



Irtiqa'a School Inspection

AY 2024/25

Horizon Private School - Branch

Rating: Good

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School Information

General Information		
	Name	Horizon Private School - Branch
	Esis Number	9006
	Location	Abu Dhabi, KHALIFA CITY, SE43, P4_P6
	Website	https://horizonprivateschool.com/
	Telephone	025560811
	Inspection Dates	20 to 23 Jan 2025
	Curriculum	American

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1660
Number of Emirati students	932
Number of students of determination	28
Largest nationality group of students	UAE - Egypt - Jordan

Information On Teachers

Number of teachers	121
Nationalities	Lebanon - South Africa - Jordan
Number of teaching assistants	1

Changes since the previous inspection

Since the last inspection in 2022, the school's overall judgment has regressed from very good to good.

Overall, Arabic-medium subjects have largely remained stable, with some phases maintaining their performance levels while others have shown regression. In Islamic education, students' attainment in Phase 1 remains good, though progress has declined from good to acceptable. In Phase 2, student achievement has regressed from good to acceptable, while it remained good in Phase 3. In Phase 4, achievement has declined from very good to good. Students' achievement in Arabic as a First Language (AfL) has been sustained at the same level, remaining good across Phases 1, 2, and 3, and very good in Phase 4. Similarly, Arabic as a Second Language (ASL) has remained at good in Phases 2 and 3 and very good in Phase 4, consistent with the previous inspection. Students' achievement in UAE social studies has also remained unchanged at good across Phases 2, 3, and 4. While performance in some areas has been maintained, the decline in Islamic education highlights the need for targeted interventions to ensure consistent progress across all Arabic-medium subjects.

Overall, English-medium subjects have shown stability in some areas, while others have experienced regression. Students' attainment in English remains good in Phases 1, 2, and 3 but has declined from very good to good in Phase 4. Progress remains very good in Phase 1 but has declined from very good to good in Phases 2, 3, and 4. While English remains a challenge for the school, effective strategies are in place across all phases to support students' language development. In mathematics, attainment in Phase 1 has declined from very good to good, though progress remains very good. In Phases 2 and 3, achievement has regressed from very good to good, while it remains very good in Phase 4. The decline is primarily attributed to a lack of inquiry-based teaching and students' limited application of skills assessed in international benchmarks. Similarly, in science, achievement remains good in Phase 1 and very good in Phase 4. However, in Phases 2 and 3, attainment and progress have

declined from very good to good, indicating a need for a stronger emphasis on conceptual understanding and investigative learning.

As a result of some phases regressing, learning skills mirror this and demonstrate a slight decline from very good to good in Phases 1, 2, and 3, and remaining very good in Phase 4. Students are comfortable working together with others. They are well aware of the benefits that group work produces, although at times, especially in Phase 2, they may not always initiate collaborative activity.

Students' personal and social development and innovation skills were not previously reported upon but are now included in this inspection. Personal development is now judged as good in Phase 1, mainly due to lower school attendance rates, and very good in all other phases. Islamic values and social responsibility are now judged to be good across all phases. Students exhibit very positive attitudes and behavior, with ongoing efforts to promote Islamic values more regularly in assemblies and lessons, as well as stronger student self-reliance and active community involvement.

Teaching quality has seen some regression, as a result of the regression in subject phase judgments for attainment. Teaching has been sustained very good in Phase 4, though declines from very good to good in Phases 1, 2 and 3. Most teachers consistently apply their subject knowledge and plan purposeful lessons and to a greater efficiency in Phase 4. Critical thinking, problem-solving, and independent learning are very strong in Phase 4, with ongoing efforts to further embed highly effective teaching strategies to meet the needs of all learners across all phases.

Across all phases, assessment ratings have consistently remained very good. This is due to teachers and leaders establishing a clear policy and consistently reviewing its accuracy, with ongoing work in the effective use of MAP assessments and establishing an Arabic benchmark test to optimize students' achievement.

Performance Standard 4 (PS4), which pertains to curriculum design and adaptation, was not included in the previous inspection process. Currently, curriculum design, implementation and adaptation are now judged as good, except for curriculum adaptation in Phase 1 which is acceptable. The school offers a well-structured and flexible curriculum that aligns with national priorities and meets the needs of most students. The curriculum offers a wide range of curricular choices in Phases 3 and 4, with ongoing efforts to strengthen modifications to meet the needs of all groups of learners. The school integrates UAE heritage and values into the curriculum, though enterprise and innovation opportunities could be expanded.

Health and safety measures, including child protection and safeguarding policies, remain very good. Staff undergo regular training on safeguarding procedures, and the school maintains a safe and secure learning environment, with ongoing initiatives promoting student well-being. Students with additional learning needs (ALN) receive appropriate support, while provisions for gifted and talented (G/T) students are still developing.

Despite the appointment of a new principal, leadership and management have largely remained stable, with some areas showing improvement while others have experienced slight regression, ensuring continuity in the school's strategic direction. The effectiveness of leadership, as well as self-evaluation and improvement planning, has declined from very good to good, primarily due to leadership transitions, inconsistencies in aligning self-evaluation with improvement planning, and gaps in monitoring teaching quality, which is not yet fully aligned with the UAE Inspection Framework, leading to variations in the impact of improvement initiatives on student achievement. However, leaders at all levels demonstrate a strong commitment to UAE priorities, fostering a culture of accountability, innovation, and continuous improvement. Parental engagement and community partnerships have remained very good, reflecting strong parental involvement and an effective reporting system. Governance has improved from good to very good, with parents now actively participating in governor meetings and playing a more significant role in decision-making. Staff receive strong support, contributing to long-term retention, and the Chief Education Officer plays a pivotal role in supporting the principal, fostering collaboration across schools within the group, and engaging with external agencies.

The school's efforts towards meeting their targets on

international assessments: TIMSS, PISA, PIRLS

The school actively benchmarks students' attainment against international standards by participating in global assessments such as TIMSS, PISA, and PIRLS. Grade 4 students have undertaken TIMSS assessments in mathematics and science, allowing the school to evaluate performance against international expectations.

The school ensures that staff and students are familiar with TIMSS, PISA and PIRLS assessments and are aware of the importance of performing well and competing on a global level. Middle leaders are aware of the school targets for international assessments and that action needs to be taken to improve students' attainment. English, mathematics and science teachers analyze the results in their departments and accordingly, the curriculum is modified across all subjects to ensure students cover the necessary skills and knowledge needed for TIMSS, PISA and PIRLS tests.

Performance in standardized and international assessments

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

Standardized Assessments

In AY2023/24, students from Grades 3 to 9 participated in the Measures of Academic Progress (MAP) assessment for English reading and language use. The results indicate that across the grades, less than three-quarters of students attain levels in line with expectations in both the fall and spring assessments. Similarly, in terms of progress, the majority of students across Grades 3 to 9 met the expected progress targets in both fall and spring, except for Grade 8, where the large majority demonstrated better-than-expected progress in Language Use.

In AY2023/24, students from Grades 3 to 9 participated in the Measures of Academic Progress (MAP) assessment for mathematics. The fall results show that less than three-quarters of students in Grades 3 to 7 and most students in Grades 8 and 9 attain levels in line with international expectations. In the spring, less than three-quarters of students in Grades 3 to 7 and most in Grade 8 attain in line with expectations, while a large majority in Grade 9 attain above standards. Regarding progress, less than three-quarters of students in Grades 3, 5, 7, and 8 made progress in line with international standards, whereas the large majority of students in Grades 4, 6, and 9 made better than expected progress.

In AY2023/24, students from Grades 3 to 9 participated in the Measures of Academic Progress (MAP) assessment for science. Fall results indicate that less than three-quarters of students in Grades 3 to 8 and most in Grade 9 attain levels in line with expectations. Spring results show that less than three-quarters of students in Grades 3, 4, 5, 7, and 8, as well as most in Grade 6, attain in line with expectations, while the majority of students in Grade 9 attain above expectations. Across Grades 3 to 9, only a majority of students made the expected progress in science.

International Assessments: TIMSS, PISA, PIRLS

The most recent PISA (Programme for International Student Assessment) 2022 results for 15-year-old students indicate a reading score of 473.2, which exceeds the PISA international average of 476 but falls below the school's target, highlighting the need for further improvement to meet internal expectations.

In mathematics, students achieved a score of 510.8, surpassing both the PISA international average of 472 and the school's target, reflecting strong performance with continued efforts to sustain and enhance attainment.

For science, the score of 514.6 exceeds the PISA international average of 485 and meets the school's target, demonstrating solid achievement in this subject.

The TIMSS (Trends in International Mathematics and Science Study) 2023 results for Grade 4 students in mathematics indicate a score of 445.19, placing them within the low proficiency benchmark and below the school's target, emphasizing the need for further development to align with international expectations.

In Grade 8 mathematics, students scored 530.62, positioning them within the high proficiency benchmark. While this reflects a stronger performance compared to Grade 4, it remains below the school's set target, indicating areas for continued improvement.

For science, Grade 4 students achieved a score of 442.98, placing them within the low proficiency benchmark and falling below the school's international target. This underscores the need for targeted intervention to strengthen scientific literacy and conceptual understanding.

In Grade 8 science, students attained a score of 538.43, positioning them within the high proficiency benchmark. Although this marks an improvement from Grade 4, it remains below the school's target, indicating areas for further progress.

The PIRLS (Progress in International Reading Literacy Study) 2021 results for Grade 4 students show a score of 537, placing them within the intermediate international benchmark, demonstrating a solid level of reading proficiency.

Reading

The school prioritizes reading and literacy development across all phases, aligning with national reading policies and performance standards. Reading programs support Arabic as a first language (AfL), Arabic as a second language (AsL), and English, ensuring students develop fluency, comprehension, and research skills through structured initiatives embedded within the curriculum.

