



Irtiqa'a School Inspection

AY 2024/25

Al Rabeeh Academy

Rating: Very Good

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School Information

General Information		
	Name	Al Rabeeh Academy
	Esis Number	9287
	Location	8,Al Tadali St,Mohamed Bin Zayed City,Abu Dhabi 20637
	Website	http://www.alrabeehac.ae/
	Telephone	026795991
	Principal	RIAAAN HUYSER
	Inspection Dates	03 to 06 Feb 2025
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	908
Number of Emirati students	768
Number of students of determination	68
Largest nationality group of students	UAE - Jordan - Egypt

Information On Teachers

Number of teachers	75
Nationalities	United Kingdom (UK) - South Africa - Ireland
Number of teaching assistants	24

Changes since the previous inspection

Since the last inspection in 2022, the school's overall judgment has improved from Good to Very Good. This reflects the commitment of leaders at all levels to improve student outcomes, both academically and in their personal development.

Overall, students' achievement in Arabic-medium subjects has remained Good across the phases. There has been no regression, and Arabic as a second language has improved from Good to Very Good in Phase 3. Students' attainment and progress in Arabic as a first language has remained Good across all phases. Similarly, student achievement in Social Studies, and Islamic Education, has remained Good across phases.

English-medium subjects have also shown overall improvement. Students' attainment in English is Good in all phases except in the newly introduced Phase 4 where it is Very Good. Progress in English has improved and is now Very Good in all phases, including Phase 4, apart from Phase 3, where it remains at a Good level. Students' attainment in mathematics has improved from Good to Very Good in phases 2 and 3 but remains Good in Phase 1. Mathematics has shown improvement in progress in all phases from Good to Very Good. Attainment in the recently introduced Phase 4 is judged as Good, while progress is judged as Very Good. Science follows a similar pattern, with attainment in phases 1 and 3 remaining Good, whereas attainment has improved to Very Good in Phase 2. Progress has improved and is now judged Very Good in all phases. In the newly expanded Phase 4, overall student achievement in science is Very Good.

Learning skills have also improved from Good to Very Good in all previously existing phases and is Very Good in Phase 4. While the unexpected influx of new students, representing a third of the school's population, necessitated the recruitment of new teachers, particularly in Phase 3, the school's comprehensive support plans

have successfully mitigated these impacts, resulting in sustained student achievement and the development of essential learning skills.

Students' personal and social development was not evaluated at the previous inspection. It is now judged to be Very Good in all phases. Students behave well and are respectful to both staff and visitors. Attendance has improved from Good to Very Good. Students' understanding and appreciation of Islamic values is Very Good in all phases. Students participate in community projects and are environmentally aware.

The quality of teaching has improved from Good to Very Good in all phases and is Very Good in Phase 4. Teachers use a common planning template, proactively identifying students requiring additional support and challenge. Effective questioning techniques are generally employed, and students actively engage in practical science activities and regular problem-solving. Phase 1 demonstrates strong implementation of active learning strategies. The school is actively working to enhance opportunities for students to develop and apply higher-order thinking skills across all phases.

There are systematic and rigorous procedures and processes for assessment. Consequently, assessment has improved from Good to Very Good in all phases. However, there are a few teachers who do not use the assessment information they have as effectively to plan lessons that meet the needs of gifted and talented students in particular. There are some inconsistencies in the application of the marking and feedback policy. Self and peer assessment are routine features of lessons.

The curriculum was not evaluated in the previous inspection. In this inspection, curriculum design and implementation, and curriculum adaptation are judged as Very Good across all phases. The school effectively implements the curriculum, ensuring a broad and balanced education that meets diverse student needs. The school further demonstrates a commitment to continuous improvement through regular curriculum reviews, adaptation to student performance data, and the integration of meaningful cross-curricular links, fostering a rich learning environment that supports student progression and engagement.

Ensuring the health and safety of students is a strength of the school, and is judged to be Outstanding, an improvement from Very Good at the previous inspection. There are highly effective systems in place to ensure the safety of students. Protocols and procedures are comprehensive, including those regarding school transport. The school is well-equipped, and students' well-being is effectively promoted.

The care and support of students is also a strength of the school and continues to be evaluated as Very Good. Students with additional learning needs, including students of determination, are accurately identified, and comprehensive support is put in place. Students who may be gifted and talented are also identified, but the provision for these students is less well-developed.

All aspects of leadership and management have improved to Very Good. Leaders at all levels, including governors, have a clear strategic direction and a determination to improve the outcomes for all students. To this end, they ensure that the school is properly financed and equipped. Teachers are dedicated and very effectively supported in terms of their professional development. The priorities of the UAE are firmly embedded in school practice and there are strong partnerships with parents. Parents are engaged with the school and visit the school regularly to view its work and participate in school celebrations. The school runs smoothly because of effective management, and it is well-equipped and resourced.

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

The school has aligned its curriculum with international standards. In mathematics, a mastery approach has been adopted to foster deeper understanding, problem-solving, and critical thinking skills. White Rose curriculum and Times Tables Rockstars have been introduced in phases 2 and 3 to enhance mathematical fluency, knowledge and skills.

The school prepares students to participate in international assessments, including the Progress for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Progress in International Reading Literacy Study (PIRLS). The results from international assessments have been

benchmarked to compare student performance against international expectations. School leaders have a clear understanding of international standards, and the targets set for the school, which drive the development plan.

The teaching and learning team prioritize skills essential for success in international assessments, encouraging students to become assessment-capable learners. Lessons are designed to challenge problem-solving and analytical abilities, while fostering personalized, student-centered learning. The schemes of work for core subjects have been quality-assured to include regular investigations and practical application of skills required for success in international assessments.

Performance in standardized and international assessments

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

Standardized Assessments

- Students participate in the Granada Learning progress tests (GL-PT) in English, (PTE), mathematics (PTM), and science (PTS). In the AY2023/24, students' attainment in GL-PTE and GL-PTM was Very Good in phases 2 and 3. In GL-PTS, attainment was Outstanding in Phase 2 and Very Good in Phase 3.
- GL-PT progress results for the AY2023/24 indicate Outstanding progress in English in Phase 2 and Good progress in Phase 3. In GL-PTM, the results indicate Very Good progress in both phases, while in GL-PTS, progress is Acceptable in Phase 2 and Good in Phase 3.
- Across phases 2, 3 and 4, students sit for the standardized Arabic Benchmarking Test (ABT). ABT results in the AY2023/24 indicate Good attainment in Phase 2 and Very Good attainment in phases 3 and 4.
- Year 13 students participate in the MoE national examinations for Arabic and Islamic Education. The AY2023/24 results indicate Good attainment in both subjects.

International Assessments: TIMSS, PISA, PIRLS

In the PISA (Program for International Student Assessment) 2022 results for 15-year-old students:

- In reading literacy, students achieved a score of 414.5 which is below the school target of 450 and the international average of 476.
- In mathematical literacy, students achieved a score of 427 which is below the school target of 450 and the international average of 472.
- In science literacy, students achieved a score of 415.9 which is below the school target of 450 and the international average of 485.

In the TIMSS (Trends in International Mathematics and Science Study) 2023 assessment, student performance varied across grade levels and subjects:

- In Year 5 mathematics, students achieved a score of 497.96, exceeding the school's target of 451.
- In Year 9 mathematics, students achieved a score of 463.60 exceeding the school's target of 450.
- In Year 5 science, students achieved a score of 496.21 exceeding the school's target of 450.
- In Year 9 science, students achieved a score of 448.03 which is below the school target of 450.

The PIRLS (Progress in International Reading Literacy Study) 2021 results:

- In Year 5, students achieved a score of 493 placing students at an intermediate international standard.

