

Irtiqa'a School Inspection

AY 2025/26









Abu Dhabi International Private School -
Karamah

Rating: Very Good

Contents

- **School information**
- **Changes since the previous inspection**
- **The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS**
- **Performance in standardized and international assessments**
- **Reading**
- **Strengths of the school**
- **Key recommendations**
- **Summary of inspection findings 2024/25**
- **Inspection findings**

School Information

General Information	
 Name	Abu Dhabi International Private School - Karamah
 Esis Number	9060
 Location	17, Al Kamasha St, Al Manhal, Abu Dhabi, 20048
 Website	http://www.aisschools.com
 Telephone	024434433
 Principal	PAMELA MARIA SALAH ISSA
 Inspection Dates	06 to 09 Oct 2025
 Curriculum	American

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1193
Number of Emirati students	52
Number of students of determination	7
Largest nationality group of students	Jordan - Egypt - Syria

Information On Teachers

Number of teachers	76
Nationalities	Lebanon - South Africa - Jordan
Number of teaching assistants	20

Changes since the previous inspection

Since the previous inspection in 2022, the school's overall performance has remained Very Good, reflecting the school's commitment to sustaining high-quality provision and learning.

Students' achievement in Arabic-medium subjects has remained broadly stable across most phases and subjects, with one regression being observed. In Arabic as a First Language, students' achievement in phases 2, 3, and 4 remains Good, reflecting levels where the majority of students attain above curriculum standards. Phase 1 was not previously inspected, and students' achievement is now Good. In Arabic as a Second Language, students' achievement in phases 2 and 3 is Good, as students demonstrate secure reading comprehension skills, read short sentences, and respond to questions clearly. In Phase 4, attainment remains Good, while progress remains Very Good, with students communicating their ideas effectively using standard Arabic. In Islamic Education, students' attainment in Phase 2 improved from Good to Very Good, while progress remains Very Good. Students now demonstrate a clear understanding of core Islamic manners and are increasingly able to relate basic teachings from the Qur'an and Hadith to everyday situations. In Phase 3, attainment remains Good, while progress regressed from Very Good to Good, as students' understanding of the Prophet's biography is emerging and not yet consistently well developed. In Phase 4, students' achievement remains Very Good, with the large majority making better-than-expected progress as seen in lessons and recent work. Students' achievement in Social Studies remains Good in phases 2 and 3. Phase 4, evaluated for the first time, is Good.

Students' achievement in English-medium subjects has remained broadly the same across most subjects and phases, with some regression observed. In English, students' achievement remained unchanged in phases 1, 2, and 4, where attainment is Good and progress is Very Good, and achievement in Phase 4 continues to be Very Good. In Phase 3, students' achievement has regressed from Very Good to Good. While students' communication skills remain well developed, with secure comprehension and a growing range of vocabulary, their reading fluency and writing organization skills is less well developed. In mathematics, students' achievement remained the same in phases 1, 2, and 3. In Phase 1, attainment is Good and progress is Very Good, and achievement continues to be Very Good in phases 2 and 3. In Phase 4, students' achievement has regressed from Outstanding to Very Good, as the large majority now attain levels above curriculum standards, as reflected in their lessons and in both external and internal assessment performance. In science, students achievement has remained the same across all phases. In Phase 1, attainment remains Good and progress Very Good, while in phases 2, 3, and 4, achievement continues to be Very Good.

Learning skills remained Very Good in phases 1, 2, and 4, while in Phase 3 it regressed from Very Good to Good. Students are motivated, highly engaged, and keen to learn; however, only in the stronger lessons do they take steps to improve their work.

Performance Standard 2 was not evaluated during the previous inspection. In this inspection, students' personal development is evaluated as Very Good in phases 1, 2, and 4, and Good in Phase 3. Students demonstrate positive attitudes towards learning and school life, showing maturity and respect in their interactions, although this is less consistent in Phase 3. Understanding of Islamic values, awareness of Emirati and world cultures, and social responsibility and innovation skills all remain Good across phases. Students across all phases show clear appreciation of Islamic values and demonstrate knowledge and respect for Emirati culture. They also maintain a positive work ethic and participate actively in academic and enrichment activities.

Teaching for effective learning remained Very Good in phases 1, 2, and 4, and regressed from Very Good to Good in Phase 3. Most teachers apply secure subject knowledge, explain concepts accurately, and use strategies that effectively meet students' learning needs. This is less consistent in Phase 3, where the depth of explanation and clarity of conceptual development vary, affecting how well some students grasp more complex ideas. Assessment has remained Very Good across all phases. Internal assessment processes are coherent and well aligned with curriculum standards, and data from all assessments are analysed in some depth to identify trends in students' attainment, providing clear measures of students' performance.

