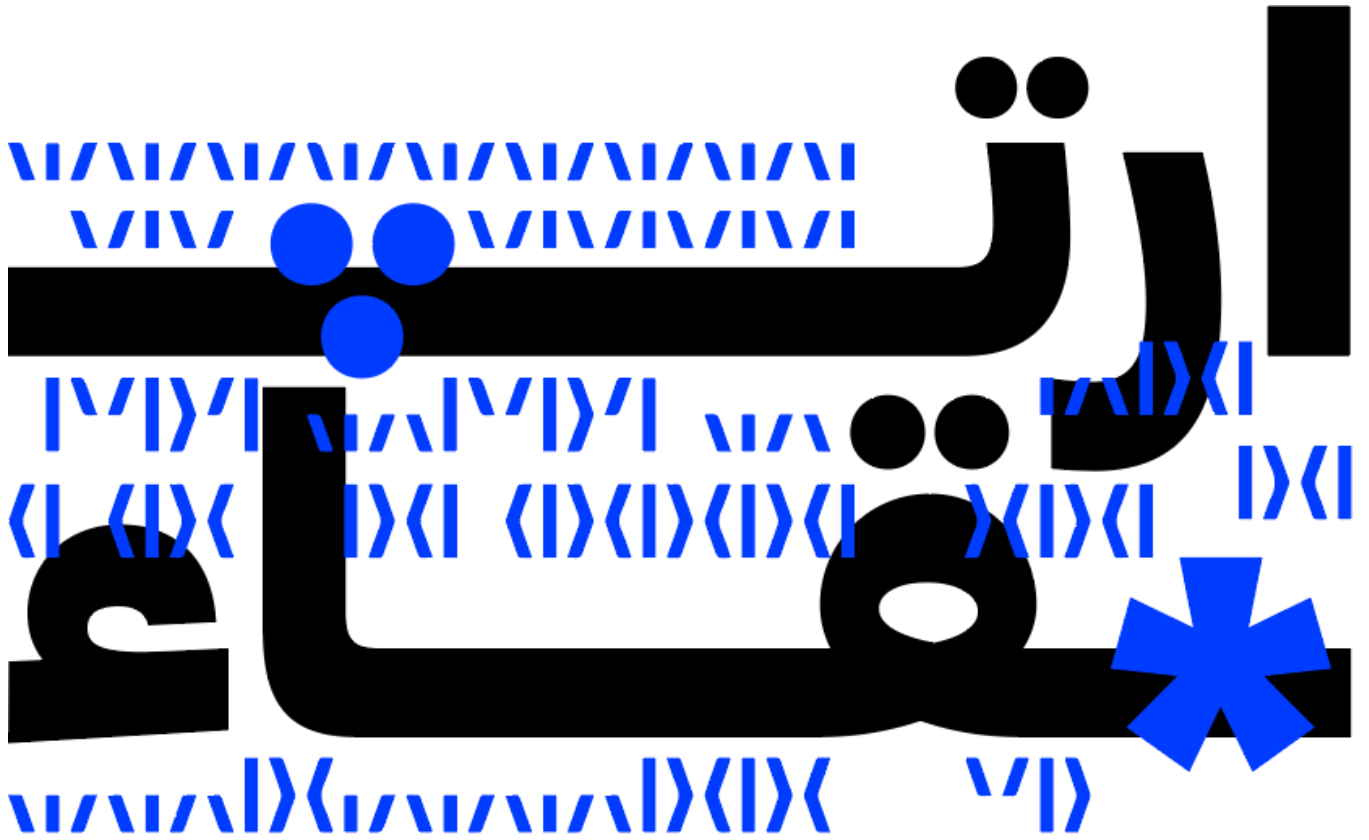




Irtiqa'a School Inspection

AY 2024/25

Excel International School

Rating: Good

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School Information

General Information		
	Name	Excel International School
	Esis Number	9335
	Location	28, Al Sard St, Falaj Hazza', Al Ain 30066
	Principal	LEONARD MURPHY
	Inspection Dates	21 to 23 Jan 2025
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - KG
Number of students on roll	377
Number of Emirati students	17
Number of students of determination	7
Largest nationality group of students	Egypt - Pakistan - Sudan

Information On Teachers

Number of teachers	39
Nationalities	India - Egypt - Pakistan
Number of teaching assistants	7

Changes since the previous inspection

Since the previous inspection in 2024, the school's overall performance judgment has improved from Acceptable to Good, demonstrating the leaders' commitment to continuous improvement.

Overall, students' achievement in Arabic-medium subjects has shown improvement in attainment and progress across the primary and secondary phases. While in primary, Islamic education and Arabic as a first language, achievement remains Acceptable, it has improved to Good in the secondary phase. In UAE Social Studies and Arabic as a Second Language, both attainment and progress in primary have improved from Acceptable to Good. While in the secondary phase students' achievement in Arabic as a Second Language has improved from Weak to Acceptable, and has improved from Acceptable to Good in UAE social studies. These improvements are attributed to students' performance in lessons and their assessment outcomes.

Similarly, English-medium subjects have shown overall improvement, with some phases showing progress, and others maintaining previous performance levels, with no regression.

Students' attainment and progress in English has improved from Weak to Acceptable in FS and from Acceptable to Good in both primary and secondary. In FS, attainment and progress in mathematics have remained acceptable. However, in primary, students' achievement has improved from Acceptable to Good, while in secondary, attainment has improved from Good to Very good, with progress remaining at Good. Students' achievement in Science has improved from Weak to Acceptable in both attainment and progress in FS. In primary, students' achievement has improved from Acceptable to Good, while in secondary, attainment has improved from Good to Very good, with progress remaining at Good.

Due to the improvements in student achievement, learning skills mirror student achievement trends. While they remain acceptable in FS, they have improved to Good in both primary and secondary.

Performance standard 2 (PS2), which relates to students' personal and social development and their innovation skills, has improved across all indicators, and in all phases, from Acceptable to Good. Students are keen to learn and have positive relationships with each other and with adults. Attendance has improved to Very Good levels overall and is a result of targeted work with families and the introduction of themed Fridays to encourage students to be present. Students from all phases of the school, (FS to Year 9), participate in sustainability projects, such as hydroponic planting. Older students are more involved in community projects, supporting charities by selling items they have made and donating the funds raised.

The quality of teaching has remained at an Acceptable level in FS although has improved from Acceptable to Good in the other two phases of the school. Teachers' questioning techniques, particularly in secondary, have improved as a result of professional development. Assessment has remained at an Acceptable level in FS and in primary and has improved to Good in secondary. Teachers have access to a wealth of assessment information about the potential, progress and learning styles of their students. However, they do not yet fully utilize it to ensure that lessons are planned and modified to meet the needs of all students, particularly those with additional needs and the most able. The use of constructive feedback to help students know how to improve is inconsistently used across the school.

Performance Standard 4 (PS4), which pertains to curriculum design and adaptation, remains acceptable across all phases, but curriculum adaptation has improved to Good in phase 2. The school offers a broad and balanced curriculum and is compliant in all aspects apart from the amount of time devoted to teaching Arabic as a first language. In other areas, the curriculum is flexible and has been adapted in light of Granada Learning Progress Test (GL-PT) outcomes, though does not routinely meet the needs of students of determination or the most able. There is limited evidence of innovation and enterprise, particularly in lessons. However, these skills are evident in the clubs held within the school day on Wednesdays. Cross-curricular links are not a strong feature in lessons, but students do have a strong appreciation for UAE heritage and culture.

The health and safety of students has improved from Acceptable to Good. There are effective systems in place to safeguard students, in addition to comprehensive health and safety protocols. The care and support of students has also improved from acceptable to Good. The school has effective systems in place to ensure high levels of attendance. The identification of students of determination and those who may be gifted or talented is an area the school needs to further strengthen, as is the support and challenge for these students.

Leadership and management has improved in two areas from Acceptable to Good, that of effective leadership and of management, facilities, staffing and resources. Other areas have maintained their previous judgements. School improvement planning remains at an acceptable level and is an area of development for the school. Leaders at all levels, including the Governing Board, are committed to UAE priorities and have a clear direction for improving the school. The partnership with parents is strong and remains Good with parents valuing the communication they have with the school. Parents are pleased they are able to access their children's assessment information to help support their learning at home. Governance remains at a Good level; they hold school leaders accountable for performance and ensure that the school has the resources it requires to drive improvement forward. The school functions efficiently on a day-to-day basis. Teachers are appropriately qualified and effectively deployed. They benefit from structured professional development aligned with school priorities, often delivered by external trainers. However, personalized training to meet individual staff needs, particularly in differentiated instruction and early years, is not yet fully embedded.