Reading

The school places a strong emphasis on the development of reading, facilitated by a spacious library that supports the English and Arabic curricula and offers a range of fiction and non-fiction texts. The library houses 22,000 fiction and non-fiction titles. For Arabic readers, there are 2,200 fiction and 800 non-fiction titles. It is well-equipped with comfortable seating, tables and distinct areas for quiet reading, for study, and for group collaboration and discussion. There are comfortable reading corners for Phase 2 students and study corners for older students. The Tree of Knowledge display has weekly recommended books to read. Students choose from color-coded texts in the library that match their reading levels and interests. Classrooms also have reading areas with appropriate titles to appeal to readers, and to support class topics.

A love of reading and reading improvement for all is a priority for the school. Regular visits by authors and the appointment of reading ambassadors recruited from older students, promote a love of reading. The reading ambassadors read to younger students each week in the library to support the development of reading skills. In addition, they encourage all students to take part in celebrations, including Book Week, Reading Day, and the Book Fair. The reading camp in the library sparks an early interest in books and creates excitement and a joy of reading. In addition, parents are encouraged to read at home with their children.

The school recognizes the need for early interventions and promotion of reading throughout phases 1 and 2 to create regular reading habits from an early age. To support literacy development, the Read Write Inc phonics program has been incorporated into the curriculum. The 'Every Child a Reader' initiative has been adopted in phases 1 and 2, in addition to the Star Reader program which supports the assessment of reading. Reading achievement is tracked through Accelerated Reader which also motivates students to read. Students identified as requiring additional assistance are supported in classrooms and through planned intervention sessions. These initiatives have contributed to the development of a solid foundation in reading and writing.

Students in Phase 3 participate in weekly library lessons where they engage in reading and subject-focused work. Library lessons emphasize a love of reading, reading comprehension and exposure to diverse texts, including a focus on UAE texts. Phase 3 students benefit from book tastings where the librarian introduces a book, guiding students how to review and rate a text. Students discuss their opinions with peers and write reflections and evaluations while strengthening analytical reading skills.

To specifically support the development of reading in Arabic, three digital platforms are used, these are ALEF, Abjadiyat, and Kutubi. During Arabic lessons, students occasionally go to the library to read books, but it is more usual for teachers to pre-select suitable texts from the library for students to read in classrooms.

Through comprehensive and targeted initiatives, the school continues to build a robust reading culture, ensuring that all students are equipped with the skills and confidence to become lifelong readers and achieve academic success.

Strengths of the school

- Students consistently achieve above expected levels across all subjects and phases.
- Students demonstrate positive learning attitudes and maintain respectful, supportive relationships with peers

and staff.

- The school has implemented comprehensive and reliable internal assessment procedures.
- The school provides a safe, caring, and secure learning environment for all students and staff.
- Senior leadership has established a clear strategic direction, driving improvement across the majority of school areas.

Key Recommendations

1. Raise students' attainment and progress to a consistently Very Good or better level in all core subjects by:
 - ensuring that there is appropriate challenge in all lessons to meet the needs of the most able, including higher attaining and gifted and talented students.
 - developing writing skills in both English and Arabic-medium subjects.
 - providing more opportunities for students to use technology to support independent research skills learning.
2. Further improve the quality of teaching and learning in all phases by:
 - providing an extended range of engaging learning activities to better cater for the diversity of learning, particularly the more able.
 - enhancing the use of effective questioning techniques to allow students to reason, justify and explain their views, thus developing critical thinking skills.
 - consistently applying the marking and feedback policy to ensure that students know how to improve their work.
 - ensuring that cross-curricular links are more consistently integrated into lessons.
 - developing students' independent learning skills to enable greater ownership of learning.
 - developing the Phase 4 curriculum to increase the range of electives available.
 - embedding greater opportunity for critical thinking, innovation and creativity into the curriculum and lesson planning.
3. Enhance student performance in international assessments to consistently meet or exceed both international benchmarks and school targets by:
 - addressing specific areas of underperformance in PISA, particularly in reading, mathematical, and scientific literacy for 15-year-old students.
 - enhancing the integration of the mastery approach in mathematics and ensuring consistent application of problem-solving and critical thinking skills across all phases to improve TIMSS scores in Year 9 science.
 - further developing reading comprehension and analytical skills to elevate PIRLS scores beyond the intermediate international standard.
 - ensuring the consistent implementation of lessons designed to challenge problem-solving and analytical abilities, fostering student-centered learning and preparing students for international assessments.
4. Further strengthen leadership by:
 - continuing to develop the skills of middle leaders to ensure consistency in understanding of the best practice in teaching, learning and assessment.
 - enhancing the identification of students who may be gifted or talented and ensuring they are appropriately challenged in lessons.
 - enhancing the alignment of governor visits with school priorities, allowing for more targeted monitoring of progress against performance targets.

Overall School Performance: **Very Good**

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

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

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

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good 	Very Good 	Very Good 	Very Good
Assessment	Very Good 	Very Good 	Very Good 	Very Good

PS4: Curriculum

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

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding 	Outstanding 	Outstanding 	Outstanding
Care and support	Very Good	Very Good	Very Good	Very Good

PS6: Leadership and Management

The effectiveness of leadership	Very Good 
School self-evaluation and improvement planning	Very Good 
Parents and the community	Very Good 
Governance	Very Good 
Management, staffing, facilities and resources	Very 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	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good

Findings:

- The school’s analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the large majority of students in phases 2, 3 and 4 attain levels that are above curriculum standards.
- The school has no external national or international assessments in grades 1 to 11. The results of the MoE national examination for Grade 12 for the AY2023/24 indicate that the majority of students attain levels above national standards.
- In lessons and their recent work, the majority of students in phases 2, 3 and 4 demonstrate levels of knowledge of Islamic principles, values, the Holy Qur’an, and Hadeeth that are above curriculum standards.
- Over the past three years, the school’s internal data indicates improvement in attainment in phases 2 and 3, with an improvement from Good in the AY2021/22 to Very Good in the past two academic years in Phase 2, and similar improvement from Good in the AY2021/22 and the AY2022/23 to Very good in the AY2023/24 in Phase 3. In Phase 4, data is only available for the past two years and indicates consistently Very Good attainment.
- The school’s analysis of internal assessment data at the end of the AY2023/24 indicates that the large majority of students in phases 2 and 3, and most students in Phase 4, make better than expected progress in relation to individual 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, 3 and 4 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal progress data for different groups of students in the AY2023/24 indicates

that boys, girls, Emirati students, and lower-attaining students make Very Good progress in phases 2 and 3, whereas higher attaining students, and students with additional learning needs, including students of determination, make Good progress, while gifted and talented students make Good progress in Phase 2 and Very Good progress in Phase 3. In Phase 4, girls, students with additional learning needs, including students of determination, and gifted and talented students make Outstanding progress, whereas boys and Emirati students make Very Good progress, while higher attaining students make Good progress, with no lower attaining students identified in the phase.

