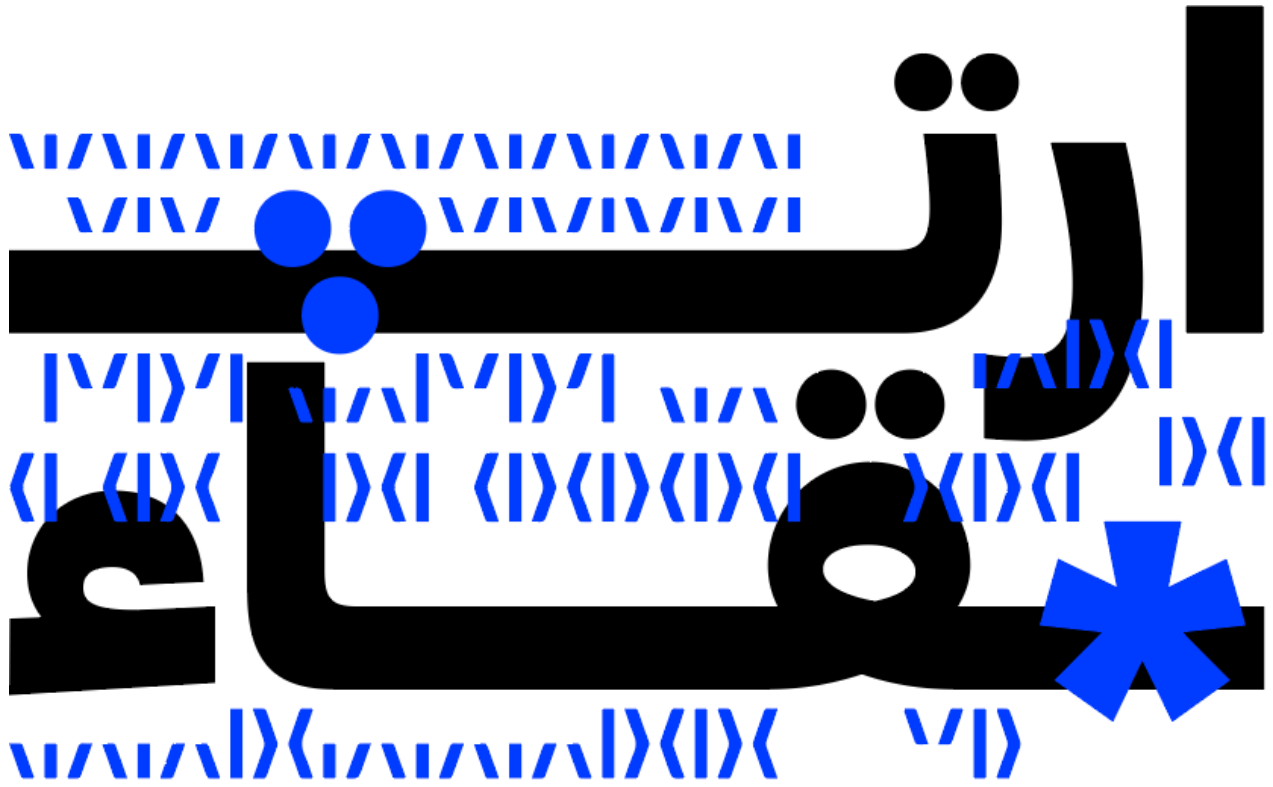




Irtiqa'a School Inspection

AY 2025/26

Belvedere International School

Rating: Good

Contents

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School Information

General Information		
	Name	Belvedere International School
	Esis Number	9297
	Location	60,Seeh Ar Ramram St,Hili,Al Ain 34243
	Website	http://www.belvedereinternationalschool.com/
	Telephone	037190000
	Principal	ISMAT EZZAT DAOU
	Inspection Dates	02 to 04 Jun 2026
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	415
Number of Emirati students	201
Number of students of determination	144
Largest nationality group of students	UAE - Egypt - Jordan

Information On Teachers

Number of teachers	45
Nationalities	South Africa - Syrian Arab Republic - United Kingdom (UK)
Number of teaching assistants	15

Changes since the previous inspection

Since the last inspection in 2025, the school's overall judgment has improved from Acceptable to Good.

Overall, students' achievement in Arabic-medium subjects improved across multiple phases and subjects, sustained in others, with only a few regressions being observed. In Arabic as a first language, students' achievement remained Good in Phase 1. Attainment improved from Acceptable to Good in phases 2 and 3, while progress remained Good. This improvement reflects more secure reading fluency and comprehension, together with stronger listening skills. In Arabic as a second language, attainment and progress remained Good in Phase 2 and improved from Acceptable to Good in Phase 3. Students now demonstrate more secure listening and reading skills and greater confidence when speaking and writing. In Islamic education, students' achievement in Phase 1, which was not previously evaluated, is now judged Good. It remained Good in Phase 2 and improved from Acceptable to Good in Phase 3. The improvement in Phase 3 reflects students' more secure understanding and interpretation of Islamic teachings and values, and their ability to apply them in personal and social contexts. In social studies, achievement improved from Acceptable to Good in Phase 3. In Phase 2, attainment declined from Good to Acceptable, while progress remained Good. This decline reflects students' less secure understanding of geographical and historical concepts and their less developed ability to analyze information and draw conclusions. The improvement in Phase 3 reflects students' more secure understanding of entrepreneurship, emerging technologies, and national development, together with their improved ability to analyze information and apply their learning to relevant real-life contexts.

In the English-medium subjects, students' achievement presents a mixed picture, with improvement in Phase 1 and more variable outcomes in phases 2 and 3. In English, students' achievement improved from Acceptable to Good in Phase 1, reflecting the effective implementation of the new phonics program and the resulting improvement in students' early reading, writing, speaking and listening skills. Achievement remained Acceptable in phases 2 and 3, where students' higher-order reading and extended writing skills remain less well developed. In mathematics, attainment improved from Acceptable to Good in Phase 1 and remained Acceptable in phases 2 and 3. Progress remained Good in Phase 1, improved from Acceptable to Good in Phase 2 and remained Acceptable in Phase 3. The improvements in phases 1 and 2 reflect more effective teaching strategies and the purposeful use of manipulatives, visual aids and other resources to strengthen students' understanding and application of mathematical concepts. In science, attainment remained Acceptable across all phases. Progress remained Good in Phase 1 and Acceptable in Phase 2, while it declined from Good to Acceptable in Phase 3. This decline reflects teacher-directed learning experiences that do not consistently engage students or develop their independence in planning investigations, identifying variables, analyzing evidence and drawing conclusions.

Learning skills remained Good in Phase 1, improved from Acceptable to Good in Phase 2, and remained Acceptable in Phase 3. The improvement in Phase 2 reflects students' more active participation, increasing ownership of their learning, and more confident collaboration with others. In Phase 3, students participate appropriately and use digital tools to support learning; however, effective collaboration remains inconsistent, and students continue to rely on teacher direction. Their independent inquiry, research, critical thinking, problem-solving, and innovation skills remain less well developed.

Students' personal development remained Good in phases 1 and 2 and improved from Good to Very Good in Phase 3. Students' understanding of Islamic values and awareness of Emirati and world cultures remained Good in phases 1 and 2 and improved from Acceptable to Good in Phase 3. Across the school, students demonstrate secure appreciation of Islamic values, UAE heritage, national identity, and cultural diversity through their respectful behavior and participation in national and multicultural activities. Social responsibility and innovation skills improved from Acceptable to Good across all phases. Students participate in school and community initiatives, demonstrate a positive work ethic, and contribute to volunteering and environmental-related activities. Younger students' leadership and students' ability to initiate and manage projects independently remain less consistent.

Teaching remained Good in Phase 1, improved from Acceptable to Good in Phase 2, and remained Acceptable in Phase 3. The improvement in Phase 2 reflects greater consistency in lesson planning, teacher-student interactions, and questioning, particularly in Arabic-medium subjects, which supports students' understanding, participation, and progress. In Phase 3, teaching remains less consistent, particularly in English-medium subjects, where learning is often teacher-directed. Assessment improved from Acceptable to Good across all phases. The revised assessment policy and procedures have strengthened the reliability of assessment information, data analysis, and the tracking of students' attainment and progress.

Curriculum design and implementation improved from Acceptable to Good across all phases. A comprehensive curriculum review has strengthened alignment with the National Curriculum for England, the MoE curriculum, and national requirements, resulting in clearer sequencing, continuity, and progression across subjects and phases. Curriculum pathways and subject choices for older students have also been strengthened. Curriculum adaptation improved from Acceptable to Good in Phase 1 and remained Acceptable in phases 2 and 3. In Phase 1, the curriculum is flexible and responsive, providing regular opportunities for students to learn through play, make choices, and explore their interests through free-flow activities. In phases 2 and 3, processes are in place to adapt the curriculum for different groups of students; however, implementation remains inconsistent.

Health and safety remained Very Good across all phases and continue to be a strong feature of the school. Rigorous safeguarding procedures, effective supervision, secure premises, and well-maintained facilities provide students with a safe and inclusive environment. Care and support remained Good across all phases. Processes for identifying students with additional learning needs, including students of determination, have strengthened, and appropriate intervention and guidance systems support their development. However, the quality and impact of support within lessons remain variable. Gifted and talented students are now identified through established procedures, although identification in Arabic-medium subjects is not yet systematic, and challenge and extension in lessons remain inconsistent.

The effectiveness of leadership and school self-evaluation and improvement planning improved from Acceptable to Good. The improvement reflects strengthened leadership capacity, clearer roles and accountability, and more systematic monitoring of teaching, learning, assessment, and school improvement priorities. Self-evaluation is now more credible and aligned with the inspection framework, and improvement planning provides a clearer basis for action. However, inconsistencies in students' achievement, particularly in English-medium subjects and across phases 2 and 3, show that these actions have not yet secured consistently effective teaching, curriculum implementation, and outcomes across the school. Partnerships with parents and the community, governance, and management, staffing, facilities, and resources remained Good. Strong communication and stakeholder engagement continue to foster positive partnerships, while governance provides effective oversight and accountability. Well-established operational systems, staffing, facilities, and resources support the smooth running of the school and provide a secure foundation for learning and ongoing school improvement.