The school's efforts towards meeting their targets on

international assessments: TIMSS, PISA, PIRLS

The school is working to benchmark student attainment against international standards, though its recent establishment means longitudinal assessment data is limited. While the school was not operational during the most recent cycles of PISA (2022) and PIRLS (2021), in 2023 Year 5 students participated in the Trends in International Mathematics and Science Study (TIMSS).

Preparations for future international assessments are underway, with plans to begin targeted preparation in Term 3 of this academic year for students who will take TIMSS in Year 9. However, there are currently no specific plans in place to prepare students for these assessments.

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 9 participate in the Granada Learning Assessment Progress Test in English (GL-PTE) each Fall. Results from Fall AY2023/24 show that students in Phase 2 achieved good levels, while Phase 3 students achieved outstanding levels. In terms of progress, Phase 2 students showed good progress, aligning with their attainment, while Phase 3 students demonstrated outstanding progress, consistent with their attainment.

Students in Years 4 to 9 participate in the Granada Learning Assessment Progress Test in mathematics (GL-PTM) each Fall. Results from Fall AY2023/24 indicate outstanding levels in students' attainment in phases 2 and 3. In terms of progress, Phase 2 students showed very good progress, while Phase 3 students demonstrated outstanding progress, consistent with their attainment.

Students in Years 4 to 9 take part in the Granada Learning Assessment Progress Test in science (GL-PTS) each Fall. Results from Fall AY2023/24 indicate outstanding levels in students' attainment in phases 2 and 3. In terms of progress, Phases 2 and 3 students demonstrated outstanding progress, consistent with their attainment.

The school administers CAT4 assessments across four areas: Verbal, Non-Verbal, Quantitative, and Spatial. In CAT4 Verbal and Non-Verbal, the results for Phases 2 and 3 are acceptable. For CAT4 Quantitative, the results are acceptable for Phase 2 and good for Phase 3. In CAT4 Spatial, the results for both Phases 2 and 3 are acceptable.

International Assessments: TIMSS, PISA, PIRLS

Year 5 students participated in the most recent TIMSS 2023 assessment and scored 536.95 in mathematics and 544.84 in science. The results in both subjects are above the international averages.

The school was not yet open during the last cycle of the Programme for International Student Assessment (PISA) 2022 or the Progress in International Reading Literacy Study (PIRLS) in 2021.

Reading

The school library is a well-organized space, though compact, ensuring efficient use of resources. It houses approximately 12,000 books, offering a balanced collection of Arabic and English fiction, non-fiction, and reference materials. The library supports structured reading sessions, providing tables and seating areas for small group collaboration. Due to space constraints, dedicated reading zones are unavailable, but students can visit the library during break times or their weekly timetabled sessions to exchange books.

Students follow a structured reading curriculum aligned with national standards, emphasizing phonics, fluency, comprehension, vocabulary, and writing. The Oxford Reading Tree and Big Cat schemes offer a progressive framework for early reading development. Students engage in guided and independent reading activities, focusing on inferential questioning and authorial techniques to enhance critical comprehension skills. Teachers use KWL (Know, Want-to-know, and Learned) charts and Bloom's Wheel to promote deeper text analysis and engagement with complex reading materials.

While the school does not have a formal reading development plan, it actively fosters a reading culture through various initiatives. Read Around the World introduces students to global literature, while Creative Synergy encourages them to author and illustrate their own books, displayed alongside commercial titles. Reading Passports support independent reading habits, and the Get Caught Reading initiative rewards students engaged in reading beyond class. The school hosts Reading Month, featuring competitions, events, and book fairs, and implements Drop Everything and Read (DEAR) sessions twice weekly. To monitor engagement, the librarian maintains a reading thermometer, tracking class participation and recognizing the most active readers.

Although some teachers integrate active reading strategies, a structured professional development program for reading instruction is not fully embedded. The school acknowledges the need for further training, particularly in differentiated reading strategies for students with additional needs. Currently, reading instruction varies across staff, with inconsistent application of best practices.

Reading is integrated into English and Arabic lessons, with cross-curricular connections in science and social studies, though reading-based inquiry in mathematics and other subjects remains an area that requires further development. The Reading Hour in English offers dedicated time for reading, while extracurricular activities, such as the book publishing club and student-led author projects, extend reading opportunities beyond the classroom.

The school actively promotes literacy development, with Reading Month, book fairs, and author collaborations creating engaging reading experiences. Students also publish their own books, reinforcing the connection between reading and writing.

A strong reading culture is evident, with visible engagement indicators, such as student-authored book displays and the reading thermometer. While the library is welcoming, its limited space restricts the creation of distinct reading areas. The school encourages reading through public recognition, competitions, and participation incentives.

Regular reading assessments track student progress through standardized tests and teacher evaluations. The Clevertex online reading platform (Grades 1–5) provides personalized reading resources and monitors individual student performance. Teachers conduct formative assessments, though data-driven instructional modifications are not consistently applied across all subjects.

Strengths of the school

- Attainment and progress have improved to Good levels in the core curriculum subjects, especially in the English-medium subjects, Arabic as a second language and UAE social studies.

- Students are highly engaged, respectful, and maintain positive relationships with peers and staff.
- Attendance is Very Good overall across the school, with students arriving on time for school and lessons, while comprehensive health, safety, and safeguarding measures ensure a secure learning environment.
- The quality of teaching has improved to good in both primary and secondary phases, supported by professional development programs that strengthen teachers' subject knowledge and teaching practices.
- The curriculum has been adapted based on GL Progress Test outcomes, ensuring targeted improvements.
- School leaders and governors demonstrate a clear commitment to continuous improvement, ensuring access to resources and sustained improvement in facilities, teaching quality, and student outcomes.

Key Recommendations

1. Improve students' achievement in all subjects, particularly in FS and in the primary phase, by:

- ensuring lesson planning aligns with students' learning needs, allowing them to achieve their potential.
- providing appropriate support and challenge in all lessons to meet the needs of the most able, including gifted and/or talented students.
- ensuring students of low ability and those with additional needs receive targeted interventions and support.
- elevating the development of critical thinking, problem-solving, and independent learning skills, particularly in FS and the lower primary phase, where these skills are less developed.

2. Improve teaching and assessment in all phases, particularly in FS and in the primary phase, by:

- using assessment data effectively to plan engaging activities that meet the learning needs of all students, particularly those with additional learning needs and those who are gifted and/or talented.
- implementing structured intervention programs for underperforming students.
- strengthening questioning techniques to encourage students to reason, justify, and explain their views, thereby developing their critical thinking skills.
- ensuring efficient use of lesson time to allow all aspects of learning to take place effectively.
- using assessment for learning strategies to adapt lessons based on students' emerging needs.
- consistently applying the marking and feedback policy in an age-appropriate manner to ensure students understand how to improve their work.

3. Sustain high outcomes in TIMSS and ensure high outcomes in PISA and PIRLS international assessments by:

- implementing targeted interventions and support programs for students who are underperforming in specific areas and skills that are assessed by these international benchmarks.
- ensuring the school curriculum is closely aligned with the skills and knowledge areas emphasized in TIMSS, PISA, and PIRLS assessments.
- providing ongoing professional development for teachers to enhance their understanding of the assessment frameworks and effective teaching strategies to improve student outcomes.
- offering students opportunities to practice and become familiar with the format and types of questions used in these international assessments.

4. Improve curriculum implementation and modification by:

- ensuring curriculum compliance with MoE requirements, particularly the required teaching time for Arabic as a First Language.
- strengthening cross-curricular links to enhance inquiry-based learning and real-world application, particularly in mathematics, science, and reading.
- ensuring visible opportunities for enterprise, innovation, and creative skills development in lessons.
- adapting the curriculum to meet the needs of students of determination and the most able, ensuring differentiation strategies are effectively implemented in all lessons.
- ensuring structured programs are in place to prepare students for international benchmarking assessments,

such as TIMSS, PISA, and PIRLS, and regularly integrating targeted skill development within the curriculum.

5. Improve the effectiveness of leadership by:

- monitoring the implementation of recently introduced initiatives more rigorously to ensure they are consistently applied throughout the school.
- ensuring the Self-Evaluation Form (SEF) is evaluative rather than descriptive and aligns directly with the School Improvement Plan (SIP) to drive strategic improvements.
- strengthening leadership accountability in the use of assessment information to identify and support students with additional needs and those who are gifted and/or talented.
- expanding training and resources for middle leaders to effectively oversee and support improvements in teaching and learning.
- embedding SMART targets within the SIP to provide measurable success criteria linked to student outcomes.
- aligning performance management systems with school priorities, ensuring consistency across all leadership levels.