Next Steps:

1. Develop students' understanding of prescribed Surahs and Nobel Hadeeth and enhance their knowledge of the context in which they were revealed.
2. Improve Qur'an recitation skills including the application of Tajweed rules across all phases.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the majority of students in Phase 1 and the large majority of students in Phases 2, 3, and 4, attain levels that are above curriculum standards.
- The school has no external national or international assessments for Phase 1. In the AY2023/24 the Arabic Benchmark Test (ABT) results indicate that the majority of students in Phase 2 and the large majority of students in phases 3 and 4, attain levels that are above national standards. The results of the MoE national exam for Grade 12 in the AY2023/24 indicate that the majority of students attain levels above national standards.
- In lessons and their recent work, the majority of students in all phases attain levels that are above curriculum standards in listening, speaking, reading and writing.
- Over the past three years, the school's internal assessment data indicates that in Phase 1 students' attainment has been consistently Good. Data indicates an improvement in attainment in phases 2 and 3, with an improvement from Good in the AY2021/22 to Very Good in the past two academic years in Phase 2, and similar improvement from Good in the AY2021/22 and the AY2022/23 to Very good in the AY2023/24 in Phase 3. In Phase 4, data is only available for the past two years and indicates consistently Very Good attainment.
- The school's analysis of internal assessment data at the end of the AY2023/24 indicates that most students in Phase 1, and the large majority of students in phases 2, 3, and 4, make better than expected progress in relation to their starting point at the beginning of the academic year and against curriculum standards.
- In lessons and their recent work, the majority of students in all phases make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal progress data for different groups of students at the end of the AY2023/24 indicates that boys, girls, and Emirati students make Outstanding progress in Phase 1, whereas students with additional learning needs, including students of determination, make Good progress. In phases 2 and 3, boys, girls, and Emirati students make Very Good progress, whereas lower-attaining students and gifted and

talented students make Outstanding progress, while higher-attaining students and students with additional learning needs, including students of determination, make Good progress. In Phase 4, girls, students with additional learning needs, including students of determination, and gifted and talented students make Outstanding progress, whereas Emirati students make Very Good progress and higher-attaining students make Good progress. There is no progress data analysis for higher-attaining students and gifted and talented students in Phase 1, and for lower-attaining students in Phases 1 and 4.

Next Steps:

1. Develop students' reading fluency and pronunciation in Phase 1.
2. Improve higher order reading comprehension skills in Phase 4.
3. Develop writing skills to enable students to organize their thoughts in coherent, well-structured pieces of writing.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phase 3 attain levels that are above expectations.
- The school has no external national or international assessments for Arabic as a Second Language.
- In lessons and their recent work, the large majority of students in Phase 3 attained above the curriculum standards.
- Over the past two years, the school's internal assessment data indicates consistent Outstanding attainment in Phase 3.
- The school's analysis of internal assessment data at the end of the AY2023/24 data indicates that the large majority of students in Phase 3 make better than expected progress in relation to their starting points at the beginning of the academic year, and against curriculum standards.
- In lessons and their recent work, the large majority of students in Phase 3 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal progress data for different groups of students for the AY2023/24 indicates that in Phase 3, boys, and students with additional learning needs, including students of determination, make Outstanding progress, while girls make good progress. There is no progress data for other groups of students.

Next Steps:

1. Provide more opportunities to practice conversational skills to develop fluency.
2. Enhance students' ability to use the correct pronunciation of words.
3. Improve writing skills while ensuring the correct grammar, spelling and sentence construction are used.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the large majority of students in phases 2 and 3 attain levels that are above curriculum standards.
- There are no external, national, or international social studies assessments.
- In lessons and their recent work, the majority of students in phases 2 and 3 demonstrate knowledge, skills and understanding that are above MoE curriculum standards.
- Over the past three years, the school's internal assessment data indicates that students' attainment in phases 2 and 3 has improved from Good in the AY2021/22 to Very Good for the last two academic years.
- The school's analysis of internal assessment data at the end of the AY2023/24 indicates that the large majority of students in phases 2 and 3 make better than expected progress in relation to their starting points at the beginning of the year, and against the curriculum standards.
- In lessons and their 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, girls, Emirati students, and lower-attaining students make Very Good progress in phases 2 and 3, while higher-attaining students make Good progress in both phases. Students with additional learning needs, including students of determination, make Very Good progress in Phase 2 and Good progress in Phase 3, whereas gifted and talented students make Outstanding progress in both phases.

Next Steps:

1. Implement structured opportunities for application of knowledge in Phase 2 to foster independent learning.
2. Enhance critical thinking and analysis skills in Phase 3 to deepen students' ability to evaluate and connect concepts.

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	Good	Good	Very Good
	Progress	Very Good ↑	Very Good ↑	Good	Very Good

Findings:

- The school’s analysis of internal assessment data for the AY2023/24 measured against the English National Curriculum standards, indicates that the majority of students in phases 1 and 4, and the large majority of students in phases 2 and 3 attain levels that are above curriculum standards.
- The school has no national or international assessments for Phase 1 students. In the AY2023/24, the GL-PTE results indicate that the large majority of students in phases 2 and 3 attain levels above international standards. In PIRLS 2021, Year 5 students scored within the intermediate international benchmark range. In PISA 2022, 15-year-old students scored below the international average and the school target of 450 with an actual score of 414.5 in reading literacy.
- In lessons and their recent work, the majority of students in phases 1, 2 and 3, and the large majority in Phase 4 demonstrate listening, speaking, reading and writing skills that are above curriculum standards. In Phase 1, students are taught correct letter formation and are encouraged to write words and short sentences. In Phase 2, students listen and respond well, and they read and analyze passages from texts. However, students’ writing requires further development in grammar and punctuation skills. In Phase 3, students are less confident in applying literacy skills, particularly writing, including handwriting which is not well-developed. In Phase 4, students are articulate, and they analyze texts well, demonstrating depth and breadth of understanding.
- Over the past three years, internal assessment data indicates that attainment has been consistently Good in phases 1 and over the past two years in Phase 4. In phases 2 and 3, attainment has improved from Good in the AY2021/22 and the AY2022/23 to Very Good in the AY2023/24. Trends in GL-PTE indicate an upward trend in phases 2 and 3, with students' attainment continuously improving from Acceptable in the AY2021/22 to Good in the AY2022/23 to Very Good in the AY2023/24.
- The school’s analysis of internal assessment data at the end of the AY2023/24 indicates that most students in Phase 1, the large majority of students in phases 2 and 3, and the majority of students in Phase 4 make better than expected progress in relation to their starting points at the beginning of the academic year, and against curriculum standards. GL-PTE data indicates that most students in Phase 2 and the majority in Phase 3 make better than expected progress.

- In lessons and their recent work, the large majority of students in phases 1, 2, and 4, and a majority of students in Phase 3 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of internal data for groups of students for the AY2023/24, indicates that boys, girls, and Emirati students make Outstanding progress in Phase 1, while students with additional learning needs, including students of determination, make Good progress. In phases 2 and 3, boys, girls, and Emirati students make Very Good progress, whereas lower attaining students and gifted and talented students make Outstanding progress, while higher attaining students make Good progress. Students with additional learning needs, including students of determination, make Good progress in Phase 2 and Acceptable progress in Phase 3. In Phase 4, boys, higher attaining and gifted and talented students make Outstanding progress, whereas girls and Emirati students make Acceptable progress. There is no analysis of progress data for lower and higher attaining students and gifted and talented students in Phase 1, and for lower attaining students and students with additional learning needs in Phase 4.

Next Steps:

1. Enhance students' writing skills, particularly grammar, punctuation, and handwriting, in Phases 2 and 3.
2. Implement differentiated strategies to challenge higher-attaining students in Phases 2 and 3, and to improve progress for girls and Emirati students in Phase 4.