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

School leaders demonstrate a clear commitment to improving outcomes in international and external assessments through structured planning, assessment analysis, and targeted intervention. The whole-school assessment cycle includes diagnostic assessment, target setting, formative and summative assessment, data analysis, curriculum modification, and intervention review. CAT4, GL Progress Tests, FFT literacy assessments, and Arabic Benchmark Tests provide comparative information to identify learning gaps and monitor the attainment and progress of individuals and groups. Leaders use tracking systems, cohort dashboards, and intervention records to inform school improvement priorities. The use of assessment information to adapt classroom learning and evaluate the impact of interventions can be strengthened.

The curriculum and assessment approaches have been reviewed to align more closely with the knowledge, skills, and cognitive demands of TIMSS, PIRLS, and external benchmark assessments. International-style questions are included in lessons, assessments, and mock examinations, while literacy across the curriculum supports students' reading, writing, speaking, and listening skills. Summative assessments include questions with varying levels of cognitive demand. However, these approaches have not yet secured the consistent development of students' higher-order thinking, reasoning, problem-solving, and application of learning in unfamiliar contexts.

Professional development focuses on assessment literacy, the interpretation of CAT4 and GL data, subgroup analysis, and the identification of misconceptions and learning gaps. Heads of department receive support to analyze subject and group performance and to use the findings to inform departmental priorities, planning, and interventions. Training has also increased teachers' familiarity with the formats and cognitive demands of TIMSS, PIRLS, and external assessments. The impact of professional development on classroom practice and on consistently securing students' outcomes across subjects and phases is yet to be realized.

Parents receive information about students' attainment, progress, targets, and next steps through reports, parent-teacher meetings, digital platforms, and termly consultations. Support plans and intervention information are shared with the parents of students requiring additional assistance. These arrangements enable parents to remain informed and contribute to their children's learning. Parents' understanding of international assessments and GL measures could be strengthened and developed to enable them to provide consistently targeted support at home.

Performance in standardized and international assessments

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

Standardized Assessments

Students in years 4 to 10 participate in the Granada Learning Progress Test (GLPT) to measure students' attainment and progress in English, mathematics and science. Results in AY2024/25 indicate the following:

- In English, attainment is Weak in phases 2 and 3, while their progress is Outstanding in both phases.
- In mathematics, students' attainment is Weak in Phase 2 and Very Good in Phase 3. Progress in mathematics is Outstanding in both phases.
- In science, students' attainment is Very Good in Phase 2 and Good in Phase 3. Progress is Very Good in Phase 2 and Outstanding in Phase 3.

Students in years 2 to 10 participate in the AY2024/25 Arabic Benchmark Test (ABT) to benchmark students' attainment in Arabic as a first language.

Results in AY2024/25 indicate Good attainment and Very Good progress in phases 2 and 3.

Students in years 4 to 10 participate in the AY2024/25 ABT for Arabic as a second language, Islamic education, and social studies. Results in AY2024/25 indicate the following:

- In Arabic as a second language, attainment is Very Good in Phase 2 and Outstanding in Phase 3.
- In Islamic education, attainment is Very Good across phases 2 and 3.
- In Social Studies, attainment is Good across phases 2 and 3.

International Assessments: TIMSS, PISA, PIRLS

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

- In Year 5 mathematics, students achieved a score of 486.42, below the school's target of 558 and the international average of 503.
- In Year 9 mathematics, students achieved a score of 393.05, below the school's target of 548.71, and the international average of 478.
- In Year 5 science, students achieved a score of 459.88, below the school's target of 554.17 and the international average of 494.
- In Year 9 science, students achieved a score of 347.36, below the school's target of 550.73 and the international average of 478.

In the PIRLS (Progress in International Reading Literacy Study) 2021 assessment, students' results indicate the following:

- In Year 5, students achieved a score of 416.18, placing them within the low international benchmark range.

Reading

Leaders have identified reading as a school improvement priority. Provision includes Monster Phonics, guided reading, targeted interventions, FFT reading assessments, and the Kutubee digital platform for Arabic. Priorities are informed by internal assessment information, reading-age data, and PIRLS outcomes, with a focus on improving reading attainment, fluency, comprehension, and higher-order reading skills in English and Arabic.

The library contains approximately 4,000 English and Arabic fiction and nonfiction books and provides welcoming reading spaces. Younger students benefit from timetabled visits, storytelling sessions, reading challenges, and classroom reading areas. Kutubee extends access to Arabic texts. Leaders have introduced the Mograsy library management system to improve lending, monitor reading habits, and support text selection. However, implementation remains at an early stage, and secondary students do not yet have consistent access to sufficiently challenging texts matched to their reading abilities.

Reading skills are developed through phonics, guided reading, language lessons, literacy activities, and targeted interventions. Monster Phonics supports early decoding and phonological awareness, while guided reading develops fluency, vocabulary, and comprehension. GL, FFT, and reading-age information help identify students requiring support and inform interventions. However, reading data are not used consistently to adapt classroom learning, select texts, or plan personalized reading pathways. Reading across the curriculum is developing, with implementation effectiveness varying across subjects and phases.

Professional development has focused on phonics, reading provision, assessment practices, and intervention strategies. Further training is planned in the use of FFT data, active reading, disciplinary literacy, and reading across the curriculum. However, the impact of training on classroom practice and students' reading outcomes is not yet evaluated systematically.

Parents are encouraged to support reading through home-reading activities, reading records, literacy events, and World Book Day. Regular communication reinforces the importance of reading and provides opportunities for parents to participate in school activities. However, structured guidance for supporting reading at home is less developed, particularly for older students, and the impact of parental involvement on reading outcomes is not systematically evaluated.

Strengths of the school

- Students' achievement has improved in Arabic-medium subjects, particularly in Phase 3, where it is Good across all subjects. Achievement in English and mathematics is Good in Phase 1.
- Students are well behaved, and relationships are respectful and positive, contributing to a calm and purposeful environment across the school.
- Students demonstrate a secure appreciation of Islamic values and UAE heritage and express pride in their national identity.
- Rigorous safeguarding procedures, effective supervision, and well-maintained facilities ensure that students are safe and secure.
- Leaders provide clear direction and demonstrate a strong commitment to inclusion.
- Effective parental engagement and constructive governance support the school's ongoing improvement.

Key Recommendations

1- Raise students' attainment and progress, particularly in English-medium subjects in phases 2 and 3, by:

- strengthening reading, speaking, and writing skills to improve accuracy, depth, and critical response;
- developing mathematical fluency, reasoning, problem-solving, and application in unfamiliar contexts;
- strengthening scientific inquiry, including prediction, investigation, data analysis, and evidence-based conclusions;
- developing collaboration, critical thinking, inquiry, independence, and innovation across subjects.

2- Improve teaching, assessment, and curriculum adaptation, particularly in English-medium subjects in phases 2 and 3, by:

- improving planning, higher-order thinking, learning activities, and the effective use of time and resources;
- using assessment information consistently to provide targeted support and appropriate challenge;
- increasing opportunities for innovation, creativity, enterprise, and independent problem-solving;
- embedding clear success criteria, constructive feedback, and effective peer and self-assessment.

3- Improve the effectiveness and impact of leadership and management by:

- strengthening leadership accountability to secure consistently high-quality teaching, learning, assessment, and students' outcomes across all phases and subjects, particularly in English-medium subjects.
- enhancing the accuracy and coherence of self-evaluation and improvement planning to ensure that priorities consistently reflect the school's performance and drive measurable improvement.
- strengthening the capacity of middle leaders to monitor provision, evaluate impact, and lead sustained improvement within their areas of responsibility.
- enhancing the evaluation and deployment of professional learning, resources, and facilities to maximise their impact on teaching quality and students' learning experiences.

4- Improve outcomes in TIMSS and PIRLS international assessments and achieve the school's performance targets by:

- aligning curriculum implementation and assessment with international benchmark expectations;
- providing regular opportunities to apply learning in unfamiliar and real-life contexts;
- using international assessment data to identify gaps and target interventions;
- evaluating improvement initiatives systematically against performance targets.

Overall School Performance: Good

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

PS2: Students' personal and social development, and their innovation skills				
	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Good	Good	Very Good ↑	Not Applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good ↑	Not Applicable
Social responsibility and innovation skills	Good ↑	Good ↑	Good ↑	Not Applicable

PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good ↑	Acceptable	Not Applicable
Assessment	Good ↑	Good ↑	Good ↑	Not Applicable

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good ↑	Good ↑	Good ↑	Not Applicable
Curriculum adaptation	Good ↑	Acceptable	Acceptable	Not Applicable

PS5: The protection, care, guidance and support of students				
	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very Good	Very Good	Very Good	Not Applicable
Care and support	Good	Good	Good	Not Applicable

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school's analysis of internal assessment data for AY2024/25 against the Ministry of Education (MoE) curriculum standards indicates that across phases, most students attain above the curriculum standards.
- Students in FS2 and years 1 to 3 do not participate in any external, national, or international assessments for Islamic education. Students in years 4 to 10 participated in the AY2024/25 Arabic Benchmark Test (ABT) for Islamic Education, results indicated Very Good attainment in phases 2 and 3.
- In lessons and in their recent work, the majority of students across all phases demonstrate levels of knowledge and understanding that are above the curriculum standards. In Phase 1, students recall key facts about the life and character of Prophet Muhammad (PBUH), identify Islamic etiquette, distinguish between appropriate and inappropriate behaviors, and explain simple links between cleanliness, healthy choices, and Islamic teachings. Their understanding is demonstrated through recognition and recall, and their ability to explain the reasoning behind Islamic practices is still developing. In Phase 2, students demonstrate secure knowledge of Islamic values and teachings, and events from the Prophet's early life. They classify behaviors, interpret straightforward scenarios, identify lessons from stories, and suggest appropriate actions in familiar situations. They make relevant connections between Islamic values, national identity and social responsibility. Some students are still developing increasing independence in demonstrating their understanding of Islamic texts, while variations in reading fluency occasionally affect the accuracy of their interpretation and communication. In Phase 3, students explain concepts such as forgiveness, maintaining family ties and social responsibility, interpret the main messages of Qur'anic verses and Hadith, and apply Islamic values to familiar personal and social situations. They also recall and explain the roles and

contributions of significant Islamic figures. Students respond confidently to familiar examples and taught concepts, while they are developing their ability to analyze more complex ethical situations, evaluate different viewpoints, and communicate well-developed interpretations.