Overall School Performance: Good

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

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Good 	Good 	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	Acceptable	Good 	Good 	Not Applicable
Assessment	Acceptable	Acceptable	Good 	Not Applicable

PS4: Curriculum

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

Findings:

- The school’s analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 2 and 3 attain levels that are above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments in Islamic Education.
- In lessons and in their recent work, most students in phase 2 demonstrate levels that are in line with curriculum standards, while the majority of students in phase 3 demonstrate levels of knowledge in Islamic principles and values, the Holy Qur’an, and Hadeeth that are above curriculum standards. Students display basic Qur’anic recitation skills, though their application of Tajweed rules and pronunciation accuracy remains inconsistent in both phases. In phase 2, their understanding and application of the Prophet’s Seerah are limited.
- Over the past two academic years, the school’s internal data indicates that students' attainment in phases 2 and 3 has been consistently outstanding.
- The school’s analysis of internal assessment data for the AY2023/24 indicates that most students in phases 2 and 3 make better than expected progress over time and from their starting point at the beginning of the academic year.
- In lessons and in their recent work, most students in phase 2 make the expected progress, while the majority of students in phase 3 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.

- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's analysis of internal progress data for different groups of students shows that all groups make better-than-expected progress in Phases 2 and 3. However, Emirati students in phase 3 and students with additional learning needs including students of determination in phases 2 and 3 make acceptable progress. In lessons, boys and girls in phases 2 and 3 make similar progress. Throughout the school, students with additional learning needs, including those of determination, are making expected progress toward their targets in lessons. However, both lower- and higher-attaining students do not consistently make the progress they are capable of.

Next Steps:

1. Strengthen students' Qur'anic recitation skills with a focused emphasis on mastering Tajweed rules and improving pronunciation accuracy across both phases.
2. Deepen students' understanding of the Prophet's Seerah in phase 2.
3. Accelerate the progress of Emirati students in Phase 3 and the progress of students with additional learning needs including students of determination across both 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	Not Applicable	Acceptable	Good ↑	Not Applicable
	Progress	Not Applicable	Acceptable	Good ↑	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2023/24, against the Ministry of Education (MoE) curriculum standards for Arabic as a first language indicates that most students in phases 2 and 3 attain levels that are above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- In the external International Benchmark test (IBT) for the AY2023/24, attainment results in phase 2, from year groups 4 to 6, indicate that most students attain levels that are in line with international standards, while most students in phase 3, from years 7 to 9, attain levels above expectations.
- In lessons and their recent work, most students in Phase 2 demonstrate levels that are in line with MoE curriculum standards, while the majority of students in Phase 3 demonstrate levels of knowledge in Arabic reading, fluency, writing, speaking, and listening comprehension that are above standards.
- Over the past two academic years, since the school's establishment, the attainment of most students in phases 2 and 3, based on the school's data, has been consistently above curriculum standards.
- The school's internal assessment data for the AY2023/24 indicates that most students in phases 2 and 3 make better than expected progress in relation to their starting points and MoE curriculum standards.
- Based on lesson observations and scrutiny of students' work, while most students in Phase 2 make the expected progress, the 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 data indicates that all groups of students make better-than-expected progress in phase 2, and there are no identified students of determination. Although most students make better-than-expected progress in phase 3, only a majority of Emiratis make expected progress and only a few students of determination make sufficient progress. In lessons across both phases, all groups, including boys, girls, and Emirati students, make similarly strong progress relative to their starting points. However, high achievers and those who are gifted and/or talented do not always receive the challenge and support they need, hindering

them from making the progress they are capable of.

Next Steps:

1. Strengthen students' reading accuracy and fluency and prioritize the development of foundational reading strategies and targeted support in phase 2.
2. Enhance students' extended writing skills, ensuring the use of correct grammar and punctuation across both phases.
3. Accelerate the progress of Emirati students as well as the progress of students with additional learning needs including students of determination in phase 3.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Not Applicable	Good 	Acceptable 	Not Applicable
	Progress	Not Applicable	Good 	Acceptable 	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 for Arabic as a second language indicates that most students in phases 2 and 3 attain levels that are above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for students in phases 2 and 3 for Arabic as a second language.
- In lessons and their recent work, the majority of students in Phase 2 demonstrate levels that are above MoE curriculum standards, while most students in phase 3 demonstrate levels that are in line.
- Over the past two academic years, since the school's establishment, the attainment of most students in phases 2 and 3, based on the school's data, has been consistently above curriculum standards.
- The school's internal assessment data for 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 and MoE curriculum standards.
- Based on lesson observations and scrutiny of students' work, while the majority of students in Phase 2 make better-than-expected progress, most students in phase 3 make expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's data indicates that boys make slightly better progress than girls, with most boys making better than expected progress in phase 2 and the large majority doing so in phase 3. In contrast, while most girls make better than expected progress in phase 3, only a majority make the expected progress in phase 2. Most high attainers and gifted and talented students make better than expected progress in phases 2 and 3. Meanwhile, most students with additional learning needs, including students of determination, make the expected progress. Data for Emirati students is omitted. In lessons, students with additional learning needs make expected progress in phases 2 and 3. However, both low and high attainers do not always make the progress they are capable of.

Next Steps:

1. Strengthen students' listening skills and speaking fluency to enhance their confidence in expressing ideas effectively across both phases.
2. Enhance students' writing abilities to ensure clarity, accuracy, and cohesion in sentence and paragraph structure throughout both phases.
3. Accelerate the progress of students with additional learning needs, including students of determination 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	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 for UAE social studies indicates that most students in phases 2 and 3 attain levels that are above curriculum standards.
- The school has no external national or international assessments for students in phases 2 and 3 for UAE social studies.
- In lessons and their recent work, most students in phases 2 and 3 demonstrate knowledge, skills and understanding that are above MoE curriculum standards.
- Over the past two academic years, since the school's establishment, the attainment of most students in phases 2 and 3, based on the school's data, has been consistently above national and/or international standards.
- The school's internal assessment data for the 2023/24 academic year indicates that most students in phases 2 and 3 make better than expected progress in relation to their starting points and MoE curriculum standards.
- Based on lesson observations and scrutiny of students' 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 data indicates that most groups of students make better-than-expected progress in phase 2, and all groups of students in phase 3 make better than expected progress. In phase 2, only a majority of Emiratis make progress, although progress data for low achievers and students of determination are omitted. In phase 3, boys make better progress than girls. In lessons, students with additional learning needs, including those of determination, are making expected progress toward their targets. However, both lower- and higher-achievers do not consistently achieve the progress they are capable of.

Next Steps:

1. Enhance students' knowledge of historical civilizations and the UAE's leadership, focusing on significant figures and their contributions in phase 3.
2. Accelerate the progress of Emirati students in phase 2.

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school’s analysis of internal assessment data at the end of the AY2023/24, against the Early Years Foundation Stage (EYFS) and the National Curriculum for England (NCfE) standards for English indicates that the large majority of students in FS, most students in phase 2 and the majority of students in phase 3 attain above standards.
- The school has no national or international assessments for students in the Foundation Stage (FS) or the early groups of Phase 2 (Years 1, 2 and 3). In external Granada Learning (GL) examinations for the AY2023/24, the majority of students’ attainment in phase 2, from year groups 4 to 6, and most students in phase 3, from years 7 to 9, attain levels above international standards.
- In lessons and their recent work, most students in phase 1 demonstrate knowledge, skills and understanding that are in line with EYFS standards, while the majority of students in phases 2 and 3 are above NCfE.
- Over the past two academic years since the school's establishment, the attainment of the majority of students in Phase 3 and most students in Phase 2, based on the school's data, has remained consistently above curriculum standards. However, attainment in phase 1 has declined, with most students attaining above curriculum standards in AY2022/23, decreasing to the large majority in AY2023/24. External examination results in GL have shown an upward trend in phase 2, with less than three-quarters attaining in line with international standards in AY2022/23, increasing to the majority attaining above international standards in AY2023/24. Similarly, external examination results in phase 3 have improved, with attainment rising from the large majority in AY2022/23 to most students attaining above expectations in AY2023/24.
- The school’s internal assessment data for the 2023/24 academic year indicates that a majority of students in FS and phase 3 make better than expected progress in relation to their starting points and curriculum standards. Additionally, the large majority of students in phase 2 make better than expected standards.
- Based on lesson observations and scrutiny of students’ work, most students in phase 1 make expected progress, while the majority of students in phases 2 and 3 make better-than-expected progress, in relation to learning objectives that are aligned with curriculum standards.