The school features two well-equipped libraries, one for Kindergarten and Elementary students and another for Middle and High school students. Both libraries house 17,000 books, including a diverse collection of fiction and non-fiction texts that support the English and Arabic curricula. The Elementary Library includes a designated reading corner for whole-class activities, while the Secondary Library provides multiple study spaces for individual and group learning. Comfortable seating, collaboration areas, and quiet reading zones enhance students' reading experiences. To encourage engagement, students participate in book fairs, Reading Week activities, book presentations, and reading challenges in both Arabic and English. The school's Reading Club further fosters a love for reading, while non-fiction materials align with curriculum topics, allowing students to explore research-based learning.

Reading is integrated into daily lessons across all phases. Kindergarten classrooms include dedicated reading corners, with a mix of fiction and non-fiction books in Arabic and English. Daily phonics lessons reinforce early literacy development, and small-group reading sessions in the Focus Center provide targeted support. Students requiring additional help receive one-on-one reading interventions focused on letter recognition and comprehension. Parental involvement is actively encouraged, with structured home reading programs, weekly library visits, and reading records tracking progress.

In Grades 1 to 4, Arabic teachers incorporate weekly library sessions, where students read stories in Arabic and complete literacy-based activities, strengthening their fluency and comprehension. Students in Phases 2 and 3 engage in weekly skills-based reading lessons, focusing on reading comprehension, vocabulary development, and research strategies. These lessons include structured literacy programs such as the Super3 Steps Program for Grade 3, which teaches students skimming and scanning techniques for efficient information retrieval. For students in Grades 6 to 8, the Big6 Research Model from the American Association for School Libraries is introduced, equipping them with skills to locate, access, and effectively use information. These research skills are closely linked to curriculum topics, enabling students to complete subject-based projects on sustainability, culture, and heritage.

For senior students, research literacy is embedded within the English curriculum, where students learn to locate key sources, analyze primary and secondary texts, extract relevant information, and cite sources correctly. Teachers across all subjects incorporate language objectives into lesson and unit plans, ensuring students develop subject-specific vocabulary and literacy skills. Each department emphasizes subject-based reading strategies, reinforcing literacy across disciplines, including Science, Mathematics, Islamic Education, and Social Studies. Secondary students participate in the annual Reading Fair, while English classes utilize leveled reading boxes for independent and group reading activities that support both academic and recreational reading.

To ensure systematic assessment and tracking of reading progress, the school employs structured evaluation tools to assess fluency, comprehension, and research proficiency. Reading progress is monitored through formative and summative assessments, and students' literacy development is tracked through reading records, standardized benchmarks, and teacher feedback. This structured approach allows educators to identify areas for improvement and provide targeted interventions where necessary.

The school's reading initiatives align with national educational priorities and performance standards, ensuring compliance with library management, teaching and learning, curriculum adaptation, school culture, and assessment indicators. The quality of libraries, the integration of reading in lessons, and structured research literacy programs reflect the school's commitment to fostering a strong reading culture. Additionally, the implementation of targeted literacy programs, extracurricular reading activities, and cross-curricular integration enhance students' reading skills and academic performance.

The school continues to refine its reading strategies and assessment approaches, ensuring all students develop strong literacy, research, and critical thinking skills, essential for academic success and lifelong learning.

Strengths of the school

- The school successfully met its target in science literacy in PISA 2022, demonstrating its commitment to high academic standards and global benchmarking.
- Students' achievement in Islamic education has improved to very good in Phase 4, reflecting the effectiveness of curriculum implementation and instructional strategies.
- The school provides a safe, inclusive, and well-supervised environment, with a strong commitment to child protection and safeguarding through well-implemented policies, staff training, and student awareness programs.
- Staff build and maintain positive, respectful, and purposeful relationships with all students, fostering a supportive and nurturing learning environment.
- The school has established highly effective parental partnerships through regular communication, workshops, and collaborative initiatives that reinforce its role as an integral part of the community.
- The school's vision is upheld by strong leadership and governance, ensuring continuous improvement, accountability, and alignment with UAE national priorities.

Key Recommendations

1. Raise students' achievement, teaching, and assessment to become at least very good, by:

- strengthening speaking skills in Arabic as a Second Language (AsL) through more structured interactive and immersive opportunities.
- providing more opportunities for students to practice extended writing, with accuracy and proper grammar in Arabic as a First Language (AfL).
- ensuring Holy Quran recitation skills, with stronger connections with real-life applications and Islamic curriculum strands, particularly in Phase 2.
- providing more opportunities to independently develop reading, writing, critical thinking, and problem-solving skills, particularly in Phase 1.
- ensuring the scientific method is fully applied to enhance their scientific thinking, data analysis skills and ability to draw conclusions effectively, across all phases.

- planning more hands-on scientific and mathematical investigations in the lower phases to deepen understanding.
- providing more opportunities for students to develop their research skills and critical thinking across all subjects.
- using assessment data to effectively monitor the progress of individual students and groups in all subjects.
- using assessment data to effectively inform instruction, ensuring lessons are adapted to close learning gaps and enable students to make consistent progress.
- expanding opportunities for creativity and innovation within the curriculum and strengthening connections with the wider and international community.
- benchmarking students' attainment in the Arabic-medium subjects.

2. Elevate the level of inclusivity in the school, by:

- providing more effective support for students with additional learning needs (ALN) and those with gifts and/or talents (G/T), ensuring consistent use of individualized education plans (IEPs) and advanced learning plans (ALPs) in lessons.
- expanding student-centered teaching strategies to meet the needs of different groups of learners, particularly in Phase 2 and Arabic-medium subjects.
- Improving the consistency of work evaluation and feedback, ensuring students receive constructive guidance, self- and peer-assessment opportunities, and clearer identification of strengths and areas for improvement.
- adapting the curriculum to provide greater challenge and differentiation, ensuring it meets the diverse needs of all student groups, particularly in the lower phases.

3. Improve aspects of leadership to raise effectiveness to at least a consistently very good level, by:

- engaging all stakeholders, including parents, in the school's self-evaluation (SEF) process, ensuring it is closely linked to improvement planning, with shared priorities.
- providing high-quality, bespoke professional development to strengthen leaders' understanding of effective teaching strategies and inquiry-based learning, particularly in the lower phases.
- systematically reviewing the impact of professional development and lesson observations, ensuring they lead to measurable improvements in student outcomes.
- creating more opportunities for students to take on leadership roles, enabling them to actively contribute to school initiatives and the broader school community.
- ensuring all the necessary curriculum linked resources are made available to the school.

4. Improve outcomes in PISA, TIMSS and PIRLS international assessments and aim to meet the set targets, by:

- producing a dedicated plan to meet the targets set in TIMSS, PISA and PIRLS.
- ensuring the school curriculum is closely aligned with the skills and knowledge areas in TIMSS, PISA and PIRLS assessments.
- implementing targeted interventions for students who may need support in developing the skills that are assessed.
- continuing to provide professional development for teachers to improve their understanding of the assessment frameworks.

Overall School Performance: **Good**

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students’ achievements

Islamic Education

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



Holy Qur’an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school’s analysis of internal assessment data for the AY 2023/24, against the Ministry of Education (MoE) curriculum standards for Islamic education indicates that most students in Phases 1, 2, 3 and 4 attain levels that are above curriculum standards. This high level of performance does not align with the level of skills and knowledge observed in lessons.
- The school has no external national or international assessments for Islamic education in Phases 1, 2 and 3. Results of the Grade 12 MoE examination for the AY2023/24 indicate that most students attain levels that are above national standards.
- In lessons and in their recent work, the majority of students across Phases 1, 3 and 4 demonstrate knowledge, skills, and understanding of key Islamic values and etiquette that are above the curriculum standards.
- Over the past three years, the school’s internal attainment data shows that most students across all phases of the school have consistently attained levels above the MoE curriculum standards. Trends in the Grade 12 MoE national examination indicate that most students have consistently attained levels above the curriculum standards over the past three years.
- The school’s analysis of internal assessment data for the AY2023/24 academic year indicates that most students in Phases 1, 2 and 4 and the majority in Phase 3 make better than expected progress over time and from their starting point at the beginning of the academic year.
- Based on lesson observations and scrutiny of students’ work, most students in Phases 1 and 2 make expected progress, while the majority of students in Phases 3 and 4 make better than expected progress in

relation to learning objectives that are aligned with curriculum standards and in their work.

- The school's analysis of internal assessment data indicates that most groups of students in Phases 1, 2, and 4, including boys, girls, Emirati students, and high achievers, demonstrate progress that exceeds expectations. However, in Phase 3, while the large majority of girls make better than expected progress, less than three-quarters of boys meet expected progress levels. Emirati students in Phase 3 mostly attain expected progress, contrasting with other phases where they exceed expectations. Most low-achieving students generally meet expected progress in Phase 1, though their progress is not identified across Phases 2, 3, and 4. Students with additional learning needs, including those of determination, demonstrate significant progress across Phases 1 and 2, with the large majority exceeding expected progress. In Phase 3, most students also progress beyond expectations. However, in Phase 4, less than three-quarters achieve the expected level of progress, indicating a need for further support at this stage. High achievers consistently exceed expectations across all phases, with outstanding progress recorded. Gifted and talented (G&T) students have not been formally identified across any phase, limiting the ability to assess their progress effectively. In lessons, boys and girls generally make similar progress in Phases 1, 2, and 3, although in Phase 4, boys outperform girls. While low and high achievers tend to meet expected progress, some students struggle to accelerate their learning due to limited differentiation and targeted challenges. Students with additional learning needs have the potential to exceed expectations further if their personalized plans are implemented effectively. Overall, all student groups could achieve stronger progress through more tailored instructional strategies and enhanced differentiation.