Mathematics

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

Number and quantity and their use

Space and shape

Change relationship, algebra and trigonometry

Uncertainty, chance, data and data display

Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school’s analysis of internal assessment data at the end of AY2023/24, measured against the National Curriculum for England standards for Mathematics indicates that the majority of students in phases 1 and 4 and the large majority in phases 2 and 3, attain levels above curriculum standards.
- The school has no national or international assessments for Phase 1 students. In the AY2023/24, the GL-PTM results indicate that the large majority of students in phases 2 and 3 attain levels that are above international standards. In PISA 2022, 15-year-old students did not meet the school target of 450 or the international average with an actual score of 427. TIMSS 2023 results indicate that in years 5 and 9 students exceeded the target. Year 5 scored 497.96 compared to a target of 451, while Year 9 scored 463.6 compared to a target of 450.
- In lessons and their recent work, the majority of students in phases 1 and 4, and a large majority of students in phases 2 and 3 demonstrate levels of mathematical knowledge, skills and understanding above curriculum standards. In Phase 1, students develop recognition of 2-dimensional figures and spatial reasoning. In Phase 2, students develop mental recall and application of addition, subtraction, and multiplication facts in problem solving. In Phase 3, when students engage in higher-order thinking through question formulation and collaborative discussions. Occasional integration of technology in phases 2 and 3 supports the development of mathematical strategies to solve problems. In Phase 4, students demonstrate proficiency in applying mathematical formulas to solve problems.
- Over the past three years, internal data indicates that attainment has been consistently Good in Phase 1, and similarly over the past two year in Phase 4, while attainment has improved in phases 2 and 3 from Good in the AY2021/22 and the AY2022/23 to Very Good in the AY2023/24. GL-PTM data indicates that students' attainment has improved from Good in the AY2021/22 and the AY2022/23 to Very Good in the AY2023/24 in phases 2 and 3.
- The school’s analysis of internal data at the end of the AY2023/24 indicates that most students in Phase 1, a large majority of students in phases 2 and 3, and a majority of students in Phase 3, make better than expected progress in relation to their individual starting points at the beginning of the academic year, and against curriculum standards. GL-PTM data indicates that the large majority of students in phases 2 and 3 make better than expected progress.

- In lessons and their recent work, the large majority of students across all phases make better than expected progress in relation to the learning objectives aligned with curriculum standards.
- The school's analysis of internal data for groups of students in the AY2023/24 indicates that boys, girls, and Emirati students make Outstanding progress in Phase 1, while students with additional learning needs, including students of determination, make Good progress. In phases 2 and 3, boys, girls, and Emirati students make Very Good progress, whereas lower attaining and gifted and talented students make Outstanding progress, and higher attaining students make Good progress. While students with additional learning needs, including students of determination, make Very Good progress in Phase 2, they make Good progress in Phase 3. In Phase 4 all groups of students make Good progress. There is no analysis of progress data for lower and higher attaining students and gifted and talented students in Phase 1 and no data for gifted and talented students and students with additional learning needs in Phase 4.

Next Steps:

1. Provide further opportunities for students to take part in practical mathematical activities in Phase 2.
2. Extend the use of technology to support mathematical problem-solving in all phases.
3. Provide appropriate support to improve progress for students with additional learning needs in Phase 3 and ensure consistent progress for all student groups in Phase 4.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

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

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 measured against the National Curriculum for England standards, indicates that the majority of students in Phase 1 and the large majority of students in phases 2 and 3, attain above curriculum standards in General Science. In Phase 3, the majority of students attain above curriculum standards in physics, chemistry, and biology. In Phase 4, the large majority of students attain above curriculum standards in physics, and the majority of students attain above curriculum standards in chemistry.
- The school has no national or international assessments in science for students in Phase 1. In the AY2023/24, the GL-PTS results indicate that most students in Phase 2 and the large majority of students in Phase 3, attain above international standards. In PISA 2022, 15-year-old students did not meet the set target of 450 or the international average with a score of 415.9. TIMSS 2023 results indicate that in Year 5 students exceeded the set target of 450 with a score of 496.21, while Year 9 students did not meet the set target of 450 and scored 448.03.
- In lessons and their recent work, a majority of students in phases 1 and 3, and the large majority of students in phases 2 and 4, demonstrate levels of scientific knowledge, skills, and understanding that are above curriculum standards. In Phase 1, students develop foundational inquiry skills through exploration and application of the scientific method, including observation and prediction. In phases 2 and 3, students demonstrate a growing ability to formulate and test hypotheses, indicating development in experimental design, however, practical work is hindered due to overly large group sizes, which inhibit active learning. In Phase 4, scientific process skills are embedded, although the writing of scientific reports is underdeveloped.
- Over the past three years, internal assessment data indicates that in Phase 1 attainment has remained consistently Good. In Phase 2, attainment has improved from Good in the AY2021/22 to Very Good in the AY2022/23 and the AY2023/24. Attainment in General Science in Phase 3 has improved from Good in the AY2021/22 and the AY2022/23 to Very Good in the AY2023/24. Whereas in physics and biology, attainment has fluctuated, regressing from Good in the AY2021/22 to Acceptable in the AY2022/23, and improving back to Good in the AY2023/24. Attainment in chemistry in Phase 3 has been consistently Good over the past three years. There are only two years of attainment data for Phase 4, during which physics attainment has

improved from Good in the AY2022/23 to Very Good in the AY2023/24, while Chemistry attainment has remained consistently Good in the two years. Trends in GL-PTS indicate that students' attainment has improved in Phase 2 from Acceptable in the AY2021/22 to Very Good in the AY2022/23 and to Outstanding in the AY2023/24, and from Acceptable in the AY2021/22 to Very Good in the past two academic years in Phase 3.

- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in phases 1 and 2, and the large majority of students in Phase 3 make better than expected progress in General Science. Most students make the expected progress in physics, while most students make better-expected progress in chemistry, whereas the majority of students make better-than-expected progress in biology in Phase 3. In Phase 4, most students make the expected progress in physics and chemistry in relation to their individual starting points at the beginning of the academic year, and against curriculum standards. The results of the GL-PTS assessments for the AY2023/24 indicate that most students in Phase 2 make the expected progress, while the majority of students in Phase 3 make better than expected progress.
- In lessons and their recent work, the large majority of students across all phases make better than expected progress in relation to the learning objectives aligned with the expected curriculum standards.
- The school's analysis of internal assessment data for groups of students for the AY2023/24 indicates that boys, girls, and Emirati students make Outstanding progress in Phase 1, while students with additional learning needs, including students of determination, make Very Good progress. In Phase 2, boys, girls, and gifted and talented students make Outstanding progress, while Emirati students, lower-attaining students, and students with additional learning needs, including students of determination, make Very Good progress, whereas higher-attaining students make Good progress. In Phase 3, boys and lower-attaining students make Very Good progress, whereas girls, Emirati students, higher-attaining students, and students with additional learning needs, including students of determination, make Good progress, while gifted and talented students make Outstanding progress in General Science. In Phase 3 physics, boys, girls, and Emirati students make Acceptable progress, while lower and higher-attaining students make Good progress. In chemistry, girls and gifted and talented students make Outstanding progress, whereas Emirati students make Very Good progress, while lower and higher-attaining students make Good progress. In biology, girls, lower attaining and gifted and talented students make Outstanding progress, while higher attaining students make Good progress, and boys make Acceptable progress. In Phase 4 Physics, girls and Emirati students make Acceptable progress, while lower-attaining students make Outstanding progress and higher-attaining students make Very Good progress. In chemistry, girls, Emirati students, lower-attaining and gifted and talented students make Acceptable progress, whereas boys and higher-attaining students make Good progress.

Next Steps:

1. Ensure that group sizes are conducive to enable all learners to be active participants in practical science lessons.
2. Support the incremental development of scientific writing through systematically building the skills for independent recording in all phases.
3. Provide more opportunities for students to develop independent skills when conducting scientific inquiry in Phase 3.