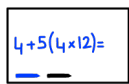
- The school's data indicates that the majority of boys in Phase 1 and the large majority of students in Phase 2 make better than expected progress, while only a majority in Phase 3 make the expected progress. Girls make slightly better progress than boys, with the majority in phase 1 and the large majority in phases 2 and 3 making better than expected progress. The progress of Emirati students varies across phases, with the large majority making better than expected progress, while only a majority in phase 1 and most in phase 3 make the expected progress. High and low achievers make similar progress, with most students across all three phases making better than expected progress. Similarly, most gifted and talented students make better than expected progress in phases 2 and 3, with none identified in phase 1. The progress of students with additional learning needs, including students of determination, varies, with most making better than expected progress in phase 2, while most in phase 3 and only a majority in phase 1 make the expected progress. In lessons, high achievers do not make the progress they are capable of due to a lack of challenge, while all other groups make similar progress.

Next Steps:

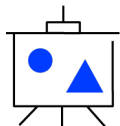
1. Improve students' extended writing skills in all phases.
2. Elevate the rigor and consistency of a structured reading and phonics program in FS and the early years of phase 2 to improve students' reading fluency skills.
3. Provide greater challenge for high achievers across all phases to ensure they make the progress they are capable of.
4. Accelerate the progress of Emirati students and students with additional learning needs, including students of determination in FS and phase 3.

Mathematics

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



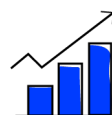
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24, against the Early Years Foundation Stage (EYFS) and the National Curriculum for England (NCfE) standards for mathematics indicates most students in FS and phase 2 and the large majority of students in phase 3 attain above standards.
- The school has no national or international assessments for students in the Foundation Stage (FS) or the early groups of Phase 2 (Years 1, 2 and 3). In external Granada Learning (GL) examinations for the AY2023/24, attainment results in phases 2 and 3, from year groups 4 to 9, indicate that most students attain levels above international standards.
- In lessons and their recent work, most students in FS demonstrate mathematical knowledge, skills and understanding that are in line with EYFS standards, while the majority of students in phase 2 and the large majority in phase 3 are above NCfE.
- Over the past two academic years since the school's establishment, trends in attainment have remained consistently above curriculum standards, with most students in phases 1 and 2 attaining above curriculum standards, while the large majority in phase 3 attain above expectations. Similarly, trends in external attainment in the GL examination have been consistent in phase 3 over the past two years, with most students attaining above international standards. In phase 2, external examination trends have shown an upward trajectory, with attainment increasing from less than three-quarters attaining in line with international standards in AY2022/23 to most students attaining above in AY2023/24.
- The school's internal assessment data for the AY2023/24 indicates that a large majority of students in FS make better than expected progress in relation to their starting points and the EYFS standards. Most students in phase 2 and a majority of students in phase 3 make better than expected progress as measured against the NCfE standards.
- Based on lesson observations and scrutiny of students' work, most students in FS make expected progress, while the majority of students in phases 2 and 3 make better-than-expected progress, in relation to learning objectives that are aligned with curriculum standards.

- The school's data indicates that most boys in Phase 2 and the large majority in Phase 1 make better than expected progress, while only a majority in Phase 3 make the expected progress. Girls make steady progress across all phases, with the large majority making better than expected progress. While the large majority of Emirati students make better than expected progress in phases 1 and 2, only a majority in phase 3 make the expected progress. Most low and high attaining students make better than expected progress across all phases. Similarly, most gifted and talented students demonstrate the same level of progress, with no students identified in phase 1. Students with additional learning needs, including students of determination, show lower progress levels, with only a majority in Phase 1, only a few in Phase 2, and most in Phase 3 making the expected progress. In lessons, high achievers do not make the progress they are capable of due to a lack of challenge, while all other groups make similar progress. Most students with additional learning needs, including students of determination, make expected progress.

Next Steps:

1. Extend students' development of problem solving, critical thinking and analyzing skills to help bridge the gap between theory and application in mathematics, across all phases.
2. Improve students' mathematical thinking, formulating, employing and interpreting skills, particularly the more able students.
3. Accelerate the progress of boys and Emirati students in phase 3 as well as students with additional learning needs including students of determination across all phases.

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

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

Findings:

- The school’s analysis of internal assessment data at the end of AY2023/24, against the Early Years Foundation Stage (EYFS) and the National Curriculum for England (NCfE) standards for science indicates most students in FS and phase 2 and most students in phase 3 attain above standards in physics, chemistry and biology.
- The school has no national or international assessments for students in the Foundation Stage (FS) or the early groups of Phase 2 (Years 1, 2 and 3). In external Granada Learning (GL) examinations for the AY2023/24, attainment results in phases 2 and 3, from year groups 4 to 6 and years 8 and 9, indicate that most students attain levels above international standards.
- In lessons and recent work, most students in FS demonstrate scientific knowledge, skills, and understanding that are in line with EYFS standards, while the majority of students in phases 2 and 3 are above NCfE.
- Over the past two academic years since the school’s establishment, the attainment of most students has remained consistently above curriculum standards in phases 1 and 2. However, attainment trends in phase 3 have declined, with most students attaining above expectations in AY2022/23, decreasing to the large majority attaining above in AY2023/24. External examination results in GL have shown an upward trend in phase 2 over the past two years, with the large majority attaining above international standards in AY2022/23, increasing to most attaining above expectations in AY2023/24. In phase 3, attainment trends indicate that most students have consistently attained above international expectations over the past two years.
- The school’s internal assessment data for the AY2023/24 indicates that most students in FS make better than expected progress in relation to their starting points and the EYFS standards. Additionally, most students in Phase 2 and a large majority of students in Phase 3 make better than expected progress as measured against the NCfE standards. In phase 3, a large majority of Year 7 students’ attainment in general science make better than expected progress in relation to their starting points and NCfE standards, while most students in Years 8 and 9 make better than expected progress in physics, chemistry and biology.

- Based on lesson observations and scrutiny of students' work, most students in FS make expected progress, while the majority of students in phases 2 and 3 make better-than-expected progress, in relation to learning objectives that are aligned with curriculum standards.
- The school's data indicates that girls make slightly better progress than boys, with the majority in phase 1 and most in phase 2 making better than expected progress. In phase 3 science, the majority of girls make better than expected progress, whereas only a majority make the expected progress. Most girls in phase 3 physics, chemistry, and biology make better than expected progress, while the large majority of boys in chemistry and biology also make better than expected progress. While the large majority of Emirati students make better than expected progress, most in phase 3 across all science subjects make the expected progress. Most low and high attaining students, students with additional learning needs, and gifted and talented students make better than expected progress across all phases, except for only a majority of students with additional learning needs in phase 1, who make the expected progress, and a majority in phase 3 chemistry, who make better than expected progress. In lessons, high achievers do not make the progress they are capable of due to a lack of challenge, while all other groups make similar progress.

Next Steps:

1. Strengthen students' independent investigative skills, particularly those in FS and the early years of phase 2.
2. Strengthen students' scientific skills by enabling them to devise their own hypotheses, design and conduct experiments, and collect and analyze data, as they advance through school.
3. Improve students' ability to document experimental procedures clearly, draw conclusions based on evidence and analysis, and effectively communicate their findings through well-structured scientific reports and oral presentations.
4. Accelerate the progress of high attainers in lessons by providing sufficient challenge.

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	Acceptable	Good ↑	Good ↑	Not Applicable

Findings:

- While students in phases 2 and 3 enjoy learning and take increasing responsibility for their own learning, students in the Foundation Stage (FS) display positive attitudes toward learning. As students progress through the phases, they increasingly discuss their learning and engagement in their lessons, without needing their teacher's direct involvement. While they respond well to instructions, they often take on a passive role in FS and the early years of phase 2. Although many are unclear about the actions they need to take to make progress in their learning, they become more confident in the upper grades of phase 2 and in phase 3.
- In the higher phases, students are beginning to collaborate when given the opportunity. However, in FS students' social skills are still developing, which affects their interactions. While students can generally communicate their learning clearly, this is primarily limited to interactions with the teacher. Dialogue between peers is not a regular feature in the lessons.
- Students are beginning to make real world connections across the subjects. They can relate a few class topics to the world around them, however this is usually prompted by the teacher and requires further support especially when they are required to apply their learning in new contexts. In addition, students are starting to make links between different subjects, but this remains inconsistent across all phases.
- Critical thinking and offering diverse perspectives are a developing feature. Across all subjects, while students can answer questions in simple language, they have not mastered higher order reading skills necessary to make accurate inferences and draw conclusions using contextual information. Across the school, students show basic problem-solving abilities when given the chance, but skills in innovation, enterprise, research, and independent inquiry are generally underdeveloped across the school. The use of technology in learning is present, however is not always optimized.