Next Steps:

1. Strengthen students' ability to critically analyze and apply Islamic concepts to contemporary issues, fostering deeper connections between different Islamic strands.
2. Enhance students' proficiency in Quran recitation, ensuring accurate application of Tajweed rules and improving their ability to use Quranic and Hadeeth evidence effectively in their reasoning and responses.
3. Accelerate students' understanding of Islamic values with meaningful connections between different areas of Islamic education to apply principles in real-life situations.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data for the AY2023/24, against the Ministry of Education (MoE) curriculum standards for Arabic as a first language (AFL) indicates that the large majority of students in Phase 1 and most students in Phases 2, 3 and 4 attain levels above curriculum standards. This high level of attainment does not align with the level of knowledge and skills observed in lessons.
- The school has no external national or international assessments for AFL in Phases 1, 2 and 3. Results of the Grade 12 MoE examination for the AY2023/24 indicate that most students attain levels that are above national standards.
- In lessons and in their recent work, the majority of students in Phases 1, 2 and 3, and the large majority in Phase 4, attain levels above curriculum standards in Arabic reading, writing, speaking, and comprehension.
- Over the past three years, the school's internal attainment data indicates that the large majority of students in Phase 1 have consistently attained above MoE curriculum standards, while most students in Phases 2 and 4 sustained high national standards. Attainment in Phase 3 demonstrates an upward trend, improving from good in AY2021/22 to outstanding in both AY2022/23 to AY2023/24. Trends in Grade 12 MoE external assessment data indicate that most students consistently attain results above expectations over the last three years.
- The school's analysis of internal assessment data for the AY2023/24 academic year indicates that the large majority of students in Phases 1, 2, and 4 and the majority in Phase 3 make better than expected progress over time and from their starting point at the beginning of the academic year.
- Based on lesson observations and scrutiny of students' work, the large majority of students in Phases 1, 2 and 4 and the majority in Phase 3 make better than expected progress in relation to learning objectives that are aligned with curriculum standards and in their work.
- The school's analysis of internal assessment data indicates that the majority of student groups, including boys, girls, and Emirati students, as well as most high achievers, make better-than-expected progress across all phases. In Phase 1, the large majority of girls and Emirati students outperform the majority of boys. In Phases 2 and 4, most girls demonstrate stronger progress compared to the large majority of boys and

Emirati students, while in Phase 3, the majority of girls make more rapid progress than their male and Emirati peers. Most low-achieving students in Phases 1, 3, and 4 make expected progress; however, in Phase 2, they remain unidentified. Although less than three-quarters of students with additional learning needs, including students of determination, make sufficient progress, most exceed expectations in Phase 4. The school has not identified students with gifts and/or talents across any phase. In lessons, all student groups, including boys, girls and Emirati students, make similar progress relative to their starting points. However, high attainers and students with gifts and talents are inconsistently challenged to reach their full potential, limiting opportunities for further acceleration.

Next Steps:

1. Enhance creative writing competencies and consistent grammar and punctuation application in Phase 2.
2. Strengthen reading fluency, emphasizing decoding strategies that enhance comprehension and language acquisition skills in Phase 3.
3. Elevate the use of standard Arabic in both verbal and written responses in Phase 4.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data for the AY2023/24, against the Ministry of Education (MoE) curriculum standards for Arabic, as a second language (ASL) indicates that most students in Phases 2, 3 and 4 attain levels above curriculum standards.
- The school has no external national or international assessments for ASL.
- In lessons and their recent work, the majority of students in Phases 2 and 3, and the large majority in Phase 4, demonstrate listening, comprehension, reading and writing skills above expectations. However, their speaking and conversational skills remain less developed.
- Over the past three years, the school's internal attainment data indicates that most students in Phases 2 and 4 have consistently performed above MoE curriculum standards. Trends in attainment in Phase 3 have followed an upward trajectory, improving from very good in AY2021/22 to outstanding in both AY2022/23 and AY2023/24, reflecting sustained academic growth.
- The school's analysis of internal assessment data for the AY2023/24 academic year indicates that most students in Phases 2 and 4 and the large majority of students in Phase 3 make better than expected progress over time and from their starting point at the beginning of the academic year.
- Based on lesson observations and scrutiny of students' work, the majority of students in Phases 2 and 3 and the large majority in Phase 4 make better than expected progress in relation to learning objectives that are aligned with curriculum standards and in their work.
- The school's analysis of internal assessment data indicates that the majority of student groups, including boys, girls, and high achievers in Phases 2, 3, and 4, make better-than-expected progress. In Phases 2 and 3, most girls progress at a faster rate than the majority of boys, whereas in Phase 4, both groups make similarly strong progress. Across Phases 2, 3, and 4, most high-achievers exceed expectations, while most students with additional learning needs, including students of determination, make expected progress in Phase 4. However, the school has not identified students with additional learning needs, including students of determination in Phases 2 and 3, nor low achievers and those with gifts and/or talents across Phases 2, 3, and 4. In lessons, all student groups across each phase make better-than-expected progress. New ASL learners receive effective support and make better-than-expected progress, whereas higher-attaining students do not consistently achieve the progress they are capable of.

Next Steps:

1. Develop fluency and confidence in verbal communication across all phases.
2. Enhance grammatical accuracy and structured writing skills in Phases 3 and 4.
3. Improve reading fluency and comprehension of extended texts in Phases 2 and 3.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 academic year, against the Ministry of Education (MoE) curriculum standards for UAE social studies indicates that most students in Phases 2, 3 and 4 attain levels above curriculum standards.
- The school has no external national or international assessments for UAE social studies.
- In lessons and in their recent work, the majority of students in Phases 2, 3 and 4 attain levels of knowledge, skills and understanding in citizenship, UAE heritage and culture, and the individual and society that are above the Ministry of Education (MoE) curriculum standards.
- Over the past three years, the school's internal attainment data indicates that most students in Phases 2 and 4 have consistently performed above MoE curriculum standards. Longitudinal data indicates a positive trajectory in Phase 3, where attainment has improved from very good in AY2021/22 to outstanding in both AY2022/23 and AY2023/24, reflecting sustained academic growth.
- The school's analysis of internal assessment data for the AY2023/24 academic year indicates the large majority of students in Phase 2 and the majority of students in Phases 3 and 4 make better than expected progress over time and from their starting point at the beginning of the academic year.
- Based on lesson observations and scrutiny of students' work, the majority of students in Phases 2, 3 and 4 make better than expected progress in relation to learning objectives that are aligned with curriculum standards and in their work.
- The school analyzes assessment data to track the progress of various student groups, including boys, girls, Emirati students, and students with additional learning needs (ALN)—such as students of determination, and low-and high-achievers. The school's internal assessment data analysis highlights variations in student progress across different groups. In Phase 2, most student groups, including boys, girls, Emiratis, high-achievers, and students with additional learning needs—such as students of determination—demonstrate better-than-expected progress. Within this phase, most girls, high-achievers, and students with additional learning needs progress at a faster rate than the large majority of boys and Emiratis. In Phases 3 and 4, the majority of student groups, including girls and high-achievers, continue to make better-than-expected progress, with girls outperforming boys. While most students with additional learning needs exceed

expectations in Phases 2 and 3, their progress in Phase 4 is typically sufficient rather than exceeding expectations. Low-achieving students remain unidentified in Phases 2 and 4, while students with gifts and/or talents are not identified across any phase. In lessons, all student groups make better-than-expected progress across all phases; however, higher-achievers do not consistently achieve the progress they are capable of.

Next Steps:

1. Establish a clear, systematic approach to identifying and supporting high-achieving students, ensuring they consistently reach their full potential.
2. Implement targeted strategies to improve progress for students with additional learning needs in Phase 4 and maintain a consistent progress rate across all student groups.

English

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Good	Good	Good	Good ↓
	Progress	Very Good	Good ↓	Good ↓	Good ↓

Findings:

- The school’s analysis of internal assessment data for the AY2023/24, measured against the American Virginia Standards of Learning (SoLs), indicates that most students in Phases 1, 2 and 4 and the large majority in Phase 3, attain levels exceeding curriculum standards. This high level of attainment does not align with the level of knowledge and skills observed in lessons.
- The school does not administer external national or international English assessments in Phase 1. However, it has implemented the Measures of Academic Progress (MAP) assessment, developed by the Northwest Evaluation Association (NWEA), twice annually from Fall to Spring to benchmark student attainment in Phases 2, 3 and 4 for Grades 3 to 9. The Fall-to-Spring MAP assessment results for AY2023/24 in English reading and language use indicate that less than three-quarters of students in Phases 2, 3 and 4 attain levels in line with international standards. In Phase 4, students have the option to take Advanced Placement (AP) examinations. While a small number participated in the AP English and Composition examination, most Grade 11 students in AY2023/24 attained results in line with international standards.
- Results of 15-year-old students in the most recent PISA (Programme for International Student Assessment) in 2022 indicate a reading score of 473.2. This exceeds the PISA international average of 476 but is below the school’s target of 513.7, indicating room for improvement to meet internal expectations. Results of Grade 4 students in PIRLS (Progress in International Reading Literacy Study) 2021 indicate a score of 537, which falls within the intermediate international benchmark.
- In lessons and in their recent work, the majority of students across all phases attain levels of reading, writing and speaking skills that are above curriculum standards.
- Over the past three years, the school’s internal attainment data indicates that most students in Phases 1, 2 and 4 have consistently attained levels above Virginia SoLs curriculum standards. However, in Phase 3, attainment demonstrates an upward trend, improving from good in AY2021/22 to very good in the subsequent two years from AY2022/23 to AY2023/24. Trends in the NWEA MAP examination for reading and language use reveal that in Phases 2, 3 and 4, less than three-quarters of students consistently attained

levels in line with Virginia SoLs over the past three years, with students consistently performing below UAE national and US international benchmarks. Trends in the AP English and Composition examination fluctuate, where in AY2021/22 it improves from acceptable to very good in AY2022/23, then declines back to acceptable in AY2023/24.