Performance Standard 4 (PS4), which pertains to curriculum design and adaptation, was not evaluated in the previous inspection. Curriculum design and implementation and curriculum adaptation are both judged Good across all phases. The curriculum is well-structured, aligned with national expectations, and provides clear progression from kindergarten through Grade 12. The school effectively adapts the curriculum for most learners but does not yet ensure consistent support and challenge across all groups.

Health and safety and child protection continue to be strong features of the school and remain Very Good across all phases. The school maintains robust safeguarding procedures supported by clear policies, well-established processes, and regular staff training, ensuring that students feel safe and know how to seek help. The school environment is secure, hygienic, and well supervised, with systematic risk assessments, and buildings and equipment are well maintained. Care and support for students remains Very Good across phases. Staff and students sustain strong relationships that contribute to respectful behavior throughout the school. Systems for identifying and supporting students with additional learning needs, including students of determination, are effective. However, provision for gifted and talented students is less developed and requires further improvement to ensure consistency and impact.

Leadership and management have maintained a Very Good rating across all indicators. The effectiveness of leadership remains Very Good; leaders articulate a clear vision aligned with UAE national priorities and demonstrate secure, up-to-date knowledge of the curriculum and best practices in teaching, learning, and assessment. The establishment of a dedicated leadership team for this campus would further strengthen focused monitoring and follow-up, enabling more responsive actions that are likely to result in improved student outcomes. Self-evaluation and improvement planning also remain Very Good. The School Development Plan is coherent and aligned with the school's self-evaluation outcomes, and self-evaluation processes are systematic, drawing on both internal and external evidence. However, greater rigor is required to ensure that some judgments are more realistic. Partnerships with parents and the community continue to be Very Good. The school effectively engages parents as partners in their children's learning and school life, and their views are fully considered in shaping improvement priorities. The governing body maintains a positive influence on the school's leadership and strategic direction, reflecting sustained Very Good performance. Management, facilities, staffing, and resources remain Very Good, consistent with the previous inspection. The school is appropriately staffed with suitably qualified teachers, and a range of curriculum-aligned resources is available across the school to support most teaching and learning needs.

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

School leaders demonstrate a strong commitment to achieving the school's targets in PISA, PIRLS, and TIMSS. They have developed detailed action plans for each assessment that outline specific goals, key focus areas, clear action steps, responsible staff members, required resources, and the expected improvements that should result from each completed step. These plans reflect leaders' understanding of the skills students must master to perform successfully on international benchmarks and their determination to strengthen overall academic outcomes. Leaders have revised the curriculum to ensure that students acquire the prerequisite knowledge and skills needed for international assessments. Curriculum adjustments include the integration of higher-level proficiency skills in all core subjects with a stronger emphasis on real-world problem solving in mathematics and science lessons. Across subjects, teachers are expected to develop students' communication skills by helping them articulate and explain their reasoning through clear verbal explanations and structured responses.

The curriculum incorporates the skills and cognitive expectations required for international assessments. Mathematics and science instruction includes opportunities for students to engage in inquiry, explore real-world applications, and practice complex problem-solving. In English, teachers have established consistent routines that promote reading, writing, speaking, and listening in every lesson. Across all phases, teachers use instructional strategies and assessment techniques that align with the format and cognitive demand of international assessments. These include daily thinking routines, questions of the day, and structured problem solving tasks that develop conceptual understanding. Teachers engage in data-driven instruction by using assessment data to identify skill gaps and adjust teaching accordingly. They prepare students using tasks that mirror international test items, including multi step word problems, inference questions, and analytical reasoning activities. Although these strategies are becoming more consistent, further alignment between curriculum implementation and international expectations is still needed to ensure students are fully prepared across all phases.

The school provides extensive and ongoing professional development to strengthen teachers' understanding of international assessments and improve student outcomes. Training focuses on instructional strategies that build conceptual understanding, higher-order thinking, and problem solving. Teachers have been prepared to use a range of assessment for learning techniques and to modify instruction based on data analysis. Math and science teachers receive guidance on connecting concepts to real-life applications to deepen understanding and increase engagement. English teachers participate in training that supports the development of reading comprehension, writing skills, and academic language. Teachers regularly review external assessment data to plan targeted interventions and differentiated practice activities. While the professional development program is strong, the impact varies across phases, and continued support is needed to ensure consistency in the use of effective teaching practices.