- Over the past three years, the school's internal assessment data indicates that attainment has consistently been Outstanding across phases 2 and 3. ABT assessment data indicates improvement in attainment from Good in AY2023/24 to Very Good in AY2024/25 in Phase 2. In Phase 3, attainment has improved from Acceptable in AY2023/24 to Very Good in AY2024/25.
- The school's analysis of internal assessment data throughout AY2024/2025 indicates that most students in phases 2 and 3 make better than expected progress in relation to their individual starting points at the beginning of the academic year and against curriculum standards.
- In lessons and students' work, the majority of students in phases 1, 2 and 3 make better than expected progress, in relation to learning objectives that are aligned with the MoE curriculum standards.
- The school's analysis of internal assessment data for different groups of students indicates that boys and Emirati students make Outstanding progress in both phases 2 and 3, while girls make Outstanding progress in Phase 2 and Very Good Progress in Phase 3. Higher attaining students make Outstanding progress in Phase 2, and lower attaining students make Outstanding progress in Phase 3. Students with additional learning needs, including students of determination, make Very Good progress in Phase 2 and Outstanding progress in Phase 3. Progress data for low attainers in Phase 2, high attainers in Phase 3, and gifted and talented students in both phases is not available.

Next Steps:

1. Develop students' ability to explain the reasoning behind Islamic practices and apply Islamic values across a wider range of familiar and unfamiliar contexts.
2. Improve students' ability in Phase 2 to interpret Islamic texts independently and communicate their understanding accurately, using appropriate evidence from the Holy Qur'an and Hadeeth.
3. Strengthen students' ability in Phase 3 to analyze complex moral and social situations, evaluate different viewpoints and communicate well-reasoned conclusions.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data for AY2024/25 against the Ministry of Education (MoE) curriculum standards indicates that most students across all phases attain above the curriculum standards.
- Students in FS2 and Year 1 do not participate in any external, national, or international assessment for Arabic as a first language. Students in years 2 to 11 participated in the AY2024/25 Arabic Benchmark Test (ABT) for Arabic as a first language, and their results indicate Good attainment in both phases 2 and 3.
- In lessons and in their recent work, the majority of students across all phases demonstrate levels of knowledge, skills and understanding that are above the curriculum standards. In Phase 1, students listen attentively, understand familiar vocabulary and instructions, identify target letters and their sounds within words, and form and write letters accurately. They generate familiar words containing the target letter and apply their learning through simple labeling and writing activities. Their reading and writing independence is still developing, and their language use remains largely confined to familiar contexts. In Phase 2, students demonstrate secure listening and comprehension skills, read words, sentences and short narrative texts with accurate decoding, identify key story elements, sequence events, explain familiar vocabulary and retell stories using appropriate language. They communicate relevant ideas through discussion and role play and write simple sentences and responses. Reading fluency and pronunciation remain variable for a minority of students, while independent writing is less secure than speaking and reading, with only a few students consistently producing sentences without support. In Phase 3, students read fluently, comprehend and summarize increasingly complex texts, analyze themes and characters, compare ideas and support viewpoints with relevant evidence from the text. Students continue to develop greater confidence in critically evaluating texts, developing sophisticated interpretations, and producing extended, creative and analytically developed writing. Across all phases, students' use of standard Arabic in spoken communication is still developing.
- Over the past three years, the school's internal assessment data indicates that attainment has been consistently Outstanding in phases 2 and 3. In Phase 1, attainment improved from Good in AY2022/23

and AY2023/24 to Outstanding in AY2024/25. ABT assessment data indicates that attainment has regressed in Phase 2 from Very Good in AY2022/23 to Good in AY2023/24 and AY2024/25. In Phase 3, attainment fluctuated, regressing from Good in AY2022/23 to Acceptable in AY2023/24 before improving back to Good in AY2024/25.

- The school's analysis of internal assessment data throughout the AY2024/25 indicates that most students across all phases make better than expected progress in relation to their individual starting points at the beginning of the academic year and against curriculum standards.
- In lessons and their recent work, the majority of students across all phases make better than expected progress in relation to learning objectives that are aligned with the MoE curriculum standards.
- The school's analysis of internal assessment data for different groups of students indicates that boys, girls and Emirati students make Outstanding progress across all phases. Students with additional learning needs, including students of determination, make Very Good progress in Phase 2 and Outstanding progress in Phase 3. Gifted and talented students make Outstanding progress in Phase 2. Progress data is not available for low and high attainers across phases, students with additional learning needs, including students of determination in Phase 1, and gifted and talented students in phases 1 and 3.

Next Steps:

1. Develop students' ability in Phase 1 to read and write independently and use Arabic across a wider range of familiar and unfamiliar contexts.
2. Improve students' independent writing skills in Phase 2 while ensuring greater consistency in reading fluency and pronunciation across all students.
3. Develop students' higher-order literacy skills in Phase 3 so that they can critically evaluate and analyze texts, justify interpretations using textual evidence.

Arabic as a second language

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

Findings:

- The school's internal assessment data for AY2024/25, measured against MoE curriculum standards for Arabic as a second language (ASL), indicate that most students in phases 2 and 3 attain above the curriculum standards.
- Students in FS2 and years 1 to 3 do not participate in any external, national, or international assessments. Students in years 4 to 10 participated in the Arabic Benchmark Test (ABT) in ASL for AY2024/25. Results indicate Very Good attainment in Phase 2 and Outstanding attainment in Phase 3.
- In lessons and in their recent work, the majority of students in phases 2 and 3 demonstrate knowledge and skills that are above curriculum standards. In Phase 2, students listen attentively, understand familiar spoken language and respond to questions about everyday settings using appropriate vocabulary and short sentences. They read familiar words, short sentences and simple stories with reasonable accuracy and demonstrate appropriate comprehension. They engage in simple dialogues and communicate basic ideas and opinions in familiar contexts. Pronunciation and reading fluency vary for a few students, particularly when unfamiliar vocabulary is introduced. In Phase 3, students demonstrate secure listening and understanding skills, read familiar words, short sentences and simple texts, and respond confidently to familiar questions about everyday topics and the UAE. A few students independently write words and short sentences to describe pictures or familiar ideas. Students are more successful when using language in familiar contexts than when transferring it to unfamiliar situations. Pronunciation and independent decoding vary, and most students require further support to construct accurate sentences and communicate ideas independently in writing. Across both phases, students' listening and reading skills are stronger than their speaking and writing skills, particularly when they are required to communicate their ideas independently.
- Over the past three years, the school's internal assessment data indicates that attainment has been consistently Outstanding for phases 2 and 3.
- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in phases 2 and 3 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and their recent work, the majority of students in phases 2 and 3 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment data for different groups of students indicates that boys make Very Good progress in Phase 2 and Outstanding progress in Phase 3 while girls make Outstanding progress in both phases. Progress data for high and low attainers, students with additional learning needs, including students of determination and gifted and talented students, is not available.

Next Steps:

1. Develop students' ability to transfer their Arabic language skills to unfamiliar contexts and communicate ideas across a wider range of situations.
2. Improve students' writing skills by enabling them to construct accurate sentences and communicate their ideas with greater independence.
3. Strengthen the consistency of students' pronunciation, reading fluency, and independent decoding across both phases.

UAE Social Studies

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



National identity



Citizenship



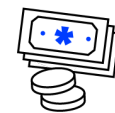
Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's internal assessment data for AY2024/25, measured against MoE curriculum standards for Social Studies, indicates that most students attain above the curriculum standards in phases 2 and 3.
- Students in FS2 and years 1 to 3 do not participate in any external national or international assessments in Social Studies. Students in years 4 to 10 participate in the Arabic Benchmark Test (ABT) in Social Studies for AY2024/25. Results indicate Good attainment across both phases.
- In lessons and in their recent work, most students in Phase 2 demonstrate levels of knowledge, understanding and skills that are in line with the curriculum standards, while the majority in Phase 3 attain above the curriculum standards. In Phase 2, students identify key geographical features of the UAE, recognize its map and neighboring countries, and describe the purposes of traditional artifacts. They explain how shipbuilding supported transportation, trade and economic development and identify behaviors associated with individual, social and moral responsibility. However, their understanding is often factual and descriptive. Some students require support to recall geographical terminology and communicate their understanding. Students are less secure in differentiating types of responsibility, explaining the consequences of irresponsible behavior, and drawing conclusions. In Phase 3, students define and explain the Fourth Industrial Revolution; analyze information from texts and digital sources; and explain how emerging technologies, innovation strategies and key national sectors contribute to the UAE's economic development. They identify the advantages and disadvantages of technological change and discuss its potential impact on individuals and society. A minority are still developing their ability to apply concepts to relevant real-life examples, evaluate the complex implications of technological developments, explain challenges facing entrepreneurial companies, and propose innovative, well-developed solutions to issues associated with artificial intelligence and economic transformation.
- Over the past three years, the school's internal assessment data indicate that attainment has been consistently Outstanding across phases 2 and 3. ABT assessment results indicate an improvement in attainment from Acceptable in AY2023/24 to Good in AY2024/25 in both phases 2 and 3.