- The school's analysis of internal assessment data for the AY2023/24 academic year indicates that the large majority of students in Phases 1 and 2 and the majority of students in Phases 3 and 4 make better than expected progress over time and from their starting point at the beginning of the academic year.
- Based on lesson observations and scrutiny of students' work, the large majority of students in Phase 1 and the majority of students in Phases 2, 3 and 4 make better than expected progress in relation to learning objectives that are aligned with Virginia SoLs and in their work.
- The school analyzes assessment data to track the progress of various student groups, including boys, girls, Emirati students, students with additional learning needs (ALN)—such as students of determination—those identified as gifted and/or talented (G/T) and low-and high-achievers. The school's internal assessment data indicates that while the large majority of student groups in Phases 1 and 2 make better than expected progress, most groups across Phases 3 and 4 demonstrate expected progress. In Phase 1, boys, girls and Emiratis make similarly strong progress, although high-achievers outperform them. Across all phases, girls outperform boys, while most high-achievers make the highest significant gains across all other groups. Although most low achievers make expected progress in Phases 1 and 3, less than three-quarters of students with ALN, including students of determination, make sufficient progress in Phases 1, 3 and 4. In Phase 2, boys and Emiratis make similarly strong progress. In Phase 3, Emiratis, low-achievers and boys only make expected progress, while less than three-quarters of Emirati students in Phase 4 meet expectations. The school has not identified students with gifts and/or talents across any phase. In lessons, lower- and higher-attaining students do not consistently achieve the progress they are capable of due to a lack of individualized support and challenge.

Next Steps:

1. Strengthen early writing development and application of emergent literacy skills in Phase 1.
2. Improve writing fluency, organization and handwriting consistency to align with composition and conventions expectations in Phase 2.
3. Accelerate advanced grammar application and sentence complexity to improve essay writing and analytical expression in Phase 3.
4. Elevate persuasive debate skills to enhance argument structure and effective presentation of ideas in Phase 4.

Mathematics

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

Number and quantity and their use

Space and shape

Change relationship, algebra and trigonometry

Uncertainty, chance, data and data display

Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school’s analysis of internal assessment data for the AY2023/24, measured against the American Virginia Standards of Learning (SoLs), indicates that most students in Phases 1, 2 and 4 and the large majority in Phase 3 attain levels that are above curriculum standards. This high level of attainment does not align with the level of knowledge and skills observed in lessons.
- The school does not administer external national or international mathematics assessments in Phase 1. However, it has implemented the Measures of Academic Progress (MAP) assessment, developed by the Northwest Evaluation Association (NWEA), twice annually from Fall to Spring to benchmark student attainment in Phases 2, 3 and 4 for Grades 3 to 9. The Fall-to-Spring MAP assessment results for AY2023/24 in mathematics indicate that less than three-quarters of students in Phases 2 and 3 attain levels in line with international standards. In Phase 4, most Grade 9 students attain in line in the Fall, with the large majority attaining above-standard levels by the Spring assessment window. In Phase 4, students have the option to take Advanced Placement (AP) examinations. While a small number participated in the AP Calculus, most Grade 12 students in AY2023/24 attained results above international standards.
- The most recent PISA (Programme for International Student Assessment) results from 2022 show that 15-year-olds achieved a score of 510.8, exceeding both the PISA international average of 472 and the school’s target of 503.9. In TIMSS (Trends in International Mathematics and Science Study) 2023, Grade 4 students scored 442.6 in mathematics, which is below the international target of 531.6, underscoring the need for further development to align with global benchmarks. Grade 8 students scored 530.62 in mathematics, demonstrating stronger performance compared to Grade 4. However, this remains below the international target of 541.86.
- In lessons and their recent work, a majority of students in Phases 1, 2 and 3 and the large majority in Phase 4 demonstrate mathematical knowledge, skills and understanding above Virginia SoLs. In Phase 1, students demonstrate a solid understanding of number sense, counting and basic operations. They recognize number relationships, perform simple addition and subtraction, and identify basic patterns. However, their ability to use mathematical vocabulary to explain reasoning is limited, impacting their problem-solving skills. In Phase 2, students perform operations with whole numbers, fractions, and measurement with increasing accuracy. They can solve routine arithmetic problems although exhibit inconsistencies in mental calculations and fluency in problem-solving strategies. While students apply formulas and equations

correctly, they do not always demonstrate their mathematical thinking in structured discussions or justify reasoning through multi-step word problems. In Phase 3, students demonstrate a very strong understanding of algebraic reasoning, proportional relationships and geometric properties. They solve multi-step equations, apply the Pythagorean theorem and analyze linear relationships effectively. However, they do not consistently extend their learning to mathematical modeling, abstract reasoning or real-world applications. In Phase 4, most students demonstrate high-level competency in algebra, trigonometry and calculus. They independently solve complex problems, use mathematical reasoning with precision, and apply advanced functions to problem-solving scenarios. However, structured connections between these advanced mathematical skills and real-world applications are inconsistently applied. Across all phases, students demonstrate procedural accuracy and confidence in performing calculations. However, opportunities for mathematical reasoning, inquiry-based learning and applied problem-solving vary, limiting their ability to demonstrate conceptual understanding beyond routine procedures.

- Over the past three years, the school's internal attainment data indicates that most students in Phases 1, 2 and 4 have consistently attained levels above Virginia SoLs. However, in Phase 3, attainment demonstrates an upward trend, improving from good in AY2021/22 to very good in the subsequent two years, AY2022/23 to AY2023/24. Trends in the AP Calculus examination also indicate sustained improvement, with attainment rising from very good in AY2021/22 to outstanding in both AY2022/23 and AY2023/24. Trends in the NWEA MAP examination for mathematics indicate that in Phases 2 and 3, less than three-quarters of students consistently attained levels in line with Virginia SoLs over the past three years, with performance remaining below UAE national and US international benchmarks. However, in Phase 4, attainment demonstrates a positive upward trajectory, improving from weak in AY2021/22 and AY2022/23 to acceptable in Fall AY2023/24, reaching very good by the Spring testing window.
- The school's analysis of internal assessment data for the AY2023/24 academic year indicates that most students in Phase 1, the large majority in Phase 2, and the majority in Phases 3 and 4, make better than expected progress over time and from their starting point at the beginning of the academic year.
- Based on lesson observations and scrutiny of students' work, the large majority of students in Phases 1 and 4, and the majority of students in Phases 2 and 3 make better than expected progress in relation to learning objectives that are aligned with Virginia SoLs and in their work.
- The school analyzes assessment data to track the progress of various student groups, including boys, girls, Emirati students, students with additional learning needs including students of determination—those identified as gifted and/or talented (G/T) and low-and high-achievers. High achievers across all phases make outstanding progress. Boys and girls make similarly significant gains in the lower phases, though in Phase 3, progress is less than expected. In Phase 4, boys make expected progress, while girls make very good progress. Emirati students follow a similar trend, with outstanding and very good progress in Phase 1, very good in Phase 2, and declines in the upper phases, where they make expected progress in Phases 3 and 4. The progress of students with ALN, including students of determination is more varied. In Phase 2, the majority of students progress ahead of expectations, and in Phase 4, they make expected progress. However, in Phases 1 and 3, less than three quarters of students make sufficient progress. In lessons, lower- and higher-attaining students inconsistently achieve the progress they are capable of due to a lack of individualized support and challenge.

Next Steps:

1. Accelerate opportunities for hands-on mathematical investigations to develop problem-solving and reasoning skills in Phase 1 and early Phase 2.
2. Elevate structured problem-solving discussions and justification of mathematical reasoning to improve fluency and conceptual understanding across all phases.
3. Expand real-world applications of algebra and trigonometry to deepen students' ability to apply mathematical concepts in practical and analytical contexts in Phases 3 and 4.

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

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

Findings:

- The school’s analysis of internal assessment data for the AY2023/24, measured against the American Virginia Standards of Learning (SoLs), indicates that most students in Phases 1, 2, 3, as well as in physics, chemistry and biology in Phase 4, attain levels that are above curriculum standards. This high level of attainment does not align with the level of knowledge and skills observed in lessons.
- The school does not administer external national or international science assessments in Phase 1. However, it has implemented the Measures of Academic Progress (MAP) assessment, developed by the Northwest Evaluation Association (NWEA), twice annually from Fall to Spring to benchmark student attainment in Phases 2, 3 and 4 for Grades 3 to 9. The Fall-to-Spring MAP assessment results for AY2023/24 in science indicate that less than three-quarters of students in Phases 2 and 3 attain levels in line with international standards. In Phase 4, most Grade 9 students attain in line in the Fall, with the majority attaining above-standard levels by the Spring assessment window. In Phase 4, students have the option to take Advanced Placement (AP) examinations. While a small number participated in the AP Physics 2, most Grade 11 students in AY2023/24 attained results above international standards.
- Results for science indicate a score of 514.6. This exceeds the PISA international average of 485 and meets the target of 505.5, demonstrating strong performance in this area. Results of Grade 4 students in TIMSS 2023 indicate a science score of 420.55, which is below the international target of 507.68. Results of Grade 8 students in TIMSS 2023 indicate a science score of 538.43. While this represents stronger achievement than in Grade 4, it remains below the international target of 547.19, indicating areas for further progress.
- In lessons and their recent work, a majority of students in Phases 1, 2 and 3, demonstrate levels of scientific knowledge, skills and understanding above Virginia SoLs. However, in Phase 4, a large majority of students attain above expectations. In Phases 1 and 2, students develop investigative skills and a conceptual understanding of the world around them. However, a few students do not consistently demonstrate scientific design thinking, limiting their ability to independently create experiments, test hypotheses and communicate findings. Students in Phases 2 and 3 inconsistently demonstrate routine application of scientific language and strengthen their use of the scientific method, including observation, prediction, investigation, data recording, analysis and drawing conclusions. While they demonstrate foundational

scientific knowledge aligned with SoLs, they require more hands-on experimentation to strengthen inquiry-based learning and scientific reasoning. In Phases 3 and 4, students demonstrate well-developed foundation skills that enable their competency in scientific investigation, reasoning and application. In Phase 4, students apply highly developed inquiry and critical thinking skills, frequently engaging in practical experimentation, where they formulate hypotheses, conduct systematic observations, analyze data and draw evidence-based conclusions. Across all phases, students display scientific curiosity, ask thoughtful questions, and show enthusiasm for exploration and discovery. However, application of scientific concepts to real-world scenarios, particularly in problem-solving contexts, environmental and technological applications and interdisciplinary learning are less well-developed.