The school encourages parental understanding of international assessments through PTA meetings, WhatsApp communication, surveys, and focus groups. Parents are more familiar with MAP testing but have growing awareness of the significance of international assessments such as PISA, PIRLS, and TIMSS for their children's academic progress and the school's overall evaluation. The school provides parents with information about the nature and purpose of international assessments, examples of test items, and guidance on how to support learning at home. Parents also receive updates through community engagement events and interdisciplinary projects that highlight the skills assessed in international benchmarks. Strengthening parental involvement remains a priority to reinforce consistent practice and preparation at home.

Performance in standardized and international assessments

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

Standardized Assessments

The school administers TALA and the Arabic Benchmark Test to measure students' attainment and progress in Arabic as a first language from KG to Grade 9.

- TALA results in AY2024/25 indicate Outstanding attainment in Phase 1. Arabic Benchmark Test results in AY2024/25 indicate Good attainment in phases 2 and 3 and Very Good attainment in Phase 4. Progress outcomes from the Arabic Benchmark Test show Very Good progress in phases 2, 3, and 4.
- The school administers the Measures of Academic Progress in English, mathematics, and science in phases 2, 3, and 4 to benchmark the attainment and progress of students in Grades 3 to 9 following the Massachusetts Curriculum Framework.
- In English, MAP reading results in AY2024/25 indicate that students' attainment in phases 2 and 3 is Weak, while their attainment in Phase 4 is Very Good. Progress in reading is Weak across phases 2, 3, and 4.
- In English, MAP Language Use results in AY2024/25 indicate that students' attainment is Good in Phase 2, Very Good in Phase 3, and Outstanding in Phase 4. Progress outcomes indicate that students demonstrate Weak progress across phases 2, 3, and 4.
- In mathematics, MAP results in AY2024/25 indicate that students' attainment is Good in Phase 2, Very Good in Phase 3, and Outstanding in Phase 4. Progress outcomes indicate Weak progress in phases 2, 3, and 4.
- In science, MAP results in AY2024/25 indicate that students' attainment is Very Good in phases 2 and 3 and Outstanding in Phase 4. Progress outcomes indicate Very Good progress in Phase 2 and Weak progress in phases 3 and 4.

International Assessments: TIMSS, PISA, PIRLS

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

- In reading literacy, students achieved a score of 493, placing them within the intermediate proficiency benchmark, above the PISA international average of 476 but below the school's target of 592.
- In mathematical literacy, students recorded a score of 441, positioning them within the low proficiency benchmark, below both the PISA international average of 472 and the school's target of 597.
- In science literacy, students reached a score of 486, within the intermediate proficiency benchmark, slightly above the PISA international average of 485 but below the school's target of 585.

In the TIMSS (Trends in International Mathematics and Science Study) 2023 assessment:

- In Grade 4 mathematics, students achieved a score of 572, placing them within the high proficiency benchmark, above both the international average of 503 and the school's target of 523.
- In Grade 8 mathematics, students achieved a score of 544, positioning them within the intermediate proficiency benchmark approaching high, above both the international average of 478 and the school's target of 543.
- In Grade 4 science, students attained a score of 577, within the high proficiency benchmark, above the international average of 494 and the school's target of 506.
- In Grade 8 science, students achieved a score of 561, also within the high proficiency benchmark, above both the international average of 478 and the school's target of 549.

In PIRLS reading literacy, students achieved a score of 570.62, placing them within the high international proficiency benchmark.

Reading

Reading is a key component of the school's academic strategy and is supported by a structured reading plan that is implemented across all phases and in both languages. Leaders have introduced daily reading routines and schoolwide initiatives such as DEAR (Drop Everything and Read), guided library sessions, and themed events. These provide regular opportunities for students to engage with texts in varied contexts. In the upper phases, WebQuest is available in Arabic and English to promote inquiry-based research and independent reading. Leaders are taking steps to improve the consistency of reading assessments and to strengthen intervention strategies, particularly in Arabic, where reading remains a priority for development. The reading plan is being adjusted to address performance variations and improve attainment across phases.

The school provides a rich and inclusive reading environment supported by a well-resourced central library, renovated two years ago. The library houses 18,857 texts, including 10,665 unique titles and 2,432 Arabic books, and offers bilingual collections. Its facilities include collaborative settings, research computers, and soft seating areas designed to promote independent reading and support diverse learning needs. In English, provision includes EPIC (KG to Grade 5), HMH Waggle, and leveled readers available in classroom library corners. In Arabic, the Go Up With Asala program provides structured, progressive texts that build fluency, comprehension, and vocabulary.