Next Steps:

1. Increase opportunities for students to think critically and problem solve through appropriately challenging questions in all lessons and phases.
2. Improve students' collaboration skills by gradually reducing teacher support and encouraging more meaningful interactions between students in lessons.
3. Strengthen students' ability to regularly make connections between different subject areas, in lessons.

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 	Good 	Not Applicable

Findings:

- Students exhibit positive and responsible attitudes. They are self-reliant, following routines independently, engaging proactively in lessons, and collaborating effectively with their peers. In phases 2 and 3, they demonstrate the ability to make informed decisions, seek feedback, and set personal goals, reflecting their self-reliance and intrinsic motivation. Beyond the classroom, they take on leadership roles, participate in extracurricular activities, and contribute meaningfully to the school community through the student council.
- Students usually demonstrate self-discipline and respond well to others. Bullying is rare. Students’ positive behavior prevails throughout the school. This is evident in the respectful and inclusive interactions among students, both in and outside the classroom. They regulate their behavior effectively, follow school expectations, and demonstrate courtesy toward peers and staff. In classrooms, they engage attentively, take turns in discussions, and resolve conflicts constructively. During transitions and break times, students interact positively, fostering a safe and welcoming environment.
- Students understand the need and differences of others, and this is reflected in their ability to empathize with their peers, adapt their interactions based on individual needs, and foster an inclusive school culture. They actively support classmates in collaborative tasks, demonstrating patience and consideration for different perspectives. In social settings, they show kindness by assisting peers who may struggle and including others in activities. Their engagement in student-led initiatives, such as buddy programs, further illustrates their commitment to fostering positive relationships. The respectful rapport between students and staff is evident in open communication and attentive listening.
- Students in the Foundation Stage (FS) demonstrate a general understanding of safe and healthy living but make inconsistent choices regarding nutrition. Students in phases 2 and 3 generally follow school guidelines, such as adhering to basic hygiene practices; however, their independent application of healthy habits varies. While they participate in school-organized initiatives, such as awareness campaigns and physical education sessions, their engagement in activities that promote a healthy lifestyle is occasional rather than consistent.
- Attendance at 97% is good, with students usually arriving at school and their lessons on time. However, some children in FS arrive late.

Next Steps:

1. Enhance students' understanding of healthy living by promoting consistent choices in nutrition, hygiene, and physical activity.

2. Foster consistent self-regulation and positive social behaviors across all phases to support personal and interpersonal development.
3. Address late arrivals in the FS, emphasizing the importance of punctuality and its impact on learning.

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:

- Across all phases, students display a strong understanding of Islamic values and how the rich heritage and history of the UAE shape contemporary society and the world around them. Their appreciation of the significant influence of Islamic values on daily life in the UAE is prominently displayed throughout the school. Students demonstrate a clear recognition of the importance of tolerance, justice, and respect in shaping Emirati culture and community. Additionally, they actively and enthusiastically participate in Islamic events such as Ramadan, Isra’a and Mi’raj, and the Prophet’s birthday, reflecting their deep connection to these traditions.
- Students demonstrate a strong knowledge and appreciation of the heritage and culture that shape and influence contemporary life in the UAE. Across the school, their understanding and respect for UAE heritage and culture are evident through various projects, art displays, and celebrations. Students proudly engage in national events, including National Day, Flag Day, and Commemoration Day, showcasing their pride and connection to the nation’s identity. They deeply value the remarkable transformation led by the Emirates’ leaders, who have rapidly developed the country into a global leader. Students in the Foundation Stage (FS) confidently color and describe the UAE flag and identify the seven Emirates. Students also actively participate in national events and cultural celebrations, such as Emirati Child’s Day and Emirati Women’s Day, through assemblies and school-wide activities.
- Students demonstrate a clear understanding and appreciation of their own culture while articulating both the similarities and differences between their culture and others. For example, they actively share their favorite cuisines, museums, customs, dances, and music from a variety of cultures, reflecting their curiosity and openness. Across the school, students show a strong interest in learning about different cultures and eagerly engage in opportunities to experience diversity. They participate enthusiastically in events such as Embracing Differences Day and Salam Salvinia Day, which promote cultural understanding and inclusivity within the school community.

Next Steps:

1. Empower students by encouraging them to initiate and lead national and cultural activities, strengthening their connection to and understanding of their National Identity.
2. Expand opportunities for students to engage in international cultural activities within the school, enriching their awareness of diverse cultures and their unique characteristics.

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 understand their responsibilities as members of a school community, with some taking on key leadership roles. Their active participation in volunteering contributes positively to both the school and the wider community. They enhance the school environment through leadership roles, peer support initiatives, and community service activities, demonstrating a strong sense of responsibility. Their engagement in student councils, environmental projects, and social awareness campaigns highlights their commitment to civic responsibility. Organizing events such as the alumni gathering and participating in charitable initiatives reflect their dedication to making a meaningful impact beyond the school. While these contributions are evident in the upper phases, there is a need for greater consistency in fostering responsibility and engagement at the Foundation Stage (FS) level.
- Students show a positive work ethic, although in FS they may lack initiative often relying on others when making decisions. While they demonstrate creativity in structured settings, their ability to take risks, experiment independently, and drive their own learning is inconsistent. As students progress through the phases, they exhibit a strong work ethic, showcasing their resilience in completing tasks and maintaining focus and attention during lessons, displaying their enthusiasm for learning. They take responsibility for their work, ensuring assignments are completed to a high standard and actively participating in classroom activities. In subjects such as writing, they demonstrate their imaginative thinking, experimenting with different techniques and ideas, and publishing their books in the school library. Beyond academics, some students initiate extracurricular projects, such as organizing events in nurseries, demonstrating their ability to apply creativity and independent thinking in real-world contexts. While students occasionally take initiative and make independent decisions, further opportunities are needed to foster these skills consistently across all aspects of their learning.
- Students demonstrate care for their school environment by actively engaging in initiatives that promote sustainability and conservation both locally and globally. Their commitment is evident in their involvement in environmental projects, such as maintaining a forest garden, where they take responsibility for planting, watering, and nurturing plants to enhance the school's green spaces. They contribute to composting projects, collecting organic waste to produce compost used for gardening, reinforcing their understanding of waste reduction and sustainability. Through planting projects, students grow herbs and vegetables, developing an awareness of natural resource management and environmental responsibility. Additionally, they participate in recycling initiatives, sorting waste into designated bins to encourage waste reduction and responsible consumption.

Next Steps:

1. Increase opportunities for FS students to develop initiative and make independent decisions in their learning and activities.
2. Strengthen the consistency in fostering responsibility and engagement across all phases.
3. Expand student-led sustainability initiatives to enhance their impact on the school environment and long-term environmental stewardship.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers consistently apply their knowledge of their subjects and how students learn them in phases 2 and 3. However, most teachers in the Foundation Stage (FS) have secure subject knowledge and how their students learn them. Although teachers in phases 2 and 3 understand how their students learn and adapt their approaches well to ensure their students make good progress, in FS they generally apply their teaching skills appropriately. There are a few teachers, across all phases of the school, where teaching is didactic, limiting students abilities to take responsibility for their own learning.
- Teachers plan purposeful lessons, provide interesting learning environments and use time and resources effectively to enable students to be successful learners, although to a lesser extent in FS. There is a uniform format for the teachers' planning across the school. There is some recognition of the different abilities and learning needs of students, although lesson plan adaptations often lack detail. Displays in classrooms are informative but could be enhanced by celebrating children's and students' achievements. Although resources support learning, they could be optimally used to widen the range of students' learning experiences, ensuring consistent opportunities for collaboration and independence, particularly in FS.
- Teachers' interactions with students ensure that they are engaged learners, although to a lesser extent in FS. Questioning techniques are more intentional in phase 3, where the use of open-ended questions encourages peer dialogue and deeper thinking. In phase 2, questions are generally well-focused and adapted for individual students, but opportunities for discussion and dialogue vary, particularly in FS and the lower year groups of phase 2. While a few teachers rely heavily on closed questioning, the majority of students gain confidence in their learning and make good progress in lessons across nearly all subjects in phases 2 and 3.
- Teachers use strategies that adequately meet the needs of different student groups and, at times, provide appropriate levels of challenge and support. However, this approach lacks consistency across the school. In some cases, teaching is insufficiently personalized, limiting its effectiveness in meeting the diverse learning styles and needs of all students, particularly high achievers and those with gifts and/or talents. While teachers acknowledge that different groups, including students with additional learning needs, require tailored support, they do not always adapt their methods and resources effectively to match individual academic performance levels. As a result, most students in FS and the majority of students in Phases 2 and 3 make steady progress rather than accelerated gains.
- Teachers sometimes develop students' critical thinking skills, problem solving, innovation and independent learning skills, particularly in the upper year groups in phases 2 and 3. In the best lessons, teachers use flipped learning, where students collaborate with a partner to research topics, present findings, and engage in discussions. Following presentations, teachers use effective questioning to promote critical thinking and deeper dialogue. However, in some lessons, opportunities for collaborative problem-solving, independent preparation, and class presentations are more limited. Overall, teachers develop students' critical thinking and problem-solving skills inconsistently, leading to variability in learning experiences across subjects and phases.