- 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 against curriculum standards.
- In lessons and their recent work, the majority of students in phases 2 and 3 make better than expected progress in relation to learning objectives that are aligned with the curriculum standards.
- The school's analysis of internal assessment data for different groups of students indicates that boys, girls, and Emirati students make Outstanding progress across phases 2 and 3. Students with additional learning needs, including students of determination, make Very Good progress across both phases, while gifted and talented students in Phase 2 make Outstanding progress. Progress data for low and high attainers in both phases and for gifted and talented students in Phase 3 is not available.

Next Steps:

1. Improve students' analytical and explanatory skills in Phase 2 so that they can interpret information and draw conclusions in greater depth.
2. Develop students' ability to apply their learning across different contexts and make meaningful connections across social studies concepts.
3. Strengthen students' ability in Phase 3 to evaluate the implications of technological developments, apply concepts to relevant real-life contexts, and propose innovative, well-reasoned solutions.

English

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Good ↑	Acceptable	Acceptable	Not Applicable
	Progress	Good ↑	Acceptable	Acceptable	Not Applicable

Findings:

- The school’s analysis of internal assessment data for AY2024/25 measured against the National Curriculum for England standards indicates that the majority of students in Phase 1 and the large majority in Phase 2 attain above curriculum standards. In Phase 3, less than three quarters of students attain in line with the curriculum standards.
- Students in FS2 and years 1 to 3 do not participate in any external national or international assessments for English. Students in years 4 to 10 participate in GL-PTE to benchmark their attainment in English. Results for AY2024/25 indicate that students' attainment in phases 2 and 3 is Weak. Students in Year 5 participated in the 2021 PIRLS international assessments, and achieved a score of 416.18, below the international average of 500.
- In lessons and their recent work, the majority of students in Phase 1 demonstrate levels of knowledge and skills that are above curriculum standards, while most students in phases 2 and 3 attain in line with curriculum standards. In Phase 1, students apply secure phonics knowledge to recognize, blend, segment, read and write familiar and unfamiliar words containing taught graphemes and transfer these skills successfully between reading and writing. They identify important events in stories, sequence ideas appropriately, communicate responses through emerging writing and pictures, and explain their choices during discussion. Their speaking and listening skills are well developed, although a minority require support. In Phase 2, most students identify rhyming patterns and features of narrative and autobiographical texts, retrieve explicit information and make straightforward inferences. Many plan and produce age-appropriate writing, and refine aspects of their work in response to feedback. However, written outcomes are variable in depth and precision. A significant minority remain reliant on support to interpret implied meaning, justify ideas with textual evidence, extend explanations and apply vocabulary independently. In Phase 3, most students read age-appropriate narrative, explanatory and formal texts with appropriate understanding, retrieve explicit and implied information and identify features linked to structure, audience, purpose and language. However, students’ written responses often lack depth and accuracy. Students are less secure in integrating textual evidence, applying grammatical conventions such as the passive voice, refining work independently, and producing analytical responses that extend beyond curriculum expectations.

- Over the past three years, the school's internal assessment data indicates that attainment has been consistently Good in Phase 1 but regressing in phases 2 and 3. In Phase 2, attainment declined from Outstanding in AY2022/23 to Very Good in AY2023/24 and AY2024/25. In Phase 3, attainment declined from Acceptable in AY2022/23 to Weak in AY2023/24 and AY2024/25. Standardized GL-PTE assessment data over the past three years indicates that attainment in Phase 2 improved from Very Weak in AY2022/23 to Weak in AY2023/24 and AY2024/25, and in Phase 3, from Very Weak in AY2022/23 and AY2023/24 to Weak in AY2024/25.
- The school's analysis of internal assessment data for AY2024/25 indicates that the majority of students in Phase 1 and the large majority of students in phases 2 and 3 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. Standardized GL-PTE data indicates Outstanding progress in phases 2 and 3.
- In lessons and their recent work, the majority of students in Phase 1 make better than expected progress in relation to learning objectives aligned to curriculum standards, while most students in phases 2 and 3 make the expected progress.
- The school's analysis of internal assessment data for the different groups of students indicates that boys and Emirati students make Good progress in Phase 1 and Very Good progress across phases 2 and 3. Girls make Very Good progress in Phase 2 and Outstanding progress in phases 1 and 3. Low attainers make Outstanding progress in Phase 3, while high attainers make Outstanding progress across phases 2 and 3, and gifted and talented students make Outstanding progress in Phase 2. Students with additional learning needs, including students of determination, make Very Good progress in phases 2 and 3. Progress data for low attainers in phases 1 and 2, high attainers in Phase 1, students with additional learning needs, including students of determination, in Phase 1, and gifted and talented students in phases 1 and 3 is not available.

Next Steps:

1. Improve students' independent writing skills in Phase 2 so that they develop, organize, and express ideas with greater depth and precision.
2. Strengthen students' higher-order reading skills in phases 2 and 3 so that they can infer implied meaning, analyze and evaluate texts, and justify interpretations independently.
3. Develop students' extended writing skills in Phase 3 so that they can produce organized, accurate, and increasingly well-developed responses.

Mathematics

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

Number and quantity and their use

Space and shape

Change relationship, algebra and trigonometry

Uncertainty, chance, data and data display

Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Good ↑	Acceptable	Acceptable	Not Applicable
	Progress	Good	Good ↑	Acceptable	Not Applicable

Findings:

- The school’s analysis of internal assessment data for the AY2023/24 against the National Curriculum of England standards for mathematics indicates that the majority of students in Phase 1 and most students in Phase 2 attain above the curriculum standards. In Phase 3, data indicate that less than three quarters of students attain in line with the curriculum standards.
- Students in FS2 and years 1 to 3 do not participate in any external national or international assessments for mathematics. Students in years 4 to 10 participate in GL-PTM to benchmark their attainment in mathematics. Results for AY2024/25 indicate Weak attainment in Phase 2 and Very Good attainment in Phase 3. In TIMSS 2023, in Year 5, students achieved a score of 486.42 in mathematics, below the school’s target of 558 and the international average of 503. In Year 9, students achieved a score of 393.05, below the school’s target of 548.71, and the international average of 478.
- In lessons and in their recent work, the majority of students in Phase 1 demonstrate knowledge, understanding and skills that are above curriculum standards, while most students in phases 2 and 3 attain in line with the curriculum standards. In Phase 1, students demonstrate a secure understanding of number concepts and apply their learning through practical and play-based activities. Only a few students identify alternative mathematical solutions or check the accuracy of their work independently. In Phase 2, students can apply procedural concepts accurately, interpret mathematical information, and explain patterns, relationships, and changes in familiar contexts. Students’ ability to interpret more abstract information, justify conclusions using evidence, and solve unfamiliar problems independently is less secure. In Phase 3, students demonstrate the ability to apply mathematical knowledge, concepts, and procedures accurately in familiar contexts, with some variation in their application in unfamiliar contexts. However, not all students select, organise, and connect mathematical information independently. They are less secure in applying mathematical reasoning, combining prior learning, and interpreting complex problems accurately. Across all phases, students’ mathematical fluency, reasoning and consistent application of problem-solving skills in unfamiliar contexts remain less well developed.

- Over the past three years, the school's internal assessment data indicates that attainment has been consistently Good in Phase 1. In Phase 2, attainment has fluctuated, regressing from Outstanding in AY2022/23 to Very Good in AY2023/24, before improving back to Outstanding in AY2024/2025. In Phase 3, attainment has declined from Very Good in AY2022/23 to Weak in AY2023/2024 and AY2024/2025. Standardized GL PTM assessment data over the past three years indicates an upward trajectory in attainment improving in Phase 2 from being consistently Very Weak in AY2022/23 and AY2023/2024 to Weak in AY2024/2025, and in Phase 3 from Very Weak in AY2022/2023 to Weak in AY2023/2024 and to Very Good in AY2024/2025.
- The school's analysis of internal assessment data for AY2024/25 indicates that the majority of students in Phase 1 and 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 against curriculum standards. Standardized GL-PTM assessment data indicates Outstanding progress in phases 2 and 3.
- In lessons and their recent work, the majority of students in phases 1 and 2 make better than expected progress, while most students in Phase 3 make the expected progress in relation to appropriate learning objectives 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 Good progress in Phase 1, Very Good progress in Phase 2, and Outstanding progress in Phase 3 while girls make Outstanding progress across all phases. Low attainers make Outstanding progress in Phase 3, while high attainers make Outstanding progress in phases 2 and 3 and gifted and talented students make Outstanding progress in Phase 2. Students with additional learning needs, including students of determination, make Very Good progress in Phase 2 and Acceptable progress in Phase 3. Progress data for low attainers in phases 1 and 2, high attainers, and students with additional learning needs, including students of determination in Phase 1, and gifted and talented students in phases 1 and 3 is not available.

Next Steps:

1. Strengthen students' mathematical fluency, accuracy, and problem-solving skills across all phases.
2. Develop students' ability to apply mathematical knowledge in unfamiliar and real-life contexts, interpret information accurately, identify patterns, and justify conclusions using relevant mathematical evidence in Phase 2.
3. Improve students' reasoning and interpretation skills in Phase 3 so that they can select and connect relevant information, explain and justify their methods, and solve multistep problems accurately.