Learning Skills

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

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

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

Findings:

- Students have a genuine interest and are motivated and engaged in their learning, although Phase 3 students occasionally require additional prompts to remain focused. Students across phases demonstrate ownership and responsibility for their learning, and this is particularly evident in phases 2 and 4. The effective pedagogical approaches used in Phase 1 enable students to work independently at an age-appropriate level. Students take an increasing responsibility to work productively on their own and to select resources independently to support their work. Systems in place to allow students to know what they need to do to improve.
- Students interact and collaborate on joint projects to reach common goals in most subjects. They are well aware of the benefits that group work produces and contribute ideas while supporting and listening to their peers. The school's 5Cs approach has enabled students to focus more explicitly on developing the skills of communication, curiosity, creativity, critical thinking, and collaboration.
- Students make regular meaningful connections between the different areas of learning. They also demonstrate an understanding of the connections between their learning and the real world. This is particularly evident in science lessons and in students' understanding of the connection between physical education and the benefits to their health and well-being. Financial literacy lessons bring mathematical learning to real life in addition to preparing students to understand and manage their finances.
- Students demonstrate the ability to effectively utilize technology to support their learning when given the opportunity. In Phase 4, students use their personal devices for research and inquiry, while Phase 1 students skillfully use technology for documenting and reflecting on their learning. While the introduction of the Critical Thinking Loop and Philosophy for Children (P4C) initiatives provides valuable opportunities for developing critical thinking and problem-solving skills, the consistent incorporation of innovation, problem-solving, and critical thinking across all phases remains an area for further development.

Next Steps:

1. Develop and implement focused strategies to improve students' engagement in Phase 3, minimizing the need for prompts.
2. Develop consistency in the development of innovation, inquiry and critical thinking skills.
3. Expand the consistent integration of technology across all phases to enhance independent research and inquiry skills.

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

Personal Development

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

Findings:

- Students in all phases have positive and responsible attitudes towards learning and they seek and respond very well to constructive feedback and instructions from teachers. In all phases, students are self-reliant, require little direct direction from teachers, and take pride in their accomplishments.
- Students are self-disciplined and interact positively with their peers in classes and around the school. Students are supportive of each other in class and at break times, which contributes to a positive learning environment. Phase 4 students display high levels of self-control and resolve differences on their own while upholding the school values. Bullying is very rare at the school.
- Relationships amongst students and staff are respectful and considerate, with students naturally helping each other out. They regularly contribute to school teams, activities, and initiatives, including volunteering to be peer mentors and reading ambassadors to younger students.
- Students demonstrate a secure age-appropriate understanding of safety and healthy living. They usually make wise choices about keeping safe, particularly in less structured environments, such as at break times. However, there are instances where students do not adhere to healthy food choices. Students participate in activities that promote fitness and health, including gymnastics, jiu-jitsu, football, and basketball.
- Students' overall attendance is very good at 96%, although Phase 1 attendance is lower than the rest of the school. Students arrive at school and for lessons on time. Students are aware of the importance of good attendance, recognizing the link between their attendance and academic achievement.

Next Steps:

1. Implement strategies to enhance student attendance rates within Phase 1.
2. Strengthen the monitoring of student lunch provisions and reinforce the promotion of healthy nutritional choices.
3. Enhance student conflict resolution skills, particularly in phases 1 and 2.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students across all phases demonstrate a secure understanding and appreciation of Islamic values, recognizing their relevance in daily life and actively demonstrating their commitment through participation in Holy Qur'an memorization competitions, and Islamic celebrations such as Ramadan and Isra and Mi'raj.
- Students actively engage in a range of cultural activities that highlight the significance of Emirati culture. They participate in meaningful discussions in lessons and contribute to displays around the school, showcasing their knowledge of UAE heritage through project work and artifact creation. Students consistently display respect for national symbols, including the National Anthem and UAE flag, and participate in initiatives that reinforce national identity, such as the "My Nation, My Identity" competition.
- Students demonstrate a strong understanding, awareness, and appreciation of their own and other world cultures, actively seeking opportunities to interact with peers from diverse backgrounds within the school and local community. They enthusiastically share their own cultural traditions, fostering a rich and inclusive environment. However, students in phases 1 and 2 have a comparatively less developed understanding of global cultures.

Next Steps:

1. Expand students' knowledge of world cultures, particularly in phases 1 and 2.

Social responsibility and innovation skills

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

Findings:

- Students across all phases demonstrate a secure sense of responsibility towards their school and wider community, actively contributing to school life and engaging in initiatives that benefit others. Older students serve as positive role models for younger peers, while phase 3 and 4 students exhibit a well-developed sense of civic responsibility through participation in community service and charitable activities. Students engage in activities that positively impact both the school and wider communities, organizing and participating in volunteer initiatives that foster empathy, generosity, and social responsibility.
- Students demonstrate a very positive work ethic and engage effectively in project-based learning, particularly when given opportunities for self-management and decision-making. This is most evident in Phase 4, where students have successfully developed small-scale businesses, demonstrating entrepreneurial skills. Across all phases, students demonstrate resourcefulness, innovation, and creativity, taking initiative in managing projects and making reasoned decisions. However, further development of innovation and creativity is needed in Phases 2 and 3.
- Environment responsibility and conservation themes are incorporated into the curriculum, which ensures students understand sustainability and the importance of caring for their local environment. Students participate in projects to improve the school environment, including recycling and planting trees. Students actively contribute to improving the school environment through various projects, demonstrating a strong commitment to sustainability and conservation.

Next Steps:

1. Enable students to initiate and take responsibility for social initiatives.
2. Expand partnerships with local and international organizations to provide more opportunities for volunteer work and community engagement.
3. Enhance innovation and creativity in lessons, particularly in phases 2 and 3.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Teachers have secure subject knowledge and a clear understanding of how their students learn best in their respective subjects and phases. This is particularly evident in Phase 1, where teachers plan engaging, play-based learning activities, incorporating movement and exploration to reinforce learning.
- Teachers plan a variety of appealing and purposeful lessons that are aligned to the curriculum. Classroom displays, including useful vocabulary, are used by students to prompt and support their learning. Teachers maintain a steady teaching and learning pace, ensuring time is not wasted. A range of teacher-made and procured resources aid learning; however, technology and digital resources are not consistently used in lessons.
- Teachers consistently foster a positive and engaging learning environment through their interactions and dialogue with students, effectively motivating them to learn. Teachers utilize questioning techniques to encourage higher-level thinking and critical responses, promoting thoughtful discussions and reflection, particularly in phases 2 and 4, and most prominently in Arabic, science, and mathematics.
- Teachers are aware that students have different learning needs. They use and adapt a range of highly effective teaching strategies to meet these needs, including group work and personalized support, most evident in mathematics and science. Teachers regularly strive to provide appropriate levels of challenge and support, aiming to ensure successful learning for all students. In a few lessons however, the level of challenge is less appropriate for higher attaining students and the gifted and talented.
- Teachers purposefully develop students' independent learning skills, particularly in Phases 1 and 4, empowering them to take ownership of their learning journey. They also actively develop critical thinking, problem-solving, and innovation skills, fostering a well-rounded educational experience. There is however room to provide students with larger scope to develop their own approaches to learning and to think for themselves, particularly in phases 2 and 3.

Next Steps:

1. Integrate technology and digital resources more consistently across all phases to enhance the development of critical thinking, problem-solving and innovation.
2. Implement targeted strategies to ensure consistently appropriate levels of challenge for higher-attaining and gifted and talented students in all lessons.
3. Provide structured opportunities for students in phases 2 and 3 to develop independent learning and problem-solving skills.