Next Steps:

1. Elevate differentiated active learning strategies that cater to diverse abilities and learning styles, ensuring greater personalization in lesson delivery.
2. Strengthen student ownership of learning by fostering consistent opportunities for meaningful collaboration and independent thinking across all phases.
3. Extend teachers' questioning techniques to enhance critical thinking, independent learning, and problem-solving skills, particularly in FS and lower phase 2.

Assessment

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

Findings:

- Internal assessment processes are consistent in the Foundation Stage (FS) and phase 2 and are coherent and consistent in phase 3. They are aligned with the Early Years Foundation Stage (EYFS) learning standards and the National Curriculum for England (NCfE) programs of study. A baseline assessment is conducted at the beginning of each academic year for all students, ensuring alignment with previous year's outcomes to establish individual student targets. In FS and Years 1–3, assessment is primarily formative, with summative assessments introduced from Year 1. Students are assessed against Early Learning Goals in FS and National Curriculum for England (NCfE) objectives in Years 1–9. While assessments provide appropriate measures of student progress in FS and phase 2, the information gathered in phase 3 offers broader and more valid insights into students' academic progress, including their personal and social development.
- The school benchmarks students' academic outcomes against in both Arabic and English medium subjects against international standards. The school utilizes assessments such as the Granada Learning Progress Test in English (GL-PTE), mathematics (GL-PTM), and science (GL-PTS), as well as the International Benchmark Test (IBT) for Arabic-medium subjects for Years 4 to 9. However, the recent establishment of the school limits the availability of longitudinal assessment data. These data sets are compared to the United Kingdom and international results. The school was not yet open during the last cycles of the Programme for International Student Assessment (PISA) in 2022 or the Progress in International Reading Literacy Study (PIRLS) in 2021. However, in 2023, students participated in the Trends in International Mathematics and Science Study (TIMSS), and the school is awaiting the publication of results and performance targets. Cognitive Ability Tests (CAT4) assist in identifying cognitive abilities and reasoning aptitudes for students in Years 4 to 9. In FS and phase 2, assessment processes maintain a satisfactory balance of formative and summative assessments. In phase 3, assessments are more structured and systematic, allowing for better benchmarking of student performance against international standards. Although the school does not administer any further international assessments, it is enhancing its assessment framework in alignment with external standards, commencing Term 3 of this academic year.
- Assessment data are analyzed in some depth in phase 3, although information about students' progress as individuals and as groups, is underdeveloped in FS and phase 2, particularly in the Arabic medium subjects. A new assessment system helps identify strengths and weaknesses across cohorts, groups, and individuals, though its impact on lesson planning remains inconsistent across phases. Data analysis provides accurate progress measures for diverse student groups, including boys, girls, Emirati students, low and high attainers, students of determination, and those who are gifted and/or talented. Although still in its early stages, the system is effectively used in phase 3, where teachers reflect on their own performance and decide how to re-focus their teaching. Parents and students have access to reports, enabling students to track their own progress.
- Assessment information is adequately used to inform teaching and curriculum planning in order to meet the needs of groups of learners. While they have access to GL Progress Test (GL-PT) and Cognitive Abilities Test (CAT4) reports, their use in lesson planning is inconsistent, particularly in FS and phase 2, where learning needs of high achievers are not always effectively met. Teachers outline expected outcomes for all, most, and some students, but tasks do not consistently align with individual learning thresholds, limiting differentiation for students of determination and those who are gifted and/or talented. Support and challenge are inconsistently applied, particularly in FS and phase 2.

- Teachers have reasonable knowledge of the strengths and weaknesses of individual students and provide verbal feedback and guidance during most lessons. In phase 3, questioning techniques are used effectively to challenge students' thinking, leading to notable learning gains. Student targets are present in all books, and students regularly discuss their progress with teachers. The marking and feedback policy is inconsistently applied, though implemented to a better extent in phase 3. In FS and phase 2, books are checked with affirmative comments, but constructive feedback and next steps are not always provided, with some work unmarked or unacknowledged. As a result, not all students understand how to improve their work or have opportunities to grow with guidance. The marking of assessment papers is more effective, as teachers provide suggestions for improvement. Self and peer assessment are consistently used in phase 3, though less evident in other phases.

Next Steps:

1. Ensure all teachers use assessment data effectively to design lessons and activities that meet the needs of all learners, particularly students with additional needs, high achievers, and those who are gifted and/or talented.
2. Strengthen the consistency of marking and feedback, helping students understand how to improve their work and providing opportunities for corrections.
3. Increase the use of self- and peer assessments across all subjects and phases.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum is designed with a clear rationale, ensuring alignment with both international and national standards. The curriculum follows the Early Years Foundation Stage Framework (EYFS) Framework, providing a structured approach to early childhood education. From Foundation Stage 2 (FS2) through Year 9, the curriculum is based on the primary and secondary learning standards, which are affiliated with the International General Certificate of Secondary Education (IGCSE) Edexcel. The school currently does not operate beyond Year 9. For Arabic, Islamic Studies, and Social Studies, the school follows the Ministry of Education (MoE) curriculum, ensuring alignment with the educational vision of Abu Dhabi and the UAE, while integrating the school's own mission and values. The curriculum is broad and balanced, incorporating creative, physical, and practical experiences to encourage student engagement and develop a strong foundation in knowledge and skills. The school regularly reviews content and activities, ensuring an appropriate focus on the development of both knowledge and skills, as well as age-related expectations. Statutory requirements for the National Curriculum for England (NCfE) are met. However, the MoE requirements for subject timing are currently under review, as they are not yet fully implemented.
- The curriculum is well-structured, ensuring that learning builds effectively on students' prior achievements in all key subjects. Planning across all phases is coherent and systematic, enabling most students to make good progress by building on their previous knowledge and learning, although to a lesser extent in FS. The scope and sequence of activities provide a strong foundation, ensuring clear vertical and horizontal alignment to support smooth progression through year groups and phases.
- The curriculum provides an ample range of options, enabling students' talents, interests, and aspirations, although the school currently operates only until Year 9. Students can choose between French and Urdu as additional language options. From Year 7 onwards, students use Unifrog, an online career and university guidance platform, to support informed decision-making for subject selection and future educational pathways through skills tracking and application preparation. Students also take part in a variety of extracurricular, fostering students' interests through sports, writing, artistic pursuits and public speaking events.
- Cross-curricular links are planned through commercial schemes and departmental planning meetings, with the strongest emphasis on UAE heritage and culture. During holiday periods, the school assigns project-based learning activities that integrate skills and knowledge from multiple subjects, fostering independent learning, research, and critical thinking. Expanding opportunities within lesson time to strengthen the transfer of skills and application of knowledge should be further developed.
- The school conducts regular curriculum reviews each term, led by Heads of Department in consultation with year-level or subject teachers. These reviews ensure adequate provision in FS and good provision in most subjects in phases 2 and 3, supporting the academic and personal development of most students. They evaluate subject coverage and the impact of content on student learning. While some adjustments are made, there remains scope for further development to better meet the needs of all students, particularly high and low achievers and those with additional learning needs.

Next Steps:

1. Ensure full compliance with Ministry of Education (MoE) requirements, particularly in MoE subjects.
2. Further develop cross-curricular links and expand learning opportunities during curriculum reviews to raise attainment.
3. Strengthen curriculum reviews to address the learning needs of high and low achievers, as well as those with additional learning needs, to provide suitable challenge and support.

Curriculum adaptation

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

Findings:

- The school makes adequate curriculum modifications to meet the needs of most student groups, particularly in the Foundation Stage (FS). While there is some recognition of diverse abilities and learning needs, modifications for students with additional needs, low and high achievers are inconsistently implemented. Curriculum mapping has been further adapted to reflect student performance in internal and standardized assessments. Intervention sessions are scheduled for underperforming students who require additional support outside lesson time. However, the same curriculum is, at times, applied too rigorously to all students, particularly in FS.
- The curriculum is interesting, motivating most students to engage in a range of opportunities. The school provides extracurricular activities, including clubs, events, competitions, and off-campus trips, enriching students' academic and personal development. Community links are stronger in phase 3 and to a lesser extent in FS and phase 2, offering more opportunities for older students to engage with the wider community. Opportunities for experimentation, problem-solving, and innovation are limited in lessons, though these skills are developed through theme focus weeks, fundraising market days, and weekly STEAM (Science, Technology, Engineering, Arts and Mathematics) activities. Further integrating exploratory and student-driven activities into lessons would enhance learning experiences, fostering critical thinking and creativity.
- The curriculum appropriately integrates learning experiences that enable all students to appreciate UAE heritage, culture, and Islamic values. These elements are embedded across most aspects of the curriculum, including National Day celebrations, UAE Space Program initiatives, and school-wide presentations, displays and events. Through these meaningful experiences, students develop a clear understanding of UAE values, culture and society.