- Over the past three years, the school's internal attainment data indicates that most students in Phases 1, 2 and biology in Phase 4 have consistently attained levels above Virginia SoLs. However, in Phase 3 and physics in Phase 4, attainment has shown an upward trend, improving from very good in AY2021/22 and AY2022/23 to outstanding in AY2023/24. In chemistry in Phase 4, attainment demonstrated sustained improvement, rising from good in AY2021/22 to outstanding in both AY2022/23 and AY2023/24. Trends in the AP Physics examination also indicate continued progress, with attainment improving from acceptable in AY2021/22 to very good in AY2022/23, reaching outstanding in AY2023/24. Trends in the NWEA MAP examination for mathematics reveal that in Phases 2 and 3, less than three-quarters of students consistently attained levels in line with Virginia SoLs over the past three years, with performance remaining below UAE national and US international benchmarks. However, in Phase 4, attainment shows a positive trajectory, improving from weak in AY2021/22 and AY2022/23 to acceptable in Fall AY2023/24, reaching good by the Spring testing window.
- The school's analysis of internal assessment data for the AY2023/24 academic year indicates that while a large majority of students in Phases 1 and 2 make better than expected progress from their starting points, less than three quarters of students in Phase 3 make expected progress. In Phase 4, while less than three quarters of students make expected progress in physics, the large majority of students in chemistry and most students in biology make above expected progress.
- Based on lesson observations and scrutiny of students' work, the majority of students in Phases 1, 2 and 3 make better than expected progress in relation to learning objectives that are aligned with Virginia SoLs and in their work. In Phase 4, a large majority of students exceed these expectations in both their learning and work.
- The school analyzes assessment data to track the progress of various student groups, including boys, girls, Emirati students, students with additional learning needs (ALN) including students of determination and those with gifts and/or talents (G/T), and high achievers. Boys and girls make similar progress with data analysis showing no significant disparity in Phases 1, 2, and biology in Phase 4 where most students make better than expected. In Phases 1 and 2, the large majority of Emiratis exceed expectations, though less than three quarters of meet expectations in Phase 3. In Phase 2, high-achievers surpass expectations, while less than three-quarters of students with ALN meet expectations and a majority of G/T exceed them. In Phase 3, less than three-quarters of boys, girls, Emiratis and students with additional learning needs make sufficient progress, while most high-achievers and G/T make significant gains. In Phase 4, physics sees less than three-quarters of boys and Emiratis making sufficient progress, while the large majority of girls and high-achievers exceed expectations. In chemistry, girls and high-achievers outperform boys, while most Emiratis and less than three-quarters of students with ALN meet expectations. In biology, boys, girls, and high-achievers perform strongly, while Emiratis and most students with ALN, including students of determination, achieve above-expected progress. Low achievers are unidentified in Phases 1, 2, and 3, as well as in Phase 1 subjects and Phase 4 sciences, with G/T also unrecognized in physics, chemistry, and biology. In lessons, lower- and higher-attaining students do not consistently achieve the progress they are capable of due to a lack of individualized support and challenge.

Next Steps:

1. Enhance hands-on scientific inquiry through structured experimentation to strengthen investigative skills, hypothesis testing and data analysis in Phases 1 and 2, particularly in science laboratories.
2. Develop scientific language and methodology to improve students' ability to observe, predict, investigate, analyze data and draw evidence-based conclusions in Phases 2 and 3.
3. Expand real-world applications of scientific concepts to enhance critical thinking, problem-solving and interdisciplinary connections in Phases 3 and 4.

Learning Skills

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

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

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

Findings:

- Students across all phases demonstrate strong engagement in learning, supported by structured lesson plans that include components that promote independence and self-directed learning. In Phases 1, 2, and 3, students benefit from teacher-led activities, guided reflection, and scaffolded learning experiences, while in Phase 4, students are more keen to take greater ownership of their learning, effectively utilizing digital platforms like Toddle to track their progress and reflect on their achievements.
- The quality of students' interactions, collaboration and communication are well-developed across all phases, although more intentionally effective in Phase 4. Initiatives such as the "Giving Tree" foster teamwork, mutual respect, and the exchange of diverse ideas, enabling students to work effectively in groups and enhance their communication skills. However, these strengths are less evident in Arabic-medium Subjects (AMS) in Phases 2 and 3.
- Students make clear connections between different areas of study. They are encouraged to apply their learning to real-world contexts and challenges through interdisciplinary projects that emphasize the relevance of academic knowledge to everyday life and career aspirations, with this being particularly evident and regularly meaningful in Phase 4.
- Students across all phases effectively use technology, guided by the Substitution, Augmentation, Modification and Redefinition (SAMR) model, to enhance their critical thinking, problem-solving, and research skills. Innovation and enterprise are encouraged, with regular feedback provided to refine students' approaches. However, opportunities to embed critical thinking and inquiry could be further enhanced, particularly for younger students, to strengthen these skills.

Next Steps:

1. Increase the visibility and application of collaborative initiatives within AMS in Phases 2 and 3 to improve teamwork, communication and mutual understanding.
2. Expand opportunities for younger students to participate in interdisciplinary projects that link academic knowledge to real-world contexts, ensuring consistent application of approach.
3. Enhance opportunities for embedding critical thinking and inquiry skills across all phases, with a particular focus on younger students, to further strengthen their problem-solving and research abilities.

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

Personal Development

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

Findings:

- Students across all phases exhibit positive and responsible attitudes towards learning and school life. They demonstrate self-reliance through activities like role-playing and real-life scenario simulations. In Phase 1 and Phase 2, expanding initiatives such as self-reflection journals and student-led showcases would further encourage ownership of learning and celebrate achievements. Students are also receptive to and provide constructive feedback, supported by guidance sessions that foster social and emotional growth. In Phases 2, 3 and 4, they are more self-reliant and seek and respond very well to critical feedback.
- Behavior across the school is positive and respectful, with minimal incidents reported. Well-established behavior intervention plans (BIPs) effectively address concerns while promoting self-discipline and accountability among students. Students demonstrate maturity in handling challenges, and staff-led monitoring and interventions ensure a safe and supportive environment, making the school orderly and conducive to learning.
- Relationships between students and teachers are very positive, supportive and built on mutual respect. Students feel comfortable communicating with staff. Similarly, peer relationships reflect inclusivity and collaboration, promoting a cohesive school environment conducive to learning.
- Students across all phases demonstrate secure understand of the importance of a healthy lifestyle. Programs like "Healthy Fridays," farmer’s market initiatives, and sports activities promote fitness and nutrition awareness. Research projects on topics like sleep cycles further enhance students' understanding of well-being. However, revitalizing morning assemblies with engaging physical activities could further strengthen health promotion efforts.
- Overall attendance is rated as acceptable at 93%, with notable differences across phases. Attendance in Phase 1 is weak at 90% and requires improvement, while Phase 2 shows acceptable attendance at 93%, and Phases 3 and 4 demonstrate very good attendance at 96%. Students generally arrive at school and attend lessons on time, reflecting strong punctuality. To address attendance inconsistencies, focused initiatives such as incentive programs and parental engagement workshops are particularly needed in the earlier phases.

Next Steps:

1. Empower students to take ownership of their learning and celebrate achievements, particularly in Phases 1 and 2.
2. Elevate systems of tracking, monitoring attendance, ensuring effective follow-ups, incentive programs, strong parental partnerships and regular workshops, particularly in Phases 1 and 2.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students across all phases demonstrate a clear understanding of Islamic values, which impact their daily lives at school. They show respect, kindness, and empathy towards others, including those with special needs. They actively participate in Islamic celebrations, such as Al Israa wal Miraj, and in Holy Quran recitation competitions. However, providing more opportunities for initiatives would further enhance their understanding of how these values influence contemporary life in UAE society.
- Students demonstrate a strong understanding and appreciation of Emirati culture and heritage. They show respect during the National Anthem and actively participate in National Day celebrations and other significant national events. Sessions are conducted to enhance students’ awareness of heritage and culture. Students engage to some extent in initiating national events and cultural celebrations within the school, with few opportunities for participation beyond the school.
- Students are knowledgeable and appreciative of their own cultures and can describe similarities and differences between their culture and others particularly in phases 3 and 4. The presence of multicultural students in the school enhances their understanding of different cultures. Some activities are led by phase 4 students such as International Day and the 'All About My Country' project promote cultural appreciation and provide insights into world cultures and traditions

Next Steps:

1. Deepen students' understanding of how Islamic values influence UAE society across all phases.
2. Increase student’s initiatives and participation in a range of culture activities across phases.
3. Enhance students' knowledge of other cultures around the world particularly in phases 2 and 3.