Assessment

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

Findings:

- The school's internal assessment processes are coherent and consistent, well-linked to the curriculum standards. They systematically evaluate students' learning and progress throughout the academic year, ensuring consistency and alignment with curriculum standards. Regular moderation of internal processes ensures that the school has valid, reliable and comprehensive data that measures students' attainment and progress. The school uses a range of formative and summative assessments throughout each term. Personal and social development is measured through student voice surveys, and student leadership team meetings. In Phase 1, informed observations against the framework are very effective.
- The school has rigorous and effective processes for benchmarking student performance against both national and international expectations, including Ministry of Education Assessments, and ABT to identify reading, writing, speaking and listening attainment in Arabic-medium subjects. The International General Certificate of Education (IGCSE) is administered for Year 11 students and International Advanced Level for Year 12 and 13 students. Cognitive Ability Testing (CAT4), Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS) and Program for International Student Assessment (PISA) are also implemented.
- The school demonstrates a systematic approach to assessment data analysis, effectively monitoring student progress across all phases. This comprehensive process involves teachers and leaders at all levels, enabling the identification of attainment trends, individual progress, and areas for improvement at both individual and cohort levels. Data is tracked over time, and termly pupil progress meetings facilitate reviews, ensuring consistent monitoring throughout the school. Detailed analysis of benchmark assessment results enables the school to identify varying levels of performance and skill development, informing the implementation of targeted strategies and initiatives to enhance academic achievement.
- Teachers and school leaders very effectively use assessment information to inform teaching strategies and curriculum development, ensuring that lessons are tailored to meet the learning needs of all student groups and enhance their progress. The consistent application of this data-driven approach elevates student attainment and progress.
- Teachers are well aware of individual student strengths and weaknesses through effective tracking systems. They use formative assessment to guide and challenge students' thinking to move their learning forward. Marking of students' work is personalized, providing useful feedback and challenge. Students are involved in assessing what went well and determining next steps for themselves or in collaboration with peers. This is mostly evident in Phase 3, yet less consistent in the other phases.

Next Steps:

1. Ensure data is used more consistently when planning lessons to personalize learning and further increase achievement for all students, especially the higher-attaining and gifted and talented students.
2. Continue to embed strategies that improve student attainment against international benchmarks.
3. Ensure the marking of student work is consistently personalized, providing next steps and involving students in identifying what they need to do in order to make further progress.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Early Years Foundation Stage curriculum in Phase 1 and the National Curriculum for England in phases 2, 3, and 4. The Ministry of Education (MoE) curriculum is adopted for the Arabic-medium subjects, ensuring the curriculum has a clear rationale and is broad and balanced, supporting students in their acquisition of knowledge, skills and understanding. Students in Phase 1 have myriads of opportunities to engage in active, play-based learning to support their curiosity and interest. The curriculum in all phases follows the school's authorized curriculum and the national statutory requirements.
- The curriculum is effectively organized enabling a seamless progression across the phases. Providing smooth transitions between the phases has been a focus of leaders to ensure that students are very well prepared for the next stage of their education. The programs within the curriculum are planned so that the sequence and timing of the content maintains most students' interest. The curriculum meets the needs of almost all groups of students, although gifted and talented and the higher attaining students are not always appropriately challenged.
- While the recent introduction of Phase 4 and its current smaller student cohort necessitates a focused selection of curricular choices, students in Year 9 are provided with IGCSE options, and plans are in place to progressively expand these offerings year-on-year, ensuring a wider range of opportunities to develop talents, interests, and aspirations as the phase grows.
- Meaningful cross-curricular links and skills are carefully planned and integrated into the curriculum, enhancing students' transfer of learning between subjects. While these links are identified in lesson plans, they are not consistently explicitly highlighted within lessons, leading to few instances where students may not fully recognize the potential for interdisciplinary application.
- Core curriculum working groups of staff meet weekly to review the sequencing of the curriculum units being taught where gaps in learning are identified and immediately addressed. Additionally, the curriculum is reviewed each half term to identify strengths and areas for development, and to ensure effective preparation for external and international assessments. At the end of the academic year, an annual full review of the curriculum takes place to confirm the academic and personal developmental needs of all students are met.

Next Steps:

1. Implement differentiated curriculum planning to ensure higher-attaining and gifted and talented students are consistently challenged across all phases.
2. Accelerate the expansion of curricular choices in Phase 4 to align with the growing student cohort and provide a wider range of opportunities for students to pursue their interests and aspirations.
3. Consistently highlight cross-curricular links within lessons, ensuring students recognize and apply interdisciplinary connections.

Curriculum adaptation

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

Findings:

- The curriculum is very effectively planned and adapted to meet the diverse needs of students in the school. The school has adapted the scheduling of all core subjects to deepen learning and better prepare students for future learning as they progress throughout the school. Adjustments are regularly made based on performance in lessons and internal assessments as well as national and international standardized tests. To bridge the gap between Phase 1 and Phase 2, the school has developed a bridging curriculum to ensure a smooth transition.
- The programs within the curriculum have been designed to maintain students' interests and curiosity. Students have the opportunity to engage in activities that promote enterprise, innovation and creativity, supported by enterprise ambassadors, and celebrated through the young enterprise award. This is most evident in phases 1 and 4. In Phase 1, innovation and creativity are naturally embedded in the pedagogical approaches, while in Phase 4, the teaching of financial literacy, in addition to the opportunity to run a market where students produce and sell their own goods, builds on earlier skills. However, apart from in Phase 1, activities are often in the form of standalone events, rather than being embedded across all curriculum areas. Additionally, there is a broad range of extra-curricular activities that cater for the wide interests of students.
- The school's commitment to reflecting the heritage, traditions, and values of the UAE, making meaningful connections to UAE society, is very evident within the curriculum. Cultural links are incorporated into all lessons whenever possible to ensure that students learn in a way that is relevant to their environment and context. Thematic planning ensures that students develop a strong sense of belonging and respect for the heritage of the UAE for all students.

Next Steps:

1. Embed additional opportunities within the curriculum for students to engage in enterprise, innovation, and creativity in phases 2, 3, and 4.
2. Enhance curriculum differentiation to further personalize learning experiences for all students, ensuring that individual needs and interests are consistently addressed.
3. Strengthen the explicit integration of Emirati cultural links within lessons and extra-curricular activities across all phases, ensuring students consistently connect learning to their cultural context.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school maintains robust safeguarding and child protection policies that are clear, accessible, and fully understood by staff, students, and parents. Multiple reporting channels are available to facilitate the raising of concerns. Comprehensive safeguarding training is provided to all staff prior to student contact, and opportunities are offered to student leaders and parents for Level 1 Safeguarding certification. Rigorous measures are in place to protect students from all forms of abuse and bullying, including cyberbullying. To enhance peer support, student leaders have participated in external mental health first aid training. The safeguarding team conducts regular meetings and engages in rigorous self-evaluation, striving to achieve exemplary safeguarding practices.
- Effective policies and procedures are in place to ensure that the school is consistently safe, hygienic and secure for all students and staff, as this is a priority in the school. These policies and procedures are regularly reviewed, and staff receive updates as necessary throughout the year to brief them on any changes, in addition to robust health and safety training during the annual induction. Staff demonstrate a comprehensive understanding of their health and safety responsibilities, actively contributing to a safe school environment. Their commitment extends beyond core roles, with many staff members, including cleaning personnel, participating in student arrival and dismissal monitoring to ensure safe student movement. Students are stringently supervised and consistently report that they feel safe in school. All arrangements to ensure student safety are attended to, and all precautions observed in specialty rooms, such as the design and technology room.
- The school buildings and equipment are maintained and in excellent condition. The premises are regularly monitored, and any issues are promptly addressed. There are QR codes available throughout the school to report any maintenance or cleanliness concerns, and details of concerns received, as well as the actions taken to address them are documented. Comprehensive records are kept of all risk assessments, licenses, compliance visits and recommendations, health and safety checks, third party maintenance reports, repairs, and all evacuation procedures. Medical staff are vigilant in their care of students, maintaining accurate records of all student injuries and illnesses and ensuring prompt communication with parents when care is provided. Medicine is appropriately stored and documented, and all medical records are kept in locked files. There is clear and timely communication between the staff and nurses at all times.
- The school’s premises, facilities, and equipment provide an excellent physical environment that is well-suited to the needs of all students, including those with additional learning needs and students in Phase 1. Space in the school is used effectively and imaginatively to support all students, such as the inclusion hub and corridor for students with additional needs across all domains, the swimming pool, and in Phase 1. Outdoor play and sports facilities are well-maintained, accessible, and inviting, featuring ample shaded spaces for students and a variety of equipment. Students are kept safe while participating in a wide range of appealing, challenging, and motivating educational experiences. Currently there is an evacuation chair on the first floor,