Next Steps:

1. Enhance curriculum modifications to effectively meet the specific needs of different groups of students in lessons, particularly in FS and for those with additional needs, including low and high achievers.
2. Extend the opportunities within the curriculum to further develop students' enterprise, innovation and creative skills.
3. Strengthen community links to enrich extracurricular offerings, particularly for students in lower 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	Good 	Good 	Good 	Not Applicable

Findings:

- The school has established effective protocols to ensure student safety, including comprehensive child protection measures. A written child protection and safeguarding policy has been shared with all stakeholders and is readily accessible, though parent signatures are still pending. All staff undergo mandatory child protection and safeguarding training, with attendance documented and receive regular policy updates to ensure alignment with ADEK requirements. Staff members are well-versed in procedures for handling child protection issues, creating a safe environment where students feel confident reporting concerns to adults and the safeguarding team. The school effectively addresses all forms of bullying, including online incidents, ensuring a secure and supportive atmosphere for all students.
- The school's commitment to health and safety ensures that all members of the school community feel cared for and secure. Any incidents affecting students' health, safety, or well-being are systematically logged and securely stored, along with records of actions taken. A detailed risk analysis and assessment is conducted before students participate in sports, educational visits, or other activities, with potential risks identified and mitigated before final approval through ADEK processes. The school carries out thorough daily, weekly and monthly hygiene and security checks to promptly identify and address hazards. All legal requirements are met, including regular emergency fire evacuation drills to ensure full compliance with Civil Defense regulations. Students are well supervised during break times, and bus routines are efficient, ensuring a safe and well-managed arrival and departure. However, additional staff presence is needed during arrival to ensure parents follow the correct drop-off procedures at the main gate.
- Buildings and equipment are well maintained, ensuring a safe and secure environment for students and staff. The school employs a coordinated approach, utilizing internal and external providers to manage key health and safety functions, including CCTV and alarm systems, site security, routine water quality testing, waste disposal, and daily cleaning. All regulatory checks for these essential functions are up to date, and contracts are maintained with approved providers. Additionally, the school maintains comprehensive records of evacuation procedures and conducts regular fire drills to ensure compliance with safety regulations.
- The school premises provide a safe and inclusive learning environment for all members of the school community. The facilities are accessible to individuals with mobility or physical disabilities, with ongoing efforts to enhance accessibility, including the installation of ramp access to the canteen.
- The school promotes safe and healthy living, though implementation is not always systematic. Students have opportunities for physical activity to encourage a healthy lifestyle, and those bringing food from home receive regular guidance on making healthy choices. School nurses provide health education during class time, but this is not scheduled consistently. The school has plans to extend and upgrade facilities, with the

facilities manager requesting improved shade in student play areas.

Next Steps:

1. Implement effective measures to protect students from sun exposure.
2. Further embed safe and healthy living across all aspects of school life, with a structured approach to health education.
3. Strengthen staff supervision during arrival and ensure drop-off procedures are effective.

Care and support

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

Findings:

- Staff maintain positive relationships with all students and are fully aware of their needs. A strong ethos of trust and respect is evident in interactions between staff and students, fostering a supportive and respectful environment. High expectations set by staff contribute to students being respectful and well-behaved. Positive behavior reinforcement strategies are well-established, embedded and impactful. A clearly defined behavior policy is understood by all stakeholders, ensuring a safe environment that is conducive to learning. Incidents of inappropriate behavior are exceptionally rare, and when they do occur, effective systems are in place to identify triggers, with appropriate follow-up.
- The school's approach effectively promotes good attendance and punctuality, maintaining accurate records through its management information system. Attendance and punctuality procedures, including the follow-up of unauthorized absences and lateness, are well-managed. Parents acknowledge the school's recent emphasis on attendance, which is reflected in improved attendance figures, particularly in the Foundation Stage (FS). Daily follow-up calls are conducted for unaccounted absences, ensuring timely communication with parents. The strategies implemented to enhance attendance and punctuality are proving successful.
- The school has appropriate systems and policies in place to identify students with additional learning needs, including students of determination. While only 7 students (1.91%) are formally registered, the school monitors additional students who may require support. These seven students have Individualized Education Plans (IEPs) that are reviewed termly, although they were not always evident in lessons. The identification of gifted and talented students is still in its early stages, particularly in regard to academic excellence.
- The school provides appropriate support for most students with additional learning needs, including students of determination. A three-tier approach is in place, incorporating interventions and in-class support from teaching assistants, as required. While the process of formulating IEPs and allocating in-class support is acceptable, the implementation of specific learning targets is inconsistently effective in meeting student needs. Provision for gifted and talented students during lessons and curriculum time is not yet established. However, the school provides opportunities through extracurricular activities and competitions. The school recognizes the need to strengthen support and provision for all students with additional educational needs. The school does not yet provide in school specialist services.
- The well-being and personal development of all students is routinely monitored. The counselor actively engages with students, ensuring that well-being and personal development remain a high priority for all staff. Phase 3 students receive targeted support from the counselor and have access to Unifrog, an online careers and academic guidance platform, effectively preparing them for future educational and career choices.

Next Steps:

1. Strengthen the identification process for students with additional learning needs and ensure effective in-class support is consistently implemented to meet their needs.
2. Enhance the identification and implementation of targeted strategies to further raise attainment for gifted and/or talented students.
3. Ensure teachers and support staff receive the necessary training and skills to effectively support all students with additional learning needs.
4. Seek to implement in school specialist services.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good 

Findings:

- The senior leadership team (SLT), comprising the principal, headteacher, assistant headteacher, phase leader, and Foundation Stage leader, demonstrates a strong commitment to UAE priorities and inclusion. A new inclusion leader has been appointed to enhance provision, though the identification of students with additional needs and the support they receive is not yet fully effective. The principal and senior leaders provide a clear direction to all stakeholders, emphasizing national priorities such as sustainability, tolerance, and UAE identity, which are evident throughout the school.
- Most leaders have a secure understanding of the curriculum, best teaching practices and assessment. They are effective in establishing a positive learning culture that cultivates achieving high standards of students' learning and personal development. Over the two years since the school's opening, they have improved student outcomes, particularly in phases 2 and 3. However, leaders acknowledge that the wealth of assessment data available to teachers is not effectively utilized, particularly in phases 2 and 3. They are committed to targeted teacher training and fostering the sharing of good practices within the school and across the wider educational group to enhance overall capacity. Despite these successes, middle leaders face challenges in working closely with individual teachers due to heavy teaching commitments.
- Relationships and communication are professional and effective. All staff have clear job descriptions, ensuring they understand their roles and responsibilities. Senior leaders distribute responsibilities appropriately, providing ongoing guidance and support to middle leaders to foster their professional growth. Staff morale is positive, reflecting a collaborative and supportive work environment.
- Leaders at all levels, under the guidance of the principal, clearly understand the non-negotiables for school improvement. They recognize the need for enhancing FS provision and have appointed a new FS leader, who is already making a positive impact. Leaders acknowledge that teachers' use of assessment to plan lessons that meet all students' needs, and the consistent application of the marking policy requires further improvement. Middle leaders, including heads of department, have the capacity to deliver effective support. Senior and middle leaders are aware of teaching inconsistencies across the school and are committed to raising standards. The notable improvements made within the school's short operational period demonstrate strong leadership capacity to drive further progress.
- Leaders have been innovative and successful in developing aspects of phases 2 and 3 and maintaining high achievement performance levels, although to a lesser extent in FS. Accountability is shared, and the leadership team remains stable, fostering consistent school improvement. Since the previous inspection, there have been notable improvements in student performance, teaching quality, health and safety, care and support, and students' personal development. Apart from non-compliance regarding the required teaching time for Arabic as a first language, the school meets all statutory requirements.

Next Steps:

1. Ensure full compliance with Ministry of Education (MoE) subject requirements.

2. Provide targeted training and resources to support the inclusion leader in effectively identifying students with additional needs and delivering high-quality support.
3. Ensure identified priorities to drive continuous school improvement sustains progress, across all areas and phases, particularly in FS.