Social responsibility and innovation skills

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

Findings:

- Students across all phases actively participate in community service and social initiatives, with notable engagement in Phases 3 and 4. Examples include local community drives, charitable events and awareness campaigns, such as cancer awareness campaigns led by the Student Council. However, opportunities to involve younger students, particularly in Phase 1 and the early grades of Phase 2, through age-appropriate activities like guided volunteering and collaborative projects, remain limited.
- Students demonstrate positive work ethic and entrepreneurial skills through events like "Business Day," which provides hands-on opportunities for enterprise. Innovation is encouraged in STEM and business projects, with students in higher phases showcasing creativity through science fairs and competitions, such as the STEM (science, technology, engineering, and mathematics) Program and ADIPEC (Abu Dhabi International Petroleum Exhibition & Conference) Methane Competition. However, connections to real-world applications and global challenges require further strengthening. Integration of these skills remains inconsistent, highlighting the need for mentorship programs and structured opportunities across all cycles.
- Students show a good understanding of conservation and sustainability, reflected in activities such as Green Day, and recycling initiatives. Projects integrated into the curriculum, like research on the impact of environmental changes on mental well-being, demonstrate their application of knowledge.

Next Steps:

1. Expand community engagement opportunities for students in Phase 1 and early Phase 2, to foster a strong foundational sense of social responsibility, including age-appropriate volunteering activities and collaborative projects.
2. Establish mentorship programs that connect students in higher phases with industry professionals to guide entrepreneurial and innovative projects.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers demonstrate secure subject knowledge, allowing them to deliver lessons with clarity and accuracy. They have a developing understanding of how students learn, which enables them to apply a range of instructional strategies to support engagement and progress. This is particularly evident in Arabic as a first language, Arabic as a second language, English, mathematics, and science in Phase 4, where teachers effectively build on prior knowledge and prepare students for the next stages of learning. However, in other phases and subjects, the application of subject expertise and pedagogical approaches is less consistent, limiting the impact on student progress.
- Teachers plan purposeful lessons across Phases 1, 2 and 3. In Phase 4, they are more engaging and aligned with the curriculum. Lesson plans follow a generic format, thus ensuring consistency. Teachers make sure that the purpose of activities is clear, and learning is reviewed as an integral part of the lesson. While the needs of students of determination and the gifted and/or talented students are mentioned in lesson plans, activities are not always well-matched to these students' abilities, particularly in Phases 2 and 3. The classroom environments are attractive and support learning. Relevant vocabulary is displayed, along with examples of students' work. Outside the classrooms, there are further displays that celebrate the work of students. Teachers create a positive learning environment where they encourage students to feel respected and that their efforts are worthwhile. Teaching resources are plentiful, and accessible, but in the lower phases, particularly in KG, resources to support independent play are not always utilized by teachers.
- Teacher interactions with students ensure that they are active, engaged learners. Most teachers ask probing questions that encourage students to reflect and think for themselves. Their questions are well focused but, in a few lessons, they do not always challenge students' thinking or develop critical thinking.
- Teachers are well aware that students have different needs and, in most lessons, adapt their methods and resources accordingly. These include streamed groupings with specific tasks and questions related to each group's abilities. In Arabic medium subjects, the use of these approaches is less effective.
- Teachers support students' use of a variety of online platforms and applications that build problem-solving skills and afford opportunities for students to reflect on and improve their work. Teachers routinely encourage students to think critically, find things out for themselves and be more independent. However, this practice is not consistent across subjects and grades.

Next Steps:

1. Enhance opportunities for students to engage in learning activities to support the development of critical thinking, problem-solving and inquiry.
2. Ensure that teachers consistently use strategies that meet the needs of students, particularly in Arabic and in Phases 2 and 3.
3. Provide more opportunities for students to engage in learning activities that support independent investigation and inquiry.

Assessment

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

Findings:

- Internal assessment processes are coherent, clear, and consistently applied, particularly in Phases 3 and 4, where they provide a reliable and comprehensive measure of students' academic achievement. Data is systematically collected, thoroughly analyzed by leaders, and effectively disseminated to teachers. These findings are closely linked to teaching, learning, and curriculum planning. The school implements a structured system of continuous internal assessments, including termly tests, end-of-unit assessments, weekly quizzes, student projects, and end-of-year exams, in both Arabic and English medium subjects. Personalized learning is well supported through tools such as Exact Path, which tailors learning pathways based on diagnostic and NorthWest Evaluation Association (NWEA) Measures of Academic Progress (MAP) test results.
- The school effectively benchmarks students' academic outcomes against appropriate national and international expectations. It participates in the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS). Senior students undertake Advanced Placement (AP) examinations, while students in Grades 3 to 9 complete MAP assessments. Arabic First Language and Islamic Education students take part in the Ministry of Education (MoE) examinations. This ensures that students' progress is measured against rigorous external standards.
- Assessment data is well analyzed, accurate, and detailed. Senior and middle leaders effectively monitor and evaluate students' progress, using data from both internal and external assessments. MAP and MoE examination results are analyzed to identify learning gaps and inform targeted intervention strategies. In Phases 3 and 4, the use of data in English medium subjects is particularly strong, allowing for effective identification of trends in student performance. The analysis of assessment data to track progress across different student groups is developing, with increasing effectiveness.
- Teachers' use of assessment information to inform teaching is improving and is a consistent strength in Phase 4. In these lessons, teachers effectively use assessment data to identify areas where students need additional support or challenge and adjust their instruction accordingly. In Phases 1 and 2, this practice is less consistent, and assessment data is not always used to personalize learning as effectively.
- Teachers have a very good understanding of students' strengths and areas for development, particularly in Phases 3 and 4. Across the school, personalized support is developing, with some opportunities for high-attaining students to receive additional challenge. Teachers provide constructive verbal feedback that helps students improve their learning. Written feedback, while present, is not yet consistently detailed or used effectively to promote self-assessment. Strengthening the consistency and impact of written feedback across all subjects and phases remains an area for further development.

Next Steps:

1. Strengthen teachers' ability to analyze and apply assessment data to personalize learning and provide targeted support, ensuring consistency across all phases.
2. Develop a structured approach to written feedback across all subjects and phases to help students engage in self-assessment and improve their learning outcomes.
3. Ensure teachers use assessment information effectively to improve learning outcomes for all groups of students.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the American Virginia Standards of Learning (SoL) from Phase 1 (KG) to Phase 4 (Grade 12) in English-medium subjects and the Ministry of Education (MoE) curriculum for Arabic-medium subjects, ensuring alignment with the school's vision, mission, and UAE national goals. The curriculum is broad, balanced, and age-appropriate, effectively fostering students' knowledge, skills, and understanding across most subjects. The school adheres to the UAE Ministry of Education (MoE) national educational objectives for Arabic-medium subjects, ensuring that both national standards are met. However, a formal benchmark assessment for Arabic is not yet implemented.
- The curriculum is logically structured with a clear sequencing of concepts and content across key subjects and phases. It reinforces prior learning to meet the needs of most students and is increasingly consistent across subjects. The new leadership team has prioritized effective and coherent planning, introducing an online curriculum and lesson planning platform to ensure lesson structure and alignment with curriculum standards. While this initiative is still in its early stages, it has the potential to improve planning consistency across phases. Lesson plans typically identify ability groups using student assessment data and teacher knowledge, but differentiation in lessons is still developing. The curriculum is not yet fully personalized to accommodate individual student needs, though plans are in place to enhance this area. Ensuring continuity between phases is a priority, with research and surveys informing transition planning. Preparatory programs in Grades 5 and 8 help students move between phases smoothly, ensuring that most are well-prepared for the next stage of education. A notable number of students explore alternative educational pathways after Phase 2, reflecting diverse academic preferences and aspirations.
- The school provides a wide range of subject choices, catering to students across all phases. French is a well-integrated option, and extracurricular activities, such as global citizenship classes, enrich learning. Older students have access to a variety of core subjects in both English and Arabic, along with several AP options aligned with university entry requirements. The school's successful university placement rate reflects the curriculum's ability to support students' future aspirations. The curriculum allows flexibility, enabling students to tailor learning pathways based on personal interests, university ambitions, and career goals. The school is actively working to expand AP course offerings and increase participation, though enrollment in certain AP subjects remains low.
- Cross-curricular links are planned and are stronger in Arabic-medium subjects, though not yet fully embedded in lessons. Some real-world connections are integrated, particularly those linked to the UAE, but this practice is inconsistent across subjects. In the lower phases, a successful cross-curricular initiative links English and science, where English lessons reinforce scientific vocabulary. In older phases, some cross-curricular links exist between mathematics and science, though they are not yet a consistent feature of instruction. Overall, the development of curricular links is in progress.
- The school conducts regular curriculum reviews, with comprehensive annual evaluations and mini-reviews at the end of each term. These reviews are informed by internal and external student performance data, surveys, and stakeholder consultations. A recent review of MAP assessments led to adjustments in the timing of specific units to better prepare students for the test. However, opportunities for gifted students,

interdisciplinary projects, and independent learning remain areas for further development. Strengthening global competencies, expanding elective and vocational options, and broadening academic extension opportunities would further enhance the curriculum's impact and better address students' evolving needs.

Next Steps:

1. Further expand the AP options to encourage greater participation levels and consult more regularly with older students to ensure their needs are fully met.
2. Ensure that curricular links are coherently planned, listed clearly in all lesson plans and actioned during lessons so that students' learning is better connected.
3. Review the curricular provision for less able students so that they have a clear vocational pathway within the school to achieve their potential.

