the school's strategic direction. Leadership has been innovative and highly successful in driving improvement and sustaining exceptionally high standards. High performance has been maintained across all performance standards, including students' achievement, particularly in English medium subjects, students' personal and social development, teaching quality, assessment practices, curriculum design and adaptation, and health, safety, and student support. However, improving students' achievement in Arabic remains an ongoing challenge for leaders and continues to be a key priority for further development.
- Leadership has been innovative and highly successful in developing the school and sustaining high performance across almost all areas. The strategic direction is clear, ambitious, and consistently focused on improving students' outcomes. As a result, students' achievement is maintained at high levels across subjects and phases, and strong standards are evident across all aspects of the school's work. Leaders demonstrate a high capacity to introduce and implement new initiatives with fidelity, systematically monitor their impact, and ensure accountability at all levels. Senior leaders hold middle leaders effectively to account for the quality of provision and outcomes, supporting continuous improvement. In addition, leaders ensure that the school remains fully compliant with all statutory and regulatory requirements.

## Next Steps:

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1. Strengthen the impact of senior and middle leadership in Arabic medium subject departments, so that high expectations, inclusive practice, and consistently strong student achievement are secured across all subjects and phases.
2. Clarify and strengthen accountability for assessment outcomes, ensuring all teachers and leaders understand how analysis of assessment information informs their practice, supports improvement planning, and contributes to sustained high student performance across the school.
3. Enhance improvement strategies to raise students' achievement in Arabic across all phases.

# School self-evaluation and improvement planning

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

## Findings:

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- For almost all subjects and performance standards, systematic and rigorous self-evaluation, informed by both internal and external data, is securely embedded within the school's improvement planning. The senior leadership team ensures that staff and parents play active and meaningful roles in the self-evaluation process, promoting a highly collaborative and transparent approach to school improvement. Staff contributions are gathered systematically across all phases and departments, while parents provide regular and purposeful input through surveys, meetings, and targeted consultations. The Self-Evaluation Form is detailed, comprehensive, and evidence-rich, drawing on a wide range of internal performance data, external benchmarks, and qualitative evidence. Leaders evaluate the school's performance with clarity and objectivity, accurately identifying strengths and key priorities that are clearly linked to student outcomes. However, in a few areas, the Self-Evaluation Form is not yet fully aligned with the United Arab Emirates School Inspection Framework, which reduces the clarity and comparability of some judgments. Overall, the school's approach to self-evaluation reflects Outstanding practice, ensuring that improvement actions are purposeful, well-informed, and sustained over time.
- The monitoring of teaching and learning is systematic, rigorous, and firmly embedded across the school, enabling leaders to evaluate instructional quality with high accuracy. Senior and middle leaders conduct formal lesson observations each half term, complemented by frequent informal learning walks and classroom visits that provide ongoing insight into teaching practice. Observation tools are comprehensive and closely aligned with the United Arab Emirates School Inspection Framework and school-identified priorities, ensuring consistency and clarity in the evaluation of teaching effectiveness. Teachers receive constructive and developmental feedback that clearly identifies strengths in practice and areas for further improvement. These monitoring processes are well structured and contribute effectively to a strong culture of professional reflection, continuous improvement, and accountability. However, while feedback is detailed and supportive, it does not always place sufficient emphasis on the impact of teaching on students' learning and outcomes. In addition, the impact of monitoring in securing sustained improvement in students' achievement in Arabic medium subjects remains inconsistent.
- The school development plan (SDP) is coherent, ambitious, and firmly grounded in accurate and reflective self-evaluation. It addresses all previous inspection recommendations and demonstrates a clear strategic vision for continued improvement across all phases. The plan is comprehensive and detailed, with well-structured SMART targets (Specific, Measurable, Achievable, Relevant, and Time-bound) that are directly linked to improving student outcomes. Roles and responsibilities are clearly assigned, and the SDP outlines appropriate strategies, realistic timelines, allocated costings, and measurable success criteria. These elements are closely aligned with the school's priorities and provide a strong framework for monitoring progress and evaluating impact.
- The school has addressed all recommendations from the previous inspection report and has sustained high standards and made notable improvements in several areas, including students' achievement, although

some inconsistency in outcomes remains. Efforts are ongoing to expand the range of opportunities for students to engage in meaningful speaking and listening activities, supporting the further development of their Arabic speaking skills. Across the school, standards remain high, with health, safety, child protection, and student care and support continuing to be strong and well-embedded features of provision.