The library contributes to the school's reading plan through a well-organized and age-appropriate range of resources, including 3,852 early learning books, a broad collection of fiction and nonfiction texts for junior and secondary students, and 692 professional references for staff. Activities such as author visits, book fairs, and structured reading challenges enrich the reading culture and promote regular engagement with texts. A biweekly reading program is delivered for Grades 1–5 in Arabic and English, providing access to leveled texts, comprehension tasks, and initiatives such as Read Fluently and the Reading Challenge. Assessment tools used in English include Lexile measures, WRAT, IOWA, and MAP Growth, while Arabic provision draws on ABT assessments. Mubakir is used to identify students requiring additional support, enabling teachers to plan targeted interventions, including guided reading and structured vocabulary instruction.

Teacher capacity is supported through structured professional development aligned with the school's strategic priorities. The School Development Plan outlines processes for collaborative planning, the use of MAP and ABT data to inform lesson design, and ongoing monitoring through lesson observations and self-reflection surveys. Professional development records, planning documents, and observation feedback are used as part of the school's review procedures. Teachers implement guided reading sessions, fluency checks, and comprehension activities as part of the reading program. In Arabic, support is delivered through the Go Up With Asala program and internal diagnostic tools. Additional training is scheduled to extend provision related to teaching inferential and critical comprehension in the upper phases.

Parental engagement in reading is supported through workshops, Read-Aloud Fridays, and the Parent Reader Program, which provide families with structured opportunities to participate in literacy activities.

Parents are consulted through surveys and focus groups, and their feedback is used to refine organizational aspects of Google Classroom and assessment communication. Parents of gifted and talented students and those with additional learning needs receive targeted information and regular updates as part of the school's communication procedures. These approaches form part of the school's inclusive reading provision.

Strengths of the school

- The school exceeded international averages and met its targets on TIMSS 2023 in both mathematics and science.
- Students demonstrate a strong work ethic and show consistently positive attitudes toward their learning and the wider school community.
- School facilities, including laboratories, the canteen, washrooms, and play areas, are maintained to high standards of cleanliness and safety, ensuring a secure and supportive learning environment.
- Parents express high levels of satisfaction with the school's communication, noting its clarity, timeliness, and responsiveness.
- The Governing Board exerts a positive influence on the school's leadership, supporting the strategic direction and vision.

Key Recommendations

1. Raise students' attainment and progress to reach consistently Very Good level or better, across all core subjects and phases by:

- developing students' ability in Phase 3 to interpret Qur'anic verses accurately and apply their meanings effectively in real-life contexts.
- strengthening students' reading comprehension and writing skills in Arabic as a First Language.
- developing students' higher-order reading skills in Phase 3 English, enabling them to infer meaning and analyse descriptive language with greater accuracy.
- deepening higher-order mathematical thinking in Phase 4, so students can analyse, connect, and justify ideas with greater accuracy.

2. Improve the quality of teaching, assessment and curriculum in all phases by:

- ensuring that lesson activities meet the needs of all students so they can achieve their potential, especially in Phase 3.
- reducing excessive teacher talk and ensuring lessons are more student-centered.
- consistently applying age-appropriate marking and feedback so students know how to improve their work.
- ensuring teachers use assessment information effectively to plan lessons, modify curriculum delivery, and accelerate progress.
- strengthening the implementation of the curriculum in subjects where students' attainment is less strong to ensure a more consistent impact on learning outcomes.

3. Meet and exceed international averages and the school's targets on all international assessments by:

- embedding a consistent curriculum implementation to ensure all phases develop the higher-order thinking, reasoning, and problem-solving skills required for PISA, PIRLS, and TIMSS.
- strengthening the alignment of teaching, learning, and assessment practices with the cognitive demand of international benchmarks.
- ensuring all students have regular opportunities to practice complex reasoning, analytical thinking, and problem-solving tasks across subjects.
- ensuring high levels of consistency in instructional quality across all phases, particularly in developing comprehension, numeracy, and scientific inquiry skills.
- embedding regular practice opportunities that build skills aligned to international assessments while avoiding test-driven approaches.

4. Strengthen the effectiveness of leadership and management by:

- strengthening the impact of leadership on teaching and learning to ensure consistently high school performance across all areas.
- developing further leadership capacity for innovation and improvement to sustain progress.
- strengthening the capacity of middle leaders to evaluate teaching accurately using the Inspection Framework.
- enhancing the monitoring systems to focus more consistently on the impact of teaching on students' achievement and the progress of different student groups.
- strengthening resources, including digital provision, supervision staffing, and dedicated middle leadership at this campus, to accelerate learners' progress and support effective monitoring.