Science

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Acceptable	Acceptable	Acceptable	Not Applicable
	Progress	Good	Acceptable	Acceptable ↓	Not Applicable

Findings:

- The school’s analysis of internal assessment data at the end of AY2024/25 against the National Curriculum of England standards for science indicates that the large majority of students in Phase 1 and most students in Phase 2 attain levels that are above curriculum standards, whereas less than three quarters of the students in Phase 3 attain levels in line with the curriculum standards across science, physics, chemistry, and biology.
- Students in FS2 and years 1 to 3 do not participate in any external national or international assessment in science. Students in years 4 to 10 participate in GL-PTS to benchmark their attainment in science. Results for AY2024/25 indicate Very Good attainment in Phase 2 and Good attainment in Phase 3. In TIMSS 2023, Year 5 students achieved a score of 459.88, below both the school target of 554.17 and the international average of 494. In Year 9, students achieved a score of 347.36, below the school target of 550.73 and the international average of 478.
- In lessons and in their recent work, most students in phases 1, 2, and 3 demonstrate scientific knowledge, understanding, and skills that are in line with curriculum standards. In Phase 1, most students demonstrate age-appropriate scientific knowledge and skills and apply their learning through practical and exploratory activities. Their ability to explain their scientific thinking using appropriate scientific vocabulary is less secure. In Phase 2, students apply scientific knowledge and process skills appropriately in familiar contexts. Their scientific inquiry skills, including making predictions, identifying patterns, interpreting findings, and applying their understanding in unfamiliar contexts, are less well developed. In Phase 3, students demonstrate appropriate practical scientific knowledge and skills through investigations and collaborative activities. However, they do not consistently apply the scientific inquiry skills, such as planning and evaluating investigations, analyzing evidence, and drawing well-supported scientific conclusions using precise scientific language.
- Over the past three years, the school's internal attainment data indicate that students’ attainment in Phase 1 has improved from Good in AY2022/23 and AY2023/24 to Very Good in AY2024/25. In Phase 2, students’ attainment fluctuated, declining from Outstanding in the AY2022/23 to Very Good in AY2023/24 before improving again to Outstanding in the AY2024/25. In Phase 3, students’ attainment

regressed from Acceptable in AY2022/23 to Weak in AY2023/24 and AY2024/25. GL-PT data over the past three years indicates that students' attainment in Phase 2 has improved from Very Weak in AY2022/23 to Weak in AY2023/24 and to Very Good in AY2024/25. In Phase 3, attainment has improved from Very Weak in AY2022/23 to Weak in AY2023/24 and to Good in AY2024/25.

- The school's analysis of internal assessment data for AY2024/25 indicates that the large majority of students in phases 1, 2, and 3 science and in Phase 3 Biology, and most students in Phase 3 physics and chemistry make better than expected progress over time from the beginning of the academic year and against curriculum standards. GL-PTS data indicates Very Good progress over time in Phase 2 and Outstanding progress in Phase 3.
- In lessons and their recent work, the majority of students in Phase 1 make better than expected progress, while most students in phases 2 and 3 make the expected progress against learning objectives that are aligned with the curriculum standards.
- The school's analysis of internal assessment data for the different groups of students indicates that boys and Emirati students make Good progress in Phase 1, Very Good progress in phases 2 and 3 and in Phase 3 biology, and Outstanding progress in phase 3 physics and chemistry. Girls make Outstanding progress across phases 1, 2, and 3, and in Phase 3 physics, however, they make Very good progress in Phase 3 chemistry and biology. Lowe attainers make Outstanding progress in physics, chemistry and biology in Phase 3, with no data available of their progress in science in phases 1, 2 and 3. High attainers and gifted and talented students make Outstanding progress in Phase 2 with no data available for the other phases, whereas students with additional learning needs, including students of determination, make Very Good progress in phases 2 and 3 with no data available for Phase 1.

Next Steps:

1. Improve students' scientific inquiry skills in Phase 2, including making predictions, identifying patterns, planning investigations, and applying scientific understanding in unfamiliar contexts.
2. Enhance students' ability in Phase 3 to conduct investigations independently, identify variables, analyze data, and draw evidence-based conclusions using appropriate scientific methods.
3. Promote students' use of accurate scientific vocabulary and reasoning skills across all phases to support clearer explanations, interpretations, and communication of scientific ideas.

Learning Skills

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

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

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Good	Good 	Acceptable	Not Applicable

Findings:

- Students demonstrate positive attitudes toward learning and show increasing ownership of their progress. They participate actively in lessons and generally remain focused. Across all phases, many students are self-motivated and eager to learn, although a small number still rely on teacher direction to remain engaged or begin tasks. Students are generally aware of their strengths and weaknesses; however, they do not consistently identify the specific next steps needed to improve the quality of their work during lessons.
- Students generally collaborate effectively and communicate their learning clearly with peers and teachers. They participate actively in group work, share ideas, and support one another during discussions. In Phase 1, students share resources and work cooperatively during free-flow activities. However, effective collaboration that ensures all students are actively engaged, contribute meaningfully, and learn from one another remains inconsistent across all phases, particularly in Phase 3.
- Students across all phases make clear connections with the wider world and demonstrate a growing awareness of how their knowledge and skills apply to everyday life. They make meaningful links across subjects, apply their understanding to real-world situations, and take pride in relating their learning to the UAE context. However, this is less consistent in English-medium subjects, particularly in Phase 3.
- Students across all phases use iPads and digital tools to complete interactive quizzes and collaborate through online platforms. However, the use of technology remains teacher-directed, with limited opportunities for independent inquiry and research. Students demonstrate emerging reasoning, critical thinking, and problem-solving skills. However, higher-order thinking skills, including critical thinking, inquiry, problem-solving, and innovation, are not consistently evident across subjects.

Next Steps:

1. Improve students' understanding of the success criteria and the specific next steps needed to improve their learning during lessons.
2. Enhance students' effective collaboration skills across all subjects and phases and strengthen their ability to make meaningful connections between subjects, particularly in English-medium subjects and in Phase 3.
3. Promote students' independent inquiry, research, critical thinking, problem-solving, and innovation skills across all subjects and phases.

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

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Good	Good	Very Good ↑	Not Applicable

Findings:

- Students across the school demonstrate positive and responsible attitudes towards learning. They respond well to feedback from teachers and peers and are developing self-reliance, although this remains less consistent in phases 1 and 2. In Phase 3, students can work independently, taking increasing responsibility for their own learning.
- Students usually demonstrate self-discipline throughout the school and show a clear understanding of school rules, meeting expectations during the school day. The positive behavior of most students contributes to a harmonious school environment. However, this is occasionally disrupted by a few younger boys during break times. In Phase 3, students are increasingly able to resolve minor issues independently. Students report that bullying is rare across the school.
- Relationships between students, teachers and staff are respectful and considerate across all phases. Students demonstrate sensitivity to the needs of their peers and offer support when needed. Students report that teachers and staff are approachable, listen to their views, and respond effectively to their needs. This is reflected in students' active participation in lessons and extracurricular activities, which promote positive interaction among different groups of students. Students know where to seek help and feel well supported within the school community.
- Students demonstrate a sound understanding of safe and healthy living. They participate in physical education lessons and a range of sports activities organized by the school, and they understand the importance of maintaining an active lifestyle and a balanced diet. Students can distinguish between healthy and unhealthy food choices; however, a minority continue to make less healthy choices at lunchtime.
- Attendance is Very Good in phases 2 and 3 and Good in Phase 1. Students' arrival to school and lessons is generally punctual, with occasional delays occurring during transitions between lessons, particularly when students return from specialist rooms to their classrooms.

Next Steps:

1. Improve students' self-reliance in phases 1 and 2 to enable them to take greater responsibility for their learning.
2. Enhance students' punctuality and readiness for learning across all phases and maximize learning time by ensuring smooth transitions between lessons.
3. Develop students' ability to make consistently healthy food choices and sustain active lifestyles across all phases.

Understanding of Islamic values and awareness of Emirati and world cultures

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good ↑	Not Applicable

Findings:

1. Students across all phases demonstrate a clear appreciation and understanding of Islamic values and participate actively in religious events and competitions. Islamic values are reflected in students' respectful interactions, participation in morning Qur'an recitations and active engagement in prayer and charitable activities. Students generally demonstrate respect, honesty, tolerance, and compassion in their daily interactions.
2. Students demonstrate secure knowledge, appreciation, and understanding of UAE heritage and culture through their work in lessons, projects, artwork, and participation in national events. Students engage positively in UAE-related cultural activities and celebrations and demonstrate appreciation of the visionary leadership of the UAE and its founders. Students demonstrate knowledge of and respect for national customs and traditions. However, they rarely take the initiative to lead or organize cultural activities and events independently.
3. Students demonstrate appropriate understanding and appreciation of their own cultures and participate positively in activities that celebrate the multicultural nature of the school community, which contributes positively to students' appreciation of diverse traditions and encourages exploration of similarities across cultures. Opportunities for meaningful cross-cultural engagement that deepen students' appreciation and understanding of world cultures are not yet consistently embedded, and the depth of students' intercultural understanding varies accordingly.

Next Steps:

1. Strengthen students' consistent application of Islamic values during social interactions and playtime across all phases.
2. Develop students' leadership and initiative in planning, organizing, and leading UAE cultural activities and events across the school.
3. Deepen students' cross-cultural understanding and engagement so that they can appreciate, compare, and reflect more meaningfully on world cultures.

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good 	Good 	Good 	Not Applicable

Findings:

- Students across all phases demonstrate an understanding of their responsibilities towards the school community and contribute positively to school life and the wider community. They participate in initiatives that positively impact the school, including taking active roles in assemblies and volunteering at school-wide events through the student council, as well as charitable and community initiatives such as support for the Red Crescent and clothing donation campaigns. Students understand the importance of helping others and making a positive contribution to society. While members of the student council and other older students regularly take on leadership roles and actively contribute to community initiatives, this level of engagement is less consistent among younger students.
- Students across all phases demonstrate a positive work ethic and enjoy participating in school projects when provided. While students are motivated to complete assigned tasks and sometimes take the initiative to make independent decisions, many do not yet consistently take ownership of and develop their own ideas independently. School initiatives such as robotics classes and Enterprise Day provide opportunities for students to develop innovation and creativity. Students participate well in these opportunities; however, they are less consistent in independently initiating, leading, and managing projects or applying creative problem-solving and critical thinking across phases and subjects.
- Students across all phases demonstrate care for their environment and contribute positively to sustainability efforts within the school community, through the Green Committee team and Environment Friends. Students participate in conservation-focused projects and campaigns, developing a growing sense of environmental responsibility. Students' engagement in such initiatives beyond the school and local community is less well developed.