but not on the second floor of the school.

- The school's promotion of safe and healthy living is successful and is evident in classrooms, common areas, and during assemblies and special activities. It permeates almost all aspects of school life, and many students across all phases can describe the components of a healthy lifestyle. Healthy food choices are available in the canteen, and students are encouraged to bring healthy food for lunch and snacks, aligned with the school's policy on the promotion of healthy choices, which is also shared with parents. Fresh water is available throughout the school and outdoor areas. There is a regular and broad program for physical education and sports to promote the value of physical activity. Equipment is provided during breaks to support students in engaging in active games and activities. Ample shade is provided outside to offer protection from the sun.

Next Steps:

1. Raise the profile of promoting safe and healthy living further so that it clearly influences all aspects of school life.
2. Ensure evacuation chairs are available on all floors of the school in the event of an emergency evacuation where the lifts cannot be used.

Care and support

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

Findings:

- Staff have very positive and purposeful relationships with all students, demonstrating a thorough understanding of their individual social, physical, emotional, and intellectual needs, as well as their family contexts, interests, and aspirations. Most teachers demonstrate a supportive rapport with students, characterized by mutual respect and consideration. Students report feeling safe and trusting in their teachers' care. Behavior management policies are clearly defined, and understood by students and staff, and almost all students regularly demonstrate exemplary behavior. Procedures are consistently implemented across the school, with few disruptions in Phase 3 classes, however, the school has proactively implemented a tutoring group to support the development of self-regulation skills. Parents receive comprehensive information about the school's expectations of behavior and the categories and consequences of misbehavior. Parents are promptly notified if there are any concerns with their child and are directly involved in resolving cases of recurring misbehavior.
- The school keeps accurate records of attendance and punctuality, using the iSAMs school management system. Effective and consistent systems are in place to manage attendance and punctuality, including timely follow-up for unauthorized absences and lateness. Regular analysis of attendance and punctuality data informs the ongoing enhancement of incentive and consequence strategies, aimed at promoting improved student attendance and punctuality. Notably, the school has observed a sustained improvement in attendance and a reduction in lateness over the past academic year. Parents are promptly notified of unexpected student absences and are regularly reminded of the importance of consistent attendance and punctuality.
- The school has rigorous systems to identify students with additional learning needs. Their needs are identified as early as possible, often when joining the school or soon after. The school has a team of inclusion specialists with adequate expertise to lead the identification process, and they provide professional development to teachers to support them in identifying additional needs. The team assists in assessing students referred by teachers. The school's entrance procedures are inclusive. The school has identified students who are gifted and talented and has implemented some strategies to meet their needs.
- The school's support for students with additional learning needs is comprehensive and personalized. The school facilities and resources include necessary modifications and provide for a diverse range of additional needs. The preferred approach is to provide the required support in the regular classroom, when possible. Some students receive individualized support, while others receive small group support in pull-out sessions. This is supplemented by in school support services (ISSS) from external agencies, including occupational and speech therapists and a psychologist. Individual Education Plans are focused, detailed and relevant, with actionable SMART goals. IEPs are reviewed and updated regularly and include parent input, as well as student input when appropriate. As a result, almost all students with additional learning needs make very good progress.
- The well-being and personal development of all students are closely monitored by classroom and specialist staff using reliable systems and communication across departments. Students have access to familiar and trusted staff members who provide well-informed advice and guidance about all matters of importance to students including their academic progress, health, and aspirations for further education and careers. Students are confident and comfortable that they can turn to many staff in the school should they have any issues of concern, and they believe they will receive confidential and effective support. The school is

proactive in providing personalized advice and guidance about career choices and higher education pathways aligned to personal aspirations. The school begins providing career awareness in Phase 2, increasing the focus as students move up the phases.

Next Steps:

1. Continue to identify students with behavioral concerns and provide appropriate strategies to support them.
2. Ensure that all students have their additional needs met, including in the Arabic medium subjects.
3. Provide more consistent and focused challenges for higher attaining students and students who are gifted and/or talented to meet their individual needs.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good 

Findings:

- The executive leadership team, composed of the executive principal, vice principal, the head of primary, secondary, and the executive head of inclusion, is very well supported by senior leaders and a group of middle leaders, who lead the different subject areas. Leaders at all levels set a very clear strategic direction. They are committed to UAE priorities and to inclusion, which is shared by the whole school community and is evident in the school. National Identity is very effectively promoted, as are the UAE goals of tolerance and sustainability. The leadership team has been stable for several years, allowing the executive leadership to build succession planning and thus a constancy of strategic direction.
- Senior leaders demonstrate a thorough understanding of the curriculum and best practices in teaching and learning. However, this practice is not yet fully embedded among the middle leaders. Senior leaders are developing the practice of the middle leaders but realize that further development is required. There is a strong culture of sharing best practices and providing bespoke and targeted professional development for both teachers and leaders, thus building the school's capacity for growth and creating a positive learning culture. The highly effective procedures and processes relating to internal assessments ensure that teachers have detailed information about the strengths and weaknesses of their students. Consequently, student outcomes are improving, particularly in phases 1, 2, and 4.
- The relationships within the school are consistently professional and friendly. Leadership is distributed and leaders are promoted within the school community, supporting shared accountability, succession planning, and consistency. Leaders at all levels, embark on leadership programs to support their work. Very high morale is evident throughout the school.
- The executive principal and his team know what the school's improvement priorities are. They work with middle leaders to enhance their skills in identifying best practices in terms of the quality of teaching, learning, and assessment. The skilled leaders provide coaching and training for teachers to further improve their practice, particularly those who are new to teaching or to the school. The high number of new admissions to the school in the current academic year has resulted in a larger number of new teachers being recruited. However, leaders have been very effective in anticipating this and working with the new teachers to ensure that the quality of teaching is consistently high. Leaders demonstrate a strong capacity to improve the school further.
- Since the previous inspection, leaders have developed and improved the school through well-thought-out actions. Collective accountability has ensured that school performance is rising. Leaders ensure that the school is fully compliant with all statutory and regulatory requirements. The strong, competent, and skilled leadership has allowed the school to flourish, despite growing by a third in the current academic year.

Next Steps:

1. Strengthen the development of middle leaders' understanding and implementation of curriculum and best teaching practices through targeted training and mentoring.
2. Continue to refine and expand coaching and training programs for new teachers, ensuring consistent high-quality teaching amidst increasing staff numbers.
3. Expand opportunities for middle leaders to actively participate in strategic planning and school improvement initiatives, fostering greater shared accountability.