## **Next Steps:**

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1. Strengthen alignment of the Self-Evaluation Form with the United Arab Emirates School Inspection Framework to ensure judgments are consistently accurate, evidence-based, and fully aligned with inspection standards across all areas of the school.
2. Ensure the focus of monitoring and feedback on the impact of teaching on student outcomes.
3. Improve the impact of monitoring on students' achievement in Arabic medium subjects across all phases.

# Parents and the community

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Performance Indicator	Quality judgement
Parents and the community	Outstanding

## Findings:

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- The school is highly successful in extensively engaging parents as partners in their children’s learning and in school life. Parents are treated as valued partners who contribute to the direction and success of the school. They describe communication with leaders and teachers as open, professional, and responsive. Regular surveys, coffee mornings, and consultation meetings ensure that parental views are heard and acted upon. The ‘Growing with Parents’ initiative, along with frequent volunteering and mentoring opportunities, further exemplifies a culture of mutual respect and trust. Leaders consistently seek to widen participation, encouraging representation from all nationalities and phases. Parents confirm that their concerns are addressed swiftly and that they are well supported to contribute to their children’s education both at home and through school activities. Although parents’ contribution is highly positive and effective in raising standards, increasing the proportion of parents who are actively engaged in all aspects of school life remains an area for ongoing improvement.
- Communication is highly effective, and parents are consistently well informed about their children’s learning and development. The school’s reporting systems are exemplary in quality, frequency, and accessibility. Digital platforms, formal meetings, and informal updates create seamless communication between school and home. Teachers make excellent use of formative and summative data to ensure parents understand both current achievement and next steps. Parents of students with additional needs are particularly satisfied with communication, highlighting the involvement of the Inclusion team and their participation in drafting Individualized Education Plans (IEPs). They are invited to meetings with professionals, report that their children are making more rapid progress, and feel genuinely welcomed by the school.
- Reporting on students’ academic progress and social development is ongoing, comprehensive, and detailed. Parents receive detailed report cards three times a year that clearly outline students’ attainment, progress, personal development, attendance, and specific next steps for improvement. Reports provide precise and meaningful information that helps parents understand how well their children are achieving relative to curriculum expectations. Teacher–parent meetings are held after report release, providing structured opportunities to discuss each student’s strengths, areas for development, and individualized targets. During these meetings, teachers provide parents with practical advice on how to support learning at home, ensuring strong continuity between school and home. Ongoing communication, including informal updates and digital platforms, further enhances parents’ understanding of their children’s progress and contributes to a strong, transparent partnership focused on student success. Reports are generally personalized, detailed, and written in clear, accessible language that explains each student’s academic progress, learning attitudes, and personal growth. In the strongest examples, subject teachers tailor comments closely to individual achievement, learning behaviors, and progress over time, providing sharply focused targets for improvement. However, the level of personalization is not yet consistent across all subjects. In a few areas, comments remain more descriptive or generic, with limited reference to subject-specific strengths, precise progress indicators, or individualized next steps. As a result, while most parents receive highly informative and actionable feedback, the quality and depth of personalization vary between subjects.
- The school’s partnerships with local, national, and international organizations are extensive and have a demonstrable, positive impact on students’ academic and personal outcomes. Links with Abu Dhabi University, Etihad Engineering, and Wolfies Cycle Company create authentic opportunities for applied

learning in science, medicine, and sports. Through Nord Anglia's Global Campus, students engage in worldwide projects such as MIT STEAM challenges, Juilliard arts collaboration, and United Nations social-impact initiatives. Local collaborations with museums, cultural institutions, and charities further strengthen students' understanding of community, sustainability, and global citizenship. These well-planned and well-monitored partnerships enrich learning, promote leadership, and develop students' sense of purpose and contribution to society. However, there is scope to expand local partnerships further to engage students across different phases and levels in innovative, enterprise, and entrepreneurship projects.