Next Steps:

1. Improve students' participation in leadership, service, and community initiatives, particularly among younger students, to ensure more consistent engagement across all phases.
2. Promote students' innovation, enterprise, and entrepreneurship skills to enable them to initiate, lead, and manage their own projects independently across phases.
3. Extend students' engagement in environmental conservation and sustainability initiatives beyond the school and local community.

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good 	Acceptable	Not Applicable

Findings:

- In phases 1 and 2, most teachers demonstrate secure subject knowledge and an appropriate understanding of how students learn. In Phase 1, teachers provide purposeful opportunities for children to learn through play, explore their interests, and develop creativity, independence, and decision-making skills. In Phase 2, teachers generally communicate subject content clearly and enable students to build appropriately on their prior learning, particularly in Arabic-medium subjects. In Phase 3, teachers demonstrate secure subject knowledge; however, the effectiveness with which this is translated into high-quality learning experiences is inconsistent across English medium subjects.
- In phases 1 and 2, teachers plan purposeful, well-structured lessons and establish positive and orderly learning environments. Learning expectations are clear, and time and resources are usually used effectively to engage students and support their progress. In Phase 3, the quality of planning, pacing, and use of learning time and resources is less consistent. Activities do not always provide sufficient structure, challenge, or opportunity for students to engage actively, demonstrate understanding, and make the expected progress.
- In phases 1 and 2, teachers' interactions and questioning support students' participation and learning. In the stronger lessons, teachers use open and probing questions to check understanding, address misconceptions, and encourage students to explain and justify their ideas. In Phase 3, questioning is more focused on recall and short, closed responses. Teachers do not consistently check the understanding of all students or promote meaningful dialogue, reasoning, analytical thinking, and problem-solving, particularly in mathematics and science.
- Teachers plan a range of activities intended to meet students' differing needs. In Phase 1, teaching approaches and play-based activities are generally responsive to students' needs and interests. In Phase 2, strategies usually support the learning and participation of most students. In Phase 3, the implementation of differentiated and adaptive teaching varies across lessons. Opportunities remain to further personalize activities and teaching approaches to meet the specific needs of students with additional learning needs, including students of determination. Across phases, there is scope to provide greater challenge for high attainers and Gifted and Talented students to deepen their understanding and accelerate their progress.
- In phases 1 and 2, teachers provide regular opportunities for students to explain their thinking, apply their learning and make decisions. In Phase 1, purposeful play and free-flow activities promote curiosity and exploration. These opportunities are more evident in Arabic-medium subjects. In Phase 3, teachers provide opportunities for students to develop critical thinking, problem-solving, and independent learning skills, although these are not yet consistently embedded across lessons; students continue to rely on teacher guidance when applying knowledge, solving problems, and making decisions about their learning.

Next Steps:

1. Improve the quality of lesson planning and use of time and resources in Phase 3, particularly in English-medium subjects, so that learning activities are purposeful, appropriately challenging, and consistently engage students in making better-than-expected progress.
2. Strengthen adaptive teaching so that learning activities provide targeted support and challenge for the different student groups.
3. Improve teachers' use of questioning, particularly in Phase 3 English-medium subjects, to develop students' reasoning, problem-solving, critical thinking and inquiry.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Good 	Good 	Good 	Not Applicable

Findings:

- Internal assessment processes are coherent and consistent. Across all phases, assessment procedures are aligned with the school's curriculum standards and provide valid and reliable measures of students' attainment and progress. The recent review of assessment policies and procedures has strengthened the reliability of assessment information and enhanced the school's ability to evaluate students' progress over time. The revised assessment policy and guidelines could be more fully embedded in Arabic-medium subjects to promote greater consistency in assessment practices.
- The school benchmarks students' academic outcomes against appropriate external, national, and international expectations across all core subjects. GL standardized assessments are used to benchmark students' attainment and progress in English, mathematics, and science in Years 4 to 10. Arabic Benchmark Tests are used to benchmark attainment in Arabic as a first language, Arabic as a second language, Islamic education, and social studies. The school also uses TIMSS and PIRLS outcomes to compare students' performance with international expectations and identify priorities for improvement.
- Assessment data is analyzed in some depth. Teachers review assessment information at the classroom level before it is evaluated by heads of department and senior leaders. Information on the attainment and progress of individual students and different groups is tracked over time. Data analysis meetings enable leaders and teachers to identify trends, compare the performance of different groups, and support the evaluation of interventions and support strategies.
- At whole-school and departmental levels, assessment information is used appropriately to inform curriculum planning, identify learning gaps, and plan interventions for different groups of students. Teachers and heads of department use gap analysis to adapt aspects of lesson planning and teaching. The use of assessment information at classroom level remains inconsistent and does not always result in sufficiently personalized activities, targeted support, or appropriate challenge for high attainers and gifted and talented students. External assessment analysis identifies gaps in higher-order thinking, inference, interpretation, and evaluation skills, but these findings are not yet translated consistently into classroom practice.
- Teachers have good knowledge of the strengths and areas for development of individual students. Target-setting processes help teachers and students identify personal learning goals and monitor progress toward them. Constructive verbal feedback is used effectively in most lessons to guide learning and address misconceptions. The quality and consistency of written feedback and the regular use of formative assessment vary across subjects and phases. Peer and self-assessment are evident across the school and would benefit from clearer success criteria to help students evaluate their work more accurately, identify areas for improvement, and understand their next steps in learning.

Next Steps:

1. Strengthen the consistent implementation of assessment policies and practices, particularly in Arabic-medium subjects, to ensure greater consistency in assessment across the school.
2. Enhance the use of assessment information to personalize learning, provide appropriate support and challenge, and strengthen the development of higher-order thinking skills across all subjects.
3. Improve the consistency and quality of formative assessment, written feedback, and success criteria to enable students to understand their next steps and take greater ownership of their learning.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good 	Good 	Good 	Not Applicable

Findings:

- The curriculum has a clear rationale and is aligned with the school's vision, UAE priorities, the licensed curriculum, and national statutory requirements. It provides an appropriate balance of knowledge, skills, and understanding across most subjects and phases and supports students' academic and personal development. In Phase 1, the curriculum provides regular opportunities for students to learn through play, explore their interests, and develop creativity, curiosity, and inquiry skills. In some subjects, particularly in English-medium subjects, learning places greater emphasis on knowledge acquisition. Opportunities for students to engage in scientific investigation, independent inquiry, and higher-order thinking could be more consistently integrated across the curriculum.
- Curriculum planning is supported by clear scope and sequence documents that promote continuity and progression across subjects and phases. Learning is carefully sequenced, and recent curriculum reviews have strengthened progression in key subjects. Transition arrangements are well planned and supported through curriculum mapping, transition activities, and effective collaboration between leaders. As a result, students are generally well prepared for the next phase of their education and for life beyond school.
- Older students benefit from an appropriate range of curriculum pathways and subject options that meet the requirements of the licensed curriculum. Students receive guidance and support when making curriculum choices, and pathways provide suitable preparation for future study and career aspirations. As a result, students can access a curriculum that supports their individual talents and effectively prepares them for further education.
- Cross-curricular links are planned and evident through projects, enrichment activities, and initiatives such as robotics, Enterprise Day, and inquiry-based learning. These experiences provide students with opportunities to apply knowledge and skills across different areas of learning and support the development of broader competencies. While there are examples of effective cross-curricular provision at the whole-school level, opportunities for students to transfer their learning and make meaningful connections between subjects within lessons are not yet consistently embedded across subjects and phases.
- The curriculum is reviewed and monitored regularly with senior and middle leaders sharing responsibility for evaluating its effectiveness. Internal assessment information, external benchmark data, stakeholder feedback, and findings from previous inspections are analyzed to identify curriculum strengths and areas for development and inform curriculum modifications and school improvement priorities.

Next Steps:

1. Integrate scientific investigation more consistently within the science curriculum and strengthen opportunities for independent inquiry and higher-order thinking across English-medium subjects.
2. Embed meaningful cross-curricular links more consistently within curriculum planning and implementation so that students can transfer and apply their learning across subjects.
3. Strengthen the impact of curriculum review and evaluation on classroom practice to ensure greater consistency in curriculum implementation across all subjects and phases.

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Good 	Acceptable	Acceptable	Not Applicable

Findings:

- The school has recently reviewed the curriculum and established processes to support curriculum modification and better meet the needs of most groups of students. In Phase 1, the curriculum is flexible and responsive to the needs of most learners. The structure of learning provides students with opportunities to make choices based on their interests and needs during free-flow activities and to participate in a range of purposeful, play-based experiences that promote independence, curiosity, exploration, and the development of key early learning skills. In phases 2 and 3, curriculum modification is inconsistently implemented in lessons to meet the needs of all students. The level of personalization and challenge varies across subjects. Additionally, curriculum adaptations have not yet led to sufficient impact on students' development of English language and scientific inquiry skills in phases 2 and 3.
- Students benefit from an appropriate range of enrichment opportunities, including curriculum projects, educational visits, competitions, extracurricular programs, robotics, and Enterprise Day. In Phase 1, students have regular opportunities to develop their curiosity, creativity, exploration, and inquiry skills through purposeful play-based learning experiences. In phases 2 and 3, enrichment activities support students' interests and talents beyond the classroom. Opportunities to develop innovation, creativity, enterprise, and independent problem-solving skills are evident through these initiatives and could be more consistently and systematically integrated into curriculum experiences across subjects.
- The curriculum successfully promotes UAE culture, heritage, and national identity across subjects and phases. Students benefit from appropriate learning experiences, including national events, projects, and activities that develop their understanding of Emirati culture, UAE values, and the country's history and achievements. Links with UAE society are embedded in curriculum planning and delivered regularly through lessons and wider school activities.