Curriculum adaptation

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

Findings:

- The curriculum is appropriately planned to meet the needs of most student groups across phases, with stronger implementation in Phases 2, 3, and 4. Teachers use assessment data and strategies to differentiate instruction, though in KG (Phase 1), curriculum modifications are more basic and focus primarily on meeting students’ immediate learning needs. Individualized Education Plans (IEPs) are created for students with additional educational needs, ensuring their learning is adequately supported. The curriculum is effectively modified to support lower-attaining students. However, it is less effective in consistently challenging higher-attaining students across all phases.
- The curriculum offers a range of opportunities to engage students in enterprise, creativity, innovation, and social contribution activities, with increasing complexity from Phase 2 to Phase 4. Examples include model-building in science and collaborative storytelling in Phase 2, participation in competitions and collaborative projects in Phase 3, and leadership opportunities through Advanced Placement (AP) courses and elective pathways in Phase 4. While extra-curricular activities (ECAs), inter-school events, competitions, and field trips are available, they are not always fully integrated into the overall learning experience. Links with the local community are productive, but student participation especially in KG remains inconsistent.
- The curriculum incorporates learning experiences that help students develop an understanding of UAE values, culture, and society. These experiences are reinforced through lessons, projects, field trips, and celebrations of national events such as National Day and Flag Day. Phase 4 students actively engage in sustainability initiatives, promoting awareness of global and local environmental issues. While Arabic-medium subjects embed strong UAE connections, these links are not fully integrated across all subjects and phases.

Next Steps:

1. Adapt the curriculum to provide greater challenges and meet the diverse learning needs of all student groups.
2. Expand opportunities for creativity, innovation, and global engagement through interdisciplinary projects and international collaborations.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has rigorous and well-implemented safeguarding procedures, ensuring a safe and secure environment for students, staff, and visitors. All staff are well-trained in safeguarding protocols, including child protection, and understand the appropriate steps to take in the event of an incident. Students feel safe and are fully aware of how to report concerns, as outlined in the school's Child Protection and Safeguarding Policy. Bullying is rare, and no cases of cyberbullying have been reported. However, the visibility and accessibility of designated safeguarding officers should be strengthened to further enhance students' confidence in the reporting process.
- The school provides a hygienic, well-supervised, and secure environment, with comprehensive risk assessments conducted for all activities, including sports, educational visits, and daily operations. Fire safety equipment, emergency exit routes, first aid stations, and wheelchairs are strategically placed across the campus, including science laboratories and sports facilities. The school's transportation system is well-organized, with bus assistants supervising students and security personnel monitoring arrivals and dismissals. However, congestion during parent pick-up remains an area for improvement to enhance safety and efficiency.
- Buildings and equipment are well-maintained, ensuring a safe and effective learning environment. Science laboratories include secure storage for hazardous materials and personal protective equipment (PPE), while the chemistry lab is equipped with emergency spill kits and showers. The school clinic, staffed by a nurse, is equipped with separate rooms for boys and girls, ensuring privacy and compliance with health and safety standards. Students with medical needs receive effective support, with trained staff overseeing health monitoring and providing appropriate care. Regular fire drills and inspections ensure compliance with safety regulations.
- The school premises are inclusive, accessible, and designed to promote student well-being. Ramps and designated areas support students with mobility needs. While elevators are available in the Phase 1 building, students with physical disabilities in other phases are supported by relocating their classes to the ground floor to ensure equitable access. Supervision is well-allocated during a wide range of experiences, but would benefit from further refinement to prevent minor incidents and enhance overall safety.
- The school actively promotes safe and healthy living, embedding well-being initiatives across various aspects of school life. Healthy lifestyle awareness is integrated into the curriculum, with initiatives such as a marketplace in Phases 1 and 2, where students engage in selling fruits and vegetables. Health science lessons in Phases 3 and 4 reinforce elements of healthy living, though greater consistency in their integration is needed. Opportunities for students to lead health and wellness initiatives are underdeveloped. Shaded outdoor areas protect students from excessive sun exposure, while the school canteen offers healthy food choices, though expanding the variety and visibility of these options would further encourage healthier

eating habits. Regular physical education (PE) classes and extracurricular activities, including badminton and football, support students' physical well-being and promote an active lifestyle.

Next Steps:

1. Increase the visibility and accessibility of designated safeguarding officers to strengthen student confidence in reporting concerns.
2. Enhance supervision strategies across all phases to proactively prevent minor incidents and ensure a consistently safe environment.
3. Optimize dismissal procedures to reduce congestion and improve the efficiency and safety of student pick-up.

Care and support

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

Findings:

- The relationships between staff and students are highly positive and respectful, fostering a harmonious and supportive learning environment. Behavior management systems are well-established and effective, ensuring a disciplined and engaging atmosphere across the school. The school has a detailed and transparent behavior policy, which clearly outlines expectations, sanctions, and rewards. This policy is communicated effectively to parents and students, ensuring a shared understanding of behavioral expectations. Teachers implement behavior management strategies consistently and respond to challenges in a calm and constructive manner. The school social workers play an active role in student welfare, offering extensive support services that contribute to the school's positive climate.
- Attendance and punctuality are actively promoted, with the attendance officers conducting rigorous follow-ups on student absences and tardiness. Despite strong efforts to improve attendance, rates remain below expected levels, highlighting an area for further improvement.
- The school has strengthened its identification and support systems for students of determination. Currently, 33 students (2.07% of the student population) have been identified with additional learning needs, benefiting from structured support and intervention programs. With the guidance of the recently appointed Head of Inclusion, teachers are using systematic approaches to identify students' needs and categorize them accordingly. Regular communication with parents ensures they are fully involved in the assessment and support process. The Head of Inclusion also facilitates referrals to external professionals, such as child psychologists and specialized agencies, ensuring tailored Individualized Educational Plans (IEPs) for students who require them.
- The school utilizes Measures of Academic Progress (MAP) data from the Northwest Evaluation Association (NWEA) to identify students with gifts and/or talents. However, the identification process for gifted and talented students is still developing, particularly in non-academic areas. The school recognizes the need for broader assessment strategies to ensure all students with exceptional abilities receive appropriate support.
- Students with additional learning needs receive targeted support in lessons, with IEPs monitored termly. However, IEPs are not yet consistently integrated into daily teaching practices to optimize individualized support. The progress of students with additional learning needs is closely tracked, and regular feedback is provided to parents to ensure continued academic and personal growth. Identified gifted and talented students benefit from extracurricular opportunities designed to extend their learning and maximize their potential.
- The school actively supports students' well-being and personal development, ensuring they receive effective guidance for future career pathways. Senior students benefit from professional career counseling, exposure to industry professionals, and links with higher education institutions. Dedicated career staff organize career fairs, provide guidance on the Universities and College Admissions Service (UCAS) system, and support students in developing interview skills. These initiatives equip students with the necessary tools to make informed decisions about their futures.

Next Steps:

1. Ensure students of determination and gifted students receive targeted support and challenge in all lessons to accelerate progress.
2. Implement a structured and consistent approach to identifying and supporting gifted and talented students across all subjects.
3. Strengthen attendance and punctuality initiatives through proactive intervention and student engagement strategies.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good 

Findings:

- Leaders at all levels, led by the acting principal, set a clear strategic direction aligned with the school's vision. Although the acting principal has only recently assumed the role, a bold and ambitious vision is already being shared with the wider school community. Senior leaders prioritize engagement with the local community, successfully positioning the school as a preferred choice in the area. Leaders are deeply committed to the priorities and values of the United Arab Emirates (UAE) and foster an inclusive and supportive school environment. With over 40 nationalities represented, cultural diversity is embraced and respected. Many senior leaders have grown within the school, demonstrating strong motivation and commitment. The school's inclusive ethos has led to a steady increase in students with additional learning needs, supported by an effective inclusion team. However, in some areas where multiple leaders oversee subjects or performance standards, role clarity, and overall impact are less defined.
- Leaders at all levels, including the acting principal, demonstrate a strong understanding of both the American curriculum and the Ministry of Education (MoE) curriculum. Staff members are well-qualified, with experience in American curriculum schools across the Middle East. While some do not have direct experience in American educational contexts, they adapt effectively. The leadership team, including the acting principal, has been proactive in enhancing student achievement, leveraging online platforms and collaborative expertise-sharing. Leaders cultivate shared responsibility, empowering staff to contribute to school improvement. The approach to English as an Additional Language (EAL) is a notable success, ensuring students achieve high standards despite starting from lower proficiency levels. The care team closely monitors student personal development, making it a priority for the school. However, as this distributed leadership model is still relatively new, its full impact is yet to be realized, and some middle leaders lack the confidence or expertise to take full ownership of their areas.
- Relationships and communication with stakeholders are professional and effective. Senior leaders collaborate well, maintaining open communication channels and making themselves available for support and consultation. The acting principal strongly advocates for a distributed leadership model, ensuring the Senior Leadership Team (SLT) is actively involved in discussions, decision-making, and daily operations. Delegation and accountability structures are well-established, and leaders clearly understand their roles in improving student achievement. Electronic communication, including email and surveys, is used efficiently to maintain regular contact and gather stakeholder feedback. The high visibility of the acting principal and senior leaders contributes to strong morale throughout the school.
- School leadership demonstrates a clear understanding of actions required to improve performance. Leaders have introduced innovative strategies to overcome learning barriers, particularly in language development for English as a Second Language (ESL) learners, ensuring they can fully access Virginia's Standards for Learning (SoLs). Blended learning and project-based approaches are being piloted and refined, though it is too early to assess their full impact despite initial positive outcomes. However, leaders have not yet fully addressed all barriers to sustainable improvement, and some slippage in student outcomes has occurred in certain phases since the last inspection. Measures of Academic Progress (MAP) assessments remain a challenge, though plans are in place to enhance student preparedness.