## **Next Steps:**

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1. Improve the breadth and consistency of parental engagement to ensure they actively participate in decision-making, learning activities, and school initiatives, so their contributions have a sustained, measurable impact on students' outcomes.
2. Ensure the consistency and depth of report personalization across all subjects, so parents receive uniformly high-quality, actionable information to support learning at home.
3. Extend local partnerships to provide structured, age-appropriate opportunities for students across different phases to engage in innovation, enterprise, and entrepreneurship projects, thereby consistently strengthening leadership skills and real-world learning.

Performance Indicator	Quality judgement
Governance	Very Good ↓

## Findings:

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- Governance includes wide representation from all stakeholder groups. The Governing Board actively seeks and considers stakeholders' views and, as a result, gains a detailed and accurate understanding of the school. The board includes members with expertise across a wide range of professional areas. Governance provides clear strategic direction and robust oversight of the school's performance. Governors oversee finance, compliance, and risk management and ensure that statutory requirements are fully met. At the school level, governance provides focused monitoring of academic standards, students' well-being, and the quality of provision.
- Governors provide strong strategic oversight and ensure high levels of accountability for students' outcomes and wellbeing through systematic monitoring of the school's action planning and the overall quality of provision. They visit the school regularly, engage closely with leaders and stakeholders, and scrutinize a wide range of qualitative and quantitative evidence. As a result, governors offer an effective balance of challenge and support, enabling strong accountability and contributing significantly to sustained high performance and continuous improvement. However, governance does not yet consistently provide sufficiently rigorous challenge to the school's self-evaluation processes to ensure that all judgments are securely evidence-based and accurately reflect the quality of provision and students' outcomes. Governors rigorously monitor students' progress by scrutinizing internal assessment information and external examination results, enabling them to evaluate the effectiveness of teaching, learning, and intervention strategies. Many governors bring strong educational expertise, which deepens and enhances the depth and quality of their challenge and support. The Governing Board provides strategic leadership and formal oversight of the school, including the appraisal of the principal and accountability for overall school performance, students' achievement, safeguarding, and statutory compliance. The Advisory Group supports this work by offering professional guidance, contextual insight, and advisory challenge to senior leaders. However, the respective roles and responsibilities of the Governing Board and the Advisory Group, particularly in relation to holding the principal and senior leaders to account, are not yet consistently articulated or documented.
- The Regional Board ensures that appropriate staffing and high-quality resources are readily available to the school. The Governing Board has a very positive impact on the school's overall performance and ensures that all statutory requirements are met. Governors maintain regular oversight of school policies, safeguarding arrangements, and the quality of provision across all phases. They have an accurate understanding of many of the school's strengths and areas requiring further improvement, informed by regular school reports, data reviews, and ongoing communication with leaders. Their involvement supports strong operational effectiveness and promotes a positive, supportive culture that enables leaders to implement school improvement priorities effectively. However, while governance provides appropriate support and challenge, its influence has not yet translated into measurable and sustained improvement in students' achievement in Arabic medium subjects, particularly in securing consistently higher outcomes across all phases.

## Next Steps:

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1. Ensure greater clarity for members of the Governing Board/Advisory Group regarding their roles and responsibilities, particularly in holding the principal and senior leaders rigorously to account for the quality of provision, students' outcomes, wellbeing, and overall school performance across all areas.
2. Provide more rigorous and systematic challenges to the school's self-evaluation processes, so evaluations are secure, well-substantiated, and closely aligned with students' outcomes and the quality of provision.
3. Enhance governors' focus on Arabic-medium subjects by strengthening their monitoring of attainment, progress, and the impact of improvement actions across all phases, so they can hold leaders to account more effectively for securing consistently higher outcomes.