Next Steps:

1. Strengthen the implementation of curriculum modification across phases 2 and 3 to provide appropriate levels of personalization and challenge for all groups of students.
2. Improve the effectiveness of curriculum adaptations in developing students' English language and scientific inquiry skills across phases 2 and 3.
3. Increase opportunities for students to develop innovation, creativity, enterprise, and independent problem-solving skills more consistently across subjects and phases.

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

Health and safety, including arrangements for child protection / safeguarding

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very Good	Very Good	Very Good	Not Applicable

Findings:

- The school has rigorous procedures for safeguarding students, including child protection. Safeguarding and student protection policies are comprehensive, clearly define roles and reporting pathways, and include procedures for various concerns, including online safety. Almost all staff have received training in safeguarding and child protection and are aware of the procedures to follow and the designated team to approach when concerns arise. Parental communication is strong, with information shared through newsletters, the school website, and the parental handbook to ensure families are fully aware of safeguarding practices.
- The school provides a very safe, hygienic, and secure environment for students and staff. Supervision is highly effective throughout the school day, including at arrival, during break times, during transitions, at dismissal, and on school transport. First aid kits, emergency response teams, fire safety equipment, CCTV systems, risk assessments, and emergency procedures are thorough and monitored effectively. Bus routines are well organized, with clear arrival and dismissal arrangements, certified bus helpers, and the Salama system operating on all buses. However, supervision arrangements during car drop-off and pick-up are less rigorous than those observed in other areas of the school. As the school population grows, strengthening these arrangements will become increasingly important to ensure that high standards of health, safety, and security are maintained.
- Buildings and equipment are very well maintained. Maintenance, cleaning, hygiene, first aid, clinic, canteen, and swimming pool records are maintained effectively and demonstrate that checks are conducted regularly and that most issues are addressed promptly, often on the same day. Clinic records are comprehensive and include details of daily visits, actions taken, communication with parents, BMI monitoring, and vaccination records. Record-keeping systems are secure and comprehensive overall. However, some records continue to be maintained manually, which reduces efficiency and limits the effectiveness of a more systematic and integrated digital approach to record management.
- The premises and facilities provide a highly safe, secure, and inclusive environment that supports students' learning and wellbeing effectively. The campus is exceptionally well maintained, clean, and orderly, with clear attention to health, safety, and accessibility. Evacuation routes are clearly identified, and access arrangements, including ramps, lifts, and evacuation chairs, ensure that students with mobility needs can participate fully in school life. Specialist facilities are managed effectively. The clinic is well organized, the swimming pool is supervised safely by a qualified lifeguard, and the gymnasium provides a secure environment with appropriate protective flooring and padded

walls. The science laboratory meets health and safety requirements, with suitable personal protective equipment, risk assessment procedures, secure chemical storage, an emergency shower, and a spill-response kit. Outdoor facilities, including two playgrounds and two Foundation Stage play areas, are safe and well-designed, with padded surfaces that reduce the risk of injury during play. During periods of extreme heat, students have access to the gymnasium and three designated indoor activity areas, ensuring continuity of physical activity in a safe environment. However, there is no dedicated indoor play area for Foundation Stage students during hot weather, limiting age-appropriate indoor play provision for younger children.

- The school promotes safe and healthy living effectively through physical education, health and safety initiatives, clinic guidance, and healthy lifestyle awareness activities. These initiatives contribute positively to students' understanding of wellbeing and healthy choices. The nursing team plays an active role through regular BMI monitoring, communication with parents, and health awareness presentations. However, the impact of these initiatives is not yet fully reflected in students' day-to-day choices, with many students not consistently selecting healthy food options. Additionally, the canteen offers a limited range of healthy choices. While health education is evident across the school, it is not yet embedded consistently across the curriculum or promoted sufficiently through student-led initiatives, reducing its overall impact on developing a strong culture of healthy living.

Next Steps:

- Strengthen supervision arrangements during car drop-off and pick-up times to maintain high standards of health, safety, and security.
- Develop a more integrated digital system for health, safety, maintenance, and wellbeing records to improve efficiency, monitoring, and analysis of information.
- Promote healthier lifestyle choices by expanding healthy canteen options and embedding health education and student-led wellbeing initiatives more consistently across the curriculum and school life.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good	Good	Good	Not Applicable

Findings:

- Staff establish highly positive and purposeful relationships with students, creating a caring and supportive environment in which students feel valued and respected. Interactions between adults and students are consistently respectful, nurturing, and conducive to learning. Students are confident in seeking support and know whom to approach when they need guidance or assistance. Behavior management systems are implemented effectively and are well understood by both staff and students, particularly in the upper classes. The social worker and wellbeing specialist work closely with teachers and leaders to address behavioral concerns and support students' personal and social development. As a result, students demonstrate positive behavior across the school, feel safe and well cared for, and contribute positively to the school community.
- The school's approach is effective in promoting very good attendance. Attendance is monitored regularly, and the social worker follows up promptly with students and parents when absence or lateness becomes a concern. Parents and students have a clear understanding of attendance expectations, including the staged warning procedures and actions taken when absence exceeds acceptable limits. These processes contribute positively to maintaining high levels of attendance across the school. However, attendance and punctuality records are still maintained largely through manual systems, limiting the efficiency and depth of analysis. In addition, the absence of a designated transition time in the timetable is not systematically monitored to evaluate patterns of lateness between lessons or their potential impact on students' learning time.
- The school has strengthened its processes for identifying students with additional learning needs, including students of determination and those who are gifted and talented. A tiered identification system is used to classify students according to their level of need, with 14.7% of students identified across the tiers, including 19 students classified as Tier 3 students of determination. Identification procedures are informed by a range of evidence, including internal assessment data, external assessment outcomes, CAT4 results, baseline assessments, and teacher referrals. The school has also identified 16 academically gifted students in English, mathematics, and science using CAT4 assessment data. However, assessment processes and identification procedures for gifted and talented students in Arabic-medium subjects are not yet systematic, comprehensive, or consistently applied across the school.
- Support for students with additional learning needs, including students of determination, and those who are gifted and talented, is appropriate, although its impact on students' outcomes is variable. Individual Education Plans (IEPs) are in place for students of determination and are reviewed termly with contributions from teachers and parents. Specialist support services are available, with 10 students currently receiving targeted interventions. Students with additional learning needs, including students of determination benefit from regular one-to-one support and small-group intervention sessions that address identified areas of need. The Inclusion Department provides guidance to teachers on lesson planning and delivers professional development to promote inclusive teaching strategies. However, the quality and effectiveness of support provided within lessons remain inconsistent, limiting the impact on students' progress. Gifted and talented students have individual Advanced Learning Plans (ALPs), and their strengths are developed through participation in school activities, enrichment opportunities, and competitions. Nevertheless, gifted and talented students,

along with other high attainers, do not consistently receive sufficient challenge in lessons to deepen their learning, maximize their potential, or accelerate their progress.

- The wellbeing and personal development of students are monitored regularly through the work of the wellbeing specialist, social worker, and the use of external wellbeing platforms. Students receive appropriate personal and academic guidance, while older students in Years 10 and 11 have access to effective career guidance that supports informed decision-making about their future education and career pathways. Systems are in place to identify students requiring additional support and to provide timely interventions where needed. These arrangements contribute positively to students' wellbeing and personal development. However, leaders do not yet evaluate the impact of wellbeing, guidance, and career-related support systematically enough to determine how effectively these initiatives improve students' engagement, behavior, attendance, and personal development over time.

Next Steps:

- Strengthen systems for recording, monitoring, and analyzing attendance and lateness data so leaders can accurately identify patterns and reduce lost learning time.
- Ensure that support and challenge in lessons are sufficiently effective to meet the needs of students with additional learning needs, including students of determination, gifted and talented students, and high attainers.
- Strengthen the monitoring and evaluation of wellbeing, personal guidance, and career guidance provision to measure their impact on students' personal development.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good 

Findings:

- Leaders at all levels, under the principal's direction, share and promote a clear strategic vision that closely aligns with UAE national priorities and the school's commitment to inclusion. Their commitment to national priorities is reflected in strengthening the inclusion department by adopting an open-door admissions policy, appointing additional staff, and reviewing and enhancing related policies and procedures. As a result, the identification of students with additional learning needs, including students of determination, has been strengthened. Students actively participate in a range of initiatives that promote sustainability and cultural identity, reinforcing the school's alignment with UAE priorities and promoting a strong sense of belonging within the school community.
- Senior leaders are supported by a well-structured team of middle leaders, each with clearly defined responsibilities for subjects, year groups, or departments. They are successful in establishing a positive learning culture in which stakeholders feel valued and supported. Most leaders demonstrate secure knowledge of the curriculum and a sound understanding of effective teaching, learning, and assessment practices. Senior leaders have strengthened assessment procedures and provided middle leaders with relevant training to enhance the reliability of assessment data analysis. The impact of these actions on students' achievement is less evident in English-medium subjects, particularly in phases 2 and 3. While middle leaders are generally given sufficient time to carry out most of their responsibilities, their teaching commitments can occasionally limit the effectiveness of their leadership.
- Relationships and communication with stakeholders are consistently professional, transparent, and effective. Teachers and parents report that the principal and leadership team are approachable, supportive, and responsive, promoting a strong sense of trust and shared purpose across the school community. The principal delegates leadership responsibilities appropriately, ensuring that students receive the care and support they need. The recently introduced roles, responsibilities, and accountability frameworks have strengthened clarity across all leadership levels, ensuring that leaders understand their responsibilities and are held accountable for their performance. Overall, staff morale is positive, reflecting the supportive culture established across the school.
- Leaders are clear about the school's improvement priorities and accurately recognize the need for further development in English and greater consistency in effective teaching practices across all phases. Recommendations from the previous inspection have been fully incorporated into the current School Development Plan. The school has strengthened leadership capacity by expanding the leadership structure and ensuring that all heads of department participate in regular professional development, curriculum reviews, and data analysis activities. Leaders demonstrate a secure understanding of the barriers to improvement and have implemented appropriate strategies to address them, including introducing a new phonics program to strengthen English language acquisition and systematically analyzing assessment data to improve alignment with external assessments. There is clear evidence of successful school improvement, including enhanced attainment and progress on GL standardized assessments in mathematics and science, as well as an

expanded range of subject options for IGCSE students.