School self-evaluation and improvement planning

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

Findings:

- The senior leadership team involves all stakeholders in a systematic and rigorous process of self-evaluation against the criteria in the UAE inspection framework, using internal and external data. Middle leaders are developing their understanding of the framework's requirements and have been involved in writing department SEFs, using the appropriate framework language. As a result, most leaders accurately understand the school's strengths and areas for improvement.
- The school implements an effective and systematic process for monitoring teaching and learning, conducted by both senior and middle leaders. New teachers receive additional monitoring and support to facilitate their induction. Formal observations, aligned with the UAE inspection framework and focused on student outcomes, are followed by highly constructive and detailed feedback, highlighting strengths and areas for development. Progress on identified areas is monitored in subsequent observations. In addition to formal lesson observations, leaders conduct learning walks, review student work, and examine teacher planning to ensure adherence to school policies regarding presentation, feedback, and marking.
- The school's development plan (SDP), informed by the school self-evaluation, accurately identifies key areas for improvement and outlines coherent initiatives. While departmental action plans support the SDP, there is an opportunity to strengthen these plans by ensuring targets are consistently SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) and more directly linked to measurable student outcomes.
- The school has addressed most of the recommendations from the previous report and has been successful in improving the specific areas of focus, including student behavior, health and safety, attendance, and student performance.

Next Steps:

1. Improve the engagement of stakeholders in the development of the school development plan, ensuring the inclusion of diverse perspectives from parents, staff, and students.
2. Strengthen departmental action plans by ensuring all targets are SMART and clearly demonstrate direct links to measurable student outcomes.
3. Develop and implement a formal process for regularly reviewing and updating the School Development Plan (SDP) to ensure continuous alignment with evolving school needs and priorities.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good 

Findings:

- The school successfully involves parents in their children's learning and in school life by providing regular opportunities for parents to engage in social events and in celebrations such as National Day celebrations, including information workshops, and the planning of key events. The parents' group regularly meets with the principal to discuss and share their views, in addition to views being regularly sought informally and formally through parent surveys. Parents are actively involved in the social side of school life and take an active interest in all aspects of their children's education.
- The school uses a variety of approaches to communicate with parents and to keep them well informed, including social media and in-person meetings. Parents receive regular updates regarding strategic decisions, key school development decisions, and upcoming events. Parents have access to information on their children's achievements and progress, and they are provided with reminders, informed about homework, and weekly lessons in core subjects. Parents have the opportunity to communicate directly with the class teacher. Additionally, the school publishes a weekly news bulletin celebrating student achievements and events.
- Parents receive formal written reports three times per year. The baseline assessment results from the start of the academic year are also reported to parents. Reports provide written comments on every subject, details of learning skills and attendance levels, and include assessment data identifying a student's current working level, and their expected and aspirational targets. Written commentary from teachers explains the targets and improvements to be made. In Phase 1, reports also include information on personal and social development. Reports are written in Arabic where appropriate.
- The school makes regular social contributions to the local and international communities. Partnerships have been formed with local groups, including the Red Crescent, and with other local schools. Students would benefit from a wider range of meaningful partnerships with local, national, and international communities to support learning, development, and social awareness.

Next Steps:

1. Provide information on students' personal and social development in reports to parents, particularly in Phase 2.
2. Ensure the school consistently engages in social contributions that benefit students and the community.
3. Expand the range of community, national, and international partnerships that support students' learning and development.

Performance Indicator	Quality judgement
Governance	Very Good 

Findings:

- Governance comprises of two layers, the strategic layer and the parental layer, with very effective liaison between the two. The recent initiative involving parent governor collaboration with senior leadership in performance standard reviews, including school visits, has enhanced the governing board's understanding of school operations. The strategic layer, consisting of the owner's representative, school leadership, and community representation, demonstrates an opportunity for further development in scope and depth of knowledge. While parent feedback is actively sought through surveys and meetings, the establishment of a formal, confidential channel for raising concerns would further enhance parent engagement. Governors maintain a strong presence within the school, gaining in-depth knowledge through regular visits and participation in school celebrations.
- The board ensures accountability for the school's actions by monitoring the school's performance. During visits, governors attend classes, talk to students and staff, and conduct meetings with the executive principal and other leaders, holding them accountable for their decisions and actions. However, there is scope to link visits more closely with school priorities, allowing governors to ascertain progress against performance targets. The owner's representative holds the school accountable for its finances and ensures that the allocation of financial resources benefits the school and student outcomes.
- The owner's representative exerts a highly positive influence on the school in terms of leadership and direction. The board provides an objective view and ensures that the school is properly staffed and resourced to support the improvement in student outcomes. The board effectively ensures that all statutory requirements are met.

Next Steps:

1. Ensure that governor visits to the school are more closely aligned to school priorities and student outcomes.
2. Expand the representation on the board to ensure it is fully representative of the school community.
3. Establish a formal, confidential means by which parents can raise concerns to the governing board.

Management, staffing, facilities and resources

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

Findings:

- Almost all aspects of the daily management of the school are very effective and well-organized. Timetables are coherent and efficient, assuring the best use of staff expertise and space. Staff are organized and prepared for lessons and activities, ensuring little time is wasted during the school day. Staff and students are aware of school expectations and routines and respond appropriately and respectfully. Students are happy, confident, and purposeful and show courtesy and a willingness to help visitors when encountering them around the school. Information boards and displays are attractive, varied, and current, keeping the school community informed of events and developments at the school and providing several means for stakeholders to respond, such as QR codes and contact information for relevant staff. Involvement of all staff, including assistants, housekeeping staff, security, and administrative staff support very effective procedures and routines, such as arrival and dismissal of students. Very good liaison with parents streamlines the planning of all school activities and the handling of any incidents.
- The school is sufficiently staffed with appropriately qualified teachers who provide a high-quality curriculum for all students, including the provision of support from external agencies for those with additional learning needs, such as occupational and speech therapists and a psychologist. Teachers are complemented in their work by trained assistants. Teachers' experience, skills, interests, and strengths are used effectively to lead subject areas and to provide support and mentoring to recently appointed teachers. All staff are qualified for their roles and responsibilities and the school ensures they receive appropriate training and professional development that is aligned with the vision and priorities of the school and with the needs of the students. However, experienced staff would benefit from access to personalized training and development.
- The high-quality premises and facilities provide a safe, attractive, welcoming, and stimulating environment. There are clear connections to the UAE's heritage and culture visible throughout the corridors and common areas. The space and facilities are well suited to support the curricular and extra-curricular activities of the students. Classrooms and specialist rooms are appropriate sizes, clean, tidy, well-maintained and well-resourced for optimal learning. Fixtures, furniture, and space match educational and age-related needs and are of high quality and in very good condition. Staff have multiple and adequate workspaces, and students have a variety of varied spaces for socializing with each other. There are abundant storage and display boards, which are used well to highlight all subject areas, relevant health and safety information, school events, student leadership and work, the mission and vision of the school. The school is fully accessible to the needs of all.
- The school is very well equipped with all necessary and relevant resources, including practical materials and equipment, hands-on materials in phases 1 and 2, textbooks and technology such as Smartboards, computer labs, and some iPads. Resources are in good condition, are well-matched to the needs of students, and are readily accessible. Effective use is made of resources across the school, appropriate to the subject, however, the use of technology by students is not widely evident in lessons.

Next Steps:

1. Increase the use of technology by students to enhance and support their learning and self-assessment.
2. Extend opportunities for teachers to access personalized professional development opportunities.
3. Continue to ensure that up-to-date resources are made available to support new initiatives and programs.

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