## Management, staffing, facilities and resources

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

### Findings:

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- All aspects of the day-to-day management of the life of the school are highly efficient and have a very positive impact on students' achievements. Lessons begin promptly, transitions are seamless, and every member of staff understands their duties and executes them confidently. Communication systems are highly effective; schedules, signage, and daily notices ensure that routines are clear and followed. Health and safety standards are embedded in practice, corridors and exits are unobstructed, supervision levels are appropriate, and emergency protocols are fully understood by staff and students alike. The overall atmosphere reflects professional discipline, collective responsibility, and genuine pride in the school's daily operations. However, the current scheduling of Arabic lessons does not always maximize learning time or ensure consistent attendance and continuity. In a few cases, lessons are not scheduled at times when students are most alert and receptive, which limits their overall effectiveness and contributes to variability in students' learning outcomes in Arabic medium subjects.
- The school is appropriately staffed to fulfil its vision and mission and is fully staffed with qualified, experienced teachers who teach within their areas of specialism. Support staff are effectively deployed to enhance learning and wellbeing, and Learning Support Assistants provide targeted, high-quality intervention and enrichment across all phases. Professional growth is systematic and well embedded through a comprehensive professional-learning programme that promotes autonomy, inquiry, and sustained improvement. Teachers engage in weekly coaching, collaborative action groups, and research-informed development cycles. The impact of the Continuous Professional Development (CPD) program is evident in improved teaching practice, positive student engagement, and growing professional confidence among staff. However, this impact is not yet consistently reflected in measurable gains in students' achievement in Arabic-medium subjects. While professional learning activities are well planned and inclusive, there is scope to strengthen the alignment of CPD more sharply with the specific pedagogical and assessment needs of Arabic teaching, particularly to secure consistently higher attainment and progress across all phases. Morale across the school is high, and collaboration within and across departments is strong, reflecting a culture of shared leadership and continuous improvement.
- The premises are of the highest quality. Facilities are exceptional, purpose-built, and meticulously maintained. Classrooms and specialist spaces, including science laboratories, art studios, the inclusion hub, sports complex, and libraries, provide safe, stimulating, and inclusive environments. Furniture, resources, and technology are age-appropriate and ergonomically arranged to support a variety of learning styles. Displays across corridors and classrooms celebrate achievement and reflect the school's values of creativity, collaboration, and respect. Preventative maintenance and health & safety documentation confirm full compliance and proactive care. The physical environment mirrors the school's ethos of excellence and aspiration and is highly conducive to teaching and learning. While the school benefits from high-quality facilities, the limited availability of breakout spaces for students and staff constrains opportunities for focused, targeted learning and small-group interventions.
- An extensive range of the highest-quality resources, well-matched to the curriculum requirements and teachers' and students' needs, promotes excellent teaching and learning. Textbooks, digital platforms, manipulatives, and visual aids are plentiful and relevant. The integration of technology, including interactive

boards, online learning tools, and research databases, is purposeful and enhances engagement and differentiation. Libraries and labs are active learning hubs that nurture inquiry and independent thinking. Resource management systems ensure equity, sustainability, and immediate access across all phases. Communication boards and displays are current, accurate, and celebrate student progress. The coordination between academic and operations teams ensures that every resource directly supports the effectiveness of teaching and learning.

## **Next Steps:**

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1. Align Continuous Professional Development more closely with the specific pedagogical and assessment needs of Arabic-medium subjects to ensure that professional learning leads to measurable improvements in teaching quality and students' achievement across all phases.
2. Review the current scheduling of Arabic lessons to ensure that learning time is maximized, attendance is consistent, and lessons take place at times when students are most alert and receptive.
3. Enhance the availability and use of physical spaces to increase access to suitable breakout areas, enabling more focused, targeted, and differentiated learning opportunities that better meet the needs of different groups of students, including those requiring additional support and higher levels of challenge.

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)