- The leadership team has established new systems that are beginning to strengthen accountability and promote greater consistency across the school. Internal assessment and reporting procedures have been enhanced to improve accuracy and alignment with external measures. Leadership structures provide clear lines of responsibility, and accountability is reinforced through regular performance review and evaluation meetings. Leaders have successfully improved aspects of the school's performance, including students' achievement in Arabic and Islamic education in phases 2 and 3, and mathematics in Phase 1. The school meets all statutory and regulatory requirements and continues to strengthen its capacity for sustained improvement and innovation.

Next Steps:

1. Strengthen the impact of leadership actions on improving students' achievement in English-medium subjects, particularly in phases 2 and 3, by ensuring greater consistency in teaching, learning, and assessment.
2. Enhance the effectiveness of middle leaders by ensuring they have sufficient time to fulfil their leadership responsibilities and drive improvement consistently across subjects and phases.
3. Embed the recently introduced leadership and accountability systems to ensure that improvement strategies consistently translate into improved students' outcomes across all subjects and phases.

School self-evaluation and improvement planning

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

Findings:

- Staff across the school actively participate in the self-evaluation process (SEF), contributing to a comprehensive and inclusive approach to school reflection. Overall, the SEF presents a broadly credible and reasonably coherent evaluation of school effectiveness, demonstrating a secure understanding of the UAE inspection framework and alignment with the assigned judgments, particularly in leadership, provision, and operational effectiveness. The security of these judgments is less consistent in academic outcomes, where greater focus, stronger triangulation of evidence, and more rigorous self-evaluation are required. Although senior leaders demonstrate clear awareness of key improvement priorities, this is not consistently reflected in the school's self-evaluation.
- Teaching and learning are effectively monitored by senior and middle leaders. Formal lesson observations are conducted each term, while informal learning walks take place more frequently. The lesson observation tool is aligned with the priorities and expectations of the UAE inspection framework. Lesson monitoring reports identify teachers' strengths and areas for development, and the findings inform professional development activities. Most leaders demonstrate secure skills in conducting monitoring and evaluation processes. However, a few middle leaders do not consistently focus on the impact of teaching on students' learning and progress when evaluating classroom practice.
- The School Development Plan (SDP) is a clear and well-structured document with mostly measurable targets, defined timelines, and assigned responsibilities. It identifies relevant priorities that are appropriately linked to the recommendations from the previous inspection report. The SDP, together with the longer-term strategic plan, provides a clear framework for school improvement. The full alignment between the self-evaluation findings and the priorities identified in the SDP has not yet been achieved.
- The school has made significant progress in addressing several recommendations from the previous inspection, particularly by strengthening leadership structures and capacity and enhancing curriculum implementation and assessment procedures. Students' achievement has improved across several subjects and phases, including in external assessments. These improvements demonstrate the school's growing capacity to sustain improvement and achieve positive outcomes for students.

Next Steps:

1. Strengthen the accuracy and rigor of self-evaluation, particularly in academic outcomes, through more effective triangulation of evidence and sharper analysis of students' achievement.
2. Enhance middle leaders' skills in evaluating the impact of teaching on students' learning and progress during lesson monitoring activities.
3. Ensure that the SEF identifies the school's key areas for improvement with greater precision and that these are clearly reflected in the priorities and actions within the School Development Plan.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- The school is successful in engaging parents in their children's learning through a wide range of academic, cultural, social, and community-based activities that promote partnership between parents and the school. Four parent representatives serve on the governing body, ensuring that the views of the parent community are represented at the board level. Parents' feedback is actively sought and has informed school decisions, including the expansion of academic options for Year 10 students. The school places a strong emphasis on providing engagement opportunities, with further opportunities to strengthen the evaluation of their measurable impact on students' achievement, wellbeing, and overall school improvement.
- The school has established a wide range of communication channels that provide parents with regular access to information about their children's learning, wellbeing, attendance, and school life. A large variety of communication platforms ensure that information is accessible through multiple channels. Parents have access to both academic and pastoral information, including attendance records, assessment results, reports, behavior updates, and student achievements. Parent-teacher meetings, workshops, information sessions, and open days provide valuable opportunities for meaningful face-to-face engagement and discussion about students' progress and wellbeing. The inclusion team maintains regular and effective communication with parents of students with additional learning needs, including students of determination, ensuring they are well-informed and actively involved in supporting their children's learning and development.
- Parents receive termly reports that provide clear information about students' attainment, progress, strengths, and next steps for learning. The reports communicate students' academic development and include references to personal and social development, enabling parents to support their children's learning. Improvement targets and next-step guidance are evident, with scope to make them more consistently specific and evaluative across all subjects.
- The school makes valuable social contributions to the local, national, and international communities through a range of partnerships and community initiatives. These include a partnership with ADVETI for vocational education and health and safety training, environmental collaboration with a school in Malaysia, participation in mathematics competitions with other schools, a partnership with the University of Sharjah, and involvement in initiatives organized by the Red Crescent. The school also operates a scout program that promotes community service and personal development. While many of these initiatives are meaningful and support positive community links, community engagement is not yet sufficiently broad, coordinated, or evaluated to enhance students' learning experiences, personal development, and academic outcomes.

Next Steps:

1. Strengthen the evaluation of parental engagement initiatives to measure their impact on students' achievement, wellbeing, and school improvement.
2. Enhance the quality of reporting to parents by ensuring that improvement targets and next-step guidance are consistently specific, evaluative, and support students' learning across all subjects.
3. Strengthen the strategic impact of community partnerships to enhance students' learning experiences, personal development, and academic outcomes.

Governance

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The school is governed by a Board comprising seven members with a broad range of professional expertise. Membership includes parents, as well as individuals with backgrounds in education, school improvement, finance, technology, and artificial intelligence. Collectively, governors provide strategic oversight, support accountability, and ensure that the views of key stakeholders inform decision-making and school development. The Board meets termly, with additional meetings convened when necessary. Governors maintain a strong understanding of the school's day-to-day operations through regular visits and engagement with leaders, staff, students, and parents, providing the board with valuable insights into the quality of education and stakeholders' experiences. While parental engagement in governance is well established, there is scope to strengthen opportunities for students to contribute directly to governance processes.
- Governors have effective systems to monitor the school's performance and hold leaders accountable through regular meetings, termly reports, school visits, and the principal's appraisal. They scrutinize achievement data and progress against improvement priorities, triangulate evidence through visits and stakeholder discussions, and challenge leaders when concerns arise. This enables governors to maintain a secure understanding of the school's strengths and areas for improvement.
- The Board has a positive influence on school performance through strategic and financial oversight, approval of key appointments, programs, and resources, and monitoring compliance with ADEK requirements. Its influence is evident in initiatives such as the scholarship program and Seeds for Life. Governors support leaders while maintaining an appropriate distinction between governance and operational management. Foundation Stage, library, and practical science provision are less well-resourced than other areas of the school, with scope to strengthen the systematic evaluation of the impact of governance decisions.

Next Steps:

1. Establish formal mechanisms for student representation within governance processes to ensure that student views contribute directly to strategic decision-making and school development.
2. Develop more rigorous systems for measuring and evaluating the impact of governance decisions on students' achievement, well-being, and school improvement outcomes.
3. Strengthen oversight of resource allocation to ensure greater consistency in the quality of provision across all areas of the school.

Management, staffing, facilities and resources

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

Findings:

- The day-to-day management of the school is efficient and well organized. Clear routines, roles, and procedures support effective supervision, communication, and coordination and contribute to a calm and orderly environment. The timetable is generally well structured and provides access to a broad and balanced curriculum. There is scope to strengthen transition arrangements between lessons to minimize occasional delays when students move to and from specialist facilities and maximize learning time.
- Staff are appropriately deployed according to their qualifications, specializations, and experience. Leaders recruit suitably qualified staff and provide a broad professional development program aligned with teaching, assessment, inclusion, safeguarding, leadership, wellbeing, and digital learning. Participation and staff feedback are monitored. However, the impact of professional development on classroom practice, teaching quality, and students' outcomes is not evaluated systematically.
- The premises are well maintained, spacious, accessible, and suitable for curriculum delivery. Facilities for information technology, physical education, swimming, creative subjects, inclusion, and outdoor learning support students' academic and personal development. There are opportunities to further enhance provision for younger students through additional play equipment and dedicated indoor play facilities, while expanding practical science facilities to support investigative learning across year groups.
- Learning resources are generally sufficient and relevant to curriculum requirements. Classroom technology, robotics resources, and specialist inclusion equipment support students' learning effectively. Foundation Stage classrooms contain appropriate resources for play-based learning. There is scope to further strengthen library provision and organization to support reading development, independent research, and wider learning, while expanding access to resources that enhance practical science experiences.

Next Steps:

1. Improve the efficiency and management of transitions to maximize learning time and minimize disruption.
2. Strengthen the evaluation and follow-up of professional development initiatives to demonstrate their impact on classroom practice.
3. Strengthen the quality and accessibility of learning environments and resources to better support students' learning experiences across all phases.

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