School self-evaluation and improvement planning

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

Findings:

- Self-evaluation forms (SEF), incorporating internal and external data, are increasingly used in the School Improvement Plan (SIP), though implementation remains inconsistent. While all staff are involved to some extent, middle leaders were primarily responsible for writing the SEF, with senior leaders overseeing the process. The SEF references both internal and external assessments to support judgments, but it is descriptive, lacking clear evaluation of actions taken. Senior leaders have a reasonable understanding of the school's strengths and areas for development.
- Monitoring of teaching and learning is conducted systematically by senior and middle leaders, though it is insufficiently focused on its impact on student achievement. Formal observations take place once per term, led by a senior leadership team (SLT) member and a middle leader. Informal monitoring occurs multiple times, either announced or unannounced, with a clear focus, such as assessing the implementation of recent training in classrooms. Feedback from formal observations is provided in writing, while informal feedback may be verbal or written. While written feedback identifies areas for teacher development, such as differentiation and challenge for the most able students, it does not explicitly link to student achievement.
- SIP is adequate and based on a simple SEF, with its priorities derived from the recommendations of the previous inspection report. However, there is little correlation between the SIP and SEF, limiting its effectiveness as a strategic improvement tool. The SIP lacks SMART (Specific, Measurable, Achievable, Relevant and Time-bound) targets and clear success criteria linked to triangulated student academic and personal achievement, development and lesson observations. While it includes assigned responsibilities and review dates, its impact on student outcomes is inconsistent, and it does not rigorously connect improvements to measurable student achievement.
- The school has made notable progress in addressing most recommendations, particularly in raising attendance and overall performance, though to a lesser extent in FS. Despite gaps in school improvement documentation, leadership has been effective in driving improvements across key areas, demonstrating a commitment to continuous development.

Next Steps:

1. Refine SEF to be evaluative rather than descriptive, ensuring it effectively measures impact.
2. Align areas for improvement identified in the SEF with the SIP for a more cohesive improvement strategy.
3. Strengthen the SIP by incorporating SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) targets, with actions measured against clear success criteria linked to triangulated student outcomes.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- The school is successful in engaging parents as partners in their children's learning and in school life. Parents are supportive and trusting, confident that the school provides a well-rounded education. They feel welcomed and actively involved, recognizing their role as partners in their children's education. Through informational events, the school keeps parents well-informed about key educational developments affecting their children. Where relevant, parents contribute to the development and review of Individual Education Plans (IEPs). Parents have expressed interest in being more involved in the strategic direction of the school and receiving greater insight into the School Improvement Plan (SIP).
- Communication strategies ensure parents are informed about their children's learning and development. The school employs a variety of communication methods to keep parents updated and engaged. Parents feel welcomed and valued when visiting the school, with the accessibility of senior leadership and teaching staff contributing to high levels of satisfaction with school communication.
- Reporting on students' academic progress and personal development is conducted regularly, with academic grade cards provided to parents. Parents have opportunities to review assessment papers and meet teachers each term during open house and parent consultation events. These meetings include discussions on report card grades as well as non-academic aspects of student development. The school effectively and promptly addresses any concerns raised by parents. However, attitudes, strengths, and areas for development are not yet formally recorded in student reports.
- The school occasionally contributes to the local, national, and international communities. It benefits from a range of support, including teacher training and student participation in competitions. Parents express a desire for increased opportunities for students to engage in community initiatives and participate in sporting events. In collaboration with Red Crescent, students have contributed to charitable initiatives to support those less fortunate. International collaborations and partnerships outside the region are not yet established.

Next Steps:

1. Engage parents in the strategic planning process, ensuring they have a clear understanding of the school's direction and development.
2. Expand participation in regional and international initiatives to create meaningful opportunities that benefit all stakeholders.
3. Review written reporting structures to incorporate non-academic areas, providing a more holistic overview of student development.

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The Board of Governors now includes representation and consultation from most stakeholders, including students, in line with recommendations from the previous report. The owner is represented on the Board by the Chief Executive Officer (CEO) of JP Schools, demonstrating active engagement and oversight. Regular parent surveys are conducted to gather feedback and perspectives, ensuring parental voices are considered in decision-making. Governors are enhancing the parent complaint-handling system to improve efficiency and responsiveness. An online platform allows parents to directly contact Governors regarding any school-related matters.
- The Board of Governors regularly monitors school performance and holds senior leaders accountable for student achievement and personal development. In addition to regular full board meetings, Quarterly Review Meetings (QRM) are held with Governors, the Principal, and senior leaders to discuss the agreed agenda and identify school improvement targets. However, these targets are not currently included in the School Improvement Plan (SIP). Identified targets are translated into performance management objectives for the Principal and senior leaders. This system is set to transition in Term 3 to a more traditional appraisal process, aligning with the performance management structure for teachers and middle leaders. Governors do not currently contribute to school improvement documents but play a key role in financial oversight through an appointed finance committee. During QRM visits, Governors observe lessons, interact with students and staff, and tour the school, in addition to attending informal events such as sports days and UAE celebrations. Their frequent presence in the school ensures they are well-informed about student achievement and the overall quality of school performance.
- The Board of Governors exerts a positive influence on school leadership and direction, guided by ethical principles. They actively support school initiatives, including investment in an assessment system that provides stakeholders with easy access to comprehensive data on student attainment, progress, and social development. Governors have approved an ambitious building program to enhance facilities and resources, aiming to build on the school's current success. Recognizing the need for improvements in FS, they have supported initiatives to provide greater opportunities for child-initiated learning, benefiting the youngest students. Overall, the Board has made a positive impact on school performance and its strategic direction.

Next Steps:

1. Standardize performance management and appraisal procedures to ensure consistency across all levels.
2. Integrate interim improvement targets from Quarterly Review Meetings (QRM) into an action plan or SIP for effective monitoring.
3. Establish a governor-led committee to collaborate with school leaders in developing and reviewing school improvement documents.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of day-to-day school management are well-organized, positively impacting student achievement. The school's procedures and routines are effective and efficient, ensuring a smooth operation with clear policies and structured systems that support a productive learning environment. Administrative processes, including attendance tracking and student support systems, function efficiently, contributing to overall school effectiveness. Staff collaboration is evident, with teachers and support staff working cohesively to maintain an organized school environment. However, while scheduling is effective, some lesson durations limit deeper engagement, independent learning, and reflective discussions. Additionally, insufficient transition time between sessions occasionally leads to rushed movement, affecting lesson starts and overall instructional time.
- The school is appropriately staffed in alignment with its vision and mission. Most staff members are suitably qualified and benefit from regular professional development aligned with the school's priorities. Staff possess the necessary qualifications and expertise to support effective student learning. Professional development opportunities are structured around school improvement priorities, equipping educators with strategies to enhance teaching and learning. However, a personalized approach to staff training is not yet fully embedded, particularly in the areas of differentiated instruction and the early years.
- The school premises are adequate, featuring specialist facilities that ensure accessibility for most. Most learning areas, including technology facilities, are of high quality and are regularly utilized to support student achievement. The environment enhances learning, with specialized spaces that provide hands-on, inquiry-based learning opportunities. Facilities such as the library, garden and outdoor play area enrich learning and teaching experiences. Large football, basketball, and volleyball fields support physical development and promote a healthy lifestyle. Accessibility is partially addressed through ramps, but the absence of lifts remains a challenge for students with mobility difficulties. Plans for a new building with lifts reflect the school's commitment to inclusivity and improving accessibility for all students.
- A range of resources, aligned with the licensed curriculum requirements and the needs of students, supports effective learning for the majority of students, although to a lesser extent for those with additional learning needs. The school provides well-equipped science laboratories, enabling students to engage in hands-on, inquiry-based learning experiences. The ICT lab is equipped with computers, enabling students to develop digital skills. In Foundation Stage (FS), dedicated construction areas, sensory play stations, and role-play corners foster creativity, exploration, and fine motor skill development. A dedicated outdoor learning space, including a forest garden and planting areas, promotes environmental awareness and hands-on science experiences. While the school offers a diverse range of resources, ensuring their consistent use across all subjects and further enhancing them to meet emerging curriculum needs would maximize their impact on student learning, particularly for children in FS and those with additional learning needs.

Next Steps:

1. Optimize scheduling to allow for longer lesson durations and smoother transitions, enhancing engagement

and independent learning.

2. Personalize professional development to better address individual staff needs, ensuring targeted growth and skill development.
3. Ensure the consistent and effective use of resources across all subjects, maximizing their impact on student learning and curriculum delivery, particularly for students in FS and those with additional learning needs.

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