- Leaders have been successful in maintaining strong student outcomes, though recent leadership transitions may have contributed to uncertainty and slight performance declines in some lower-phase subjects. A sophisticated performance management system has been introduced, with well-defined performance indicators to ensure staff accountability through data-driven student progress tracking. The school is fully compliant with all statutory and regulatory requirements and actively upholds its obligations.

Next Steps:

1. Strengthen middle leadership expertise through targeted training, ensuring leaders responsible for shared subject areas or performance standards have the necessary skills to drive improvement.
2. Identify and address key barriers to sustained school improvement, particularly in lower phases, by revising strategies to improve student attainment and outcomes.

School self-evaluation and improvement planning

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

Findings:

- The school has an established system of self-evaluation that is embedded in improvement planning and decision-making. Senior leaders use both internal and external data to assess progress, including information from lesson observations and standardized assessments. Internal assessment data, combined with Measures of Academic Progress (MAP) results, provide a clear view of student performance, which is stronger in English-medium subjects than in Arabic and Islamic Education. The self-evaluation process engages a range of stakeholders, including parents, staff, and students, ensuring a shared understanding of strengths and areas for improvement. A core self-evaluation group has played a key role in compiling an extensive document, although some inconsistencies were noted in different versions of the Self-Evaluation Form (SEF). While the final SEF is well-constructed and analytical, it does not always provide specific examples of successful actions.
- The monitoring of teaching quality is effective, ensuring a clear evaluation of classroom practice and student progress. Senior and middle leaders conduct regular teacher evaluations, supported by lesson observations and performance tracking tools. The school uses a recognized teacher appraisal system, focusing on key teaching and learning principles. As a result, teaching quality is consistent, particularly in upper phases. However, the lesson observation instrument is not fully aligned with the UAE Inspection Framework, and some leaders lack a clear understanding of how lessons are judged under this system.
- School improvement planning is based on self-evaluation and valid data. The School Development Plan (SDP), completed at the end of AY 2023-24, has transitioned into the School Improvement Plan (SIP) for 2024-26. While there may have been some lack of coherence between the two plans due to leadership changes, the SIP is a well-structured document with clear actions, responsibilities, and timelines. It prioritizes recommendations from the last inspection, focusing on student achievement and UAE national priorities. The school has introduced initiatives to improve the use of assessment and develop more engaging teaching strategies, although these changes are not yet embedded enough to show a significant impact on student achievement.
- The school has made significant progress in addressing most recommendations from the previous inspection, with a few still in the process of being implemented. The impact of these efforts is evident in classroom teaching and internal assessments, but MAP assessment results remain a challenge. The school maintains high expectations across all subjects, with Advanced Placement (AP) students in Phase 4 achieving strong results and non-AP students progressing to university pathways. The school tracks improvements over time, but some middle leaders are still developing their ability to analyze student progress effectively. Despite the leadership transition, the school has maintained strong performance standards, and plans for further improvement are in place.

Next Steps:

1. Ensure all SEF information is presented accurately and consistently to improve the clarity of self-evaluation findings and their impact on improvement planning.
2. Review and refine the transition between the SDP and SIP to ensure planning remains cohesive and strategic priorities are sustained without gaps.
3. Align the lesson observation process with the UAE Inspection Framework and provide targeted training for middle and senior leaders to enhance their ability to assess teaching and learning effectively.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school is successful in effectively engaging parents. The parent council takes a very active role in helping to shape services and activities in the school. Parental representation on the school governing body is successful in helping to raise parental empowerment in the school. Parents play a vital active role in organizing various events, notably those focused on promoting UAE culture and heritage.
- The school uses a wide range of effective communication channels, such as the online teaching & learning platform, phone calls, and emails, to communicate with parents. The school has an open-door policy, welcoming parents at any time. The online teaching & learning platform provides parents with a myriad of up-to date-information. Weekly newsletters inform parents about school events. Teachers communicate regularly via the platform to ensure parents are kept fully informed about their children's learning. The inclusion team maintains close communication with parents of students of determination and provides regular updates on their progress. Parents are highly satisfied with the extent of communication from the school.
- The school shares an end-of-term report with parents three times a year. The report provides ongoing and comprehensive information for parents about children's social and emotional development and on their academic and personal progress. Parent-teacher meetings are organized every term and play a vital part in positive parent/teacher relationships.
- The school makes sustained social contributions to the local communities. They have developed strong links with other schools in their partnership organization and take an active part in inter-school sporting events in the local community. They engage students in regular competitions, such as the Inter-school Hackathon. Links with the international communities remain limited.

Next Steps:

1. Ensure that the school's contributions to the local, national, and international communities are regular and positively affect children's learning and personal development.
2. Continue to keep parents updated about their children's personal and academic progress.
3. Maintain parents' involvement in school life to have a positive impact on their children's learning and raising standards.

Performance Indicator	Quality judgement
Governance	Very Good 

Findings:

- The school has been highly successful in strengthening parental engagement and has effectively implemented governance-related recommendations from the previous inspection. The Board of Governors meets formally four times a year, ensuring broad representation from all stakeholders, including the school owners, parent representatives, and professionals in finance and education. The Board is well-informed, consistently gathering stakeholder feedback through formal discussions, informal meetings, and planned school surveys. In addition to parent representation on the Board, leaders engage with the active parents' council, fostering strong communication and shared decision-making. The school principal maintains regular contact with the full-time Chief Education Officer (CEO), who provides effective support and serves as a conduit between the school and the owners.
- The Board receives regular written reports from the principal, covering student achievement, personal development, and attendance. Students are also invited to present their achievements during Board meetings, ensuring their voice is considered in school development. While the Board regularly reviews MAP and other external assessments, there is scope for deeper engagement with the significance of these international benchmarks and the challenges faced by the school in improving student outcomes.
- The Board of Governors systematically monitors the school's performance, holding the principal and senior leaders accountable for progress and improvement. Accountability is primarily exercised through regular contact with the Chief Education Officer, who serves as the line manager for the principal. The Board is ambitious and dedicated to continuous improvement, maintaining a highly effective performance management structure. Board meetings are well-documented, with minutes recorded and action points tracked to ensure continuity from meeting to meeting. Senior leaders receive clear key performance indicators (KPIs), which are reviewed annually as part of the principal's appraisal process. While the new acting principal has yet to undergo an official performance review, plans for appraisal are already in place. The Board, along with the Chief Education Officer, acts as a highly effective critical friend, offering support and constructive challenge to ensure high standards are maintained. However, recent leadership transitions suggest that succession planning requires further development. While the school has maintained a strong level of performance, there has not yet been a significant improvement in student achievement.
- The Board of Governors plays a crucial role in shaping the school's leadership and strategic direction. They demonstrate strong commitment and direct influence on the school's overall performance. The Board is passionate about realizing each student's potential, prioritizing both high academic achievement and strong personal development. All statutory and regulatory requirements are met, including alignment with UAE national priorities. The Board ensures sufficient staffing and resources to support school operations and student learning effectively. Its governance structure positively impacts school performance and provides a strong foundation for future growth.

Next Steps:

1. Implement planned parent and stakeholder surveys to ensure feedback informs school improvement

strategies.

2. Develop a structured succession plan at all leadership levels to ensure smooth transitions without disrupting school planning or student achievement.
3. Enhance school capacity by strengthening leadership expertise and targeted interventions to improve MAP and Arabic benchmark results, ensuring alignment with international performance standards.

Management, staffing, facilities and resources

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

Findings:

- The day-to-day management of the school is highly efficient, ensuring smooth operations and minimal disruptions. Well-established routines contribute to a structured and orderly learning environment, with students demonstrating a clear understanding of expectations and procedures. Effective timetabling and strategic staff deployment maximize learning opportunities and ensure seamless transitions between lessons and activities. Strong communication between leadership and staff enhances operational efficiency, supporting the consistent and effective delivery of the curriculum.
- The school is appropriately staffed to fulfill its vision and mission. Almost all teachers are well-qualified and have subject or phase-specific expertise. Professional development opportunities are regularly provided, including weekly training sessions and additional workshops that combine theoretical and practical teaching approaches. However, these sessions are predominantly online and are not always tailored to individual teacher needs. Peer observations and Professional Learning Communities (PLCs) encourage collaboration and the sharing of best practices, but follow-up and evaluation of their impact on classroom instruction require further refinement. While professional development is an embedded practice, its direct impact on student learning is not always evident, highlighting the need for more targeted implementation.
- The school's premises and facilities are of high quality, providing a well-equipped learning environment. Facilities include three science labs for upper phases, one lab for Phase 2, two libraries, two art rooms, two music rooms, an internal gym, and a soccer field. Classrooms are clean, well-organized, and equipped with sufficient learning resources. The campus is designed to be accessible for all students, though a portion of the outdoor area remains underutilized, offering potential for further development to support learning and recreation. Displays are more prevalent and curriculum-focused in the lower phases than in the upper phases, presenting an opportunity for greater consistency in student engagement through visual learning.
- The school is equipped with a broad range of curriculum-relevant resources, including technology, with digital devices readily available in all classrooms. However, math and science resources in the lower phases are insufficient, limiting their effectiveness in fully supporting early conceptual learning. Additionally, library and lab resources for Arabic-medium subjects lack variety and quantity, impacting the depth of student engagement and curriculum alignment. Expanding these resources will further enhance teaching and learning across all subjects and phases.

Next Steps:

1. Implement structured evaluation measures for professional development to assess its impact on student learning and inform future training programs.
2. Enhance the utilization of the outdoor area by developing it into a functional learning and recreational space to support curricular and extracurricular activities.
3. Expand curriculum resources in math and science for lower phases and increase the variety and availability of Arabic-medium subject resources to strengthen student learning outcomes.

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