Overall School Performance: **Very Good**

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

PS2: Students' personal and social development, and their innovation skills				
	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	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	Very Good	Very 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	Good	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	Very Good
School self-evaluation and improvement planning	Very Good
Parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Very Good

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school's analysis of internal assessment attainment data for AY2024/25 against the Ministry of Education (MoE) curriculum standards for Islamic Education indicates that most students across phases 2, 3, and 4 attain levels that are above the curriculum standards.
- The school has no external national or international assessments in Islamic Education.
- In lessons and in their recent work, the large majority of students in phases 2 and 4 and the majority of students in Phase 3 demonstrate levels of knowledge, skills, and understanding that are above the MoE curriculum standards. In Phase 2, students accurately identify and explain the Five Pillars of Islam, recite and memorize short Surahs from Qur'an, and show clear knowledge of essential aspects of the Prophet's life. They understand core Islamic manners and can relate basic teachings from the Qur'an and Hadith to everyday situations. Students begin to justify their ideas using simple supporting evidence from memorized verses or Hadith. In Phase 3, students demonstrate a secure understanding of Qur'anic verses and Islamic principles. They interpret selected verses and relate them to daily life, although the level of interpretive depth is still developing. Their knowledge of worship practices and related rulings is secure, including the ability to distinguish between Islamic terminologies. Understanding of the Prophet's biography is emerging but not yet consistently well developed. In Phase 4, students demonstrate well-established and increasingly analytical understanding of Qur'anic verses, including the reasons for revelation and the ability to make meaningful links to real-life contexts. They recall stories and moral lessons accurately and relate them thoughtfully to personal and social situations. Students show solid understanding of key Fiqh concepts, including rulings and conditions, and can justify their reasoning with relevant evidence from the Qur'an and authentic Hadith.

- Over the last three years, the school's internal assessment progress data for AY2024/25 indicate that students' attainment in phases 2, 3, and 4 has been consistently Outstanding, reflecting levels where most students attain above curriculum expectations.
- The school's analysis of internal assessment data for AY20 indicates that most students in phases 2, 3, and 4 make better-than-expected progress in relation to individual starting points and the curriculum standards.
- In lessons and in their recent work, the large majority of students in phases 2 and 4 and the majority in Phase 3 make better than expected progress in relation to learning objectives aligned with the expected curriculum standards.
- The school analyses internal assessment data to evaluate the progress of different groups of students, including boys, girls, Emirati students, high and low attainers, students with additional learning needs, and gifted and/or talented students. The data indicate that the progress of all groups is Outstanding across phases 2, 3, and 4, except for Emirati students in Phase 3, who demonstrate Very Good progress.

Next Steps:

1. Develop students' ability in Phase 3 to interpret Qur'anic verses and apply their meanings accurately in real-life contexts.
2. Enhance students' understanding of the Prophet's biography across phases, with stronger emphasis on consolidating key events and lessons.
3. Strengthen students' analytical reasoning in Phase 4 by expanding opportunities to justify Islamic rulings using evidence from Qur'an and authentic Hadith.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data for AY2024/25 against Ministry of Education (MoE) curriculum standards in Arabic as a first language indicates that the large majority of students in Phase 1 and most students in phases 2, 3, and 4 attain levels that are above the curriculum standards.
- The school administers the TALA standardized assessment in Phase 1, and results for AY2024/25 indicate that students' attainment is Outstanding. The school also administers the Arabic Benchmark Test to measure students' attainment in Arabic as a first language; results show Good attainment in phases 2 and 3 and Very Good attainment for Grade 9 students in Phase 4. In addition, Year 11 students' results in the IGCSE Arabic First Language assessment indicate Very Good attainment in Phase 3.
- In lessons and in their recent work, the majority of students across all phases demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. In Phase 1, the majority of students attain above expectations in listening and spelling skills. They listen attentively, follow instructions accurately, recognize the sounds of letters, and write simple words and short sentences with increasing accuracy using their phonemic awareness. However, fluency during speaking tasks remains an area for development, as some students occasionally rely on dialect or English when sharing ideas. In Phase 2, the majority of students attain above expectations in reading comprehension. They understand the main ideas in short spoken and written texts and express simple thoughts and sentences in Standard Arabic. They read familiar words and sentences and write short paragraphs with reasonable control. However, grammatical accuracy, fluency, and extended writing remain areas that require further improvement. By phases 3 and 4, students demonstrate secure comprehension of key ideas in listening and reading tasks and communicate in structured speaking situations using mostly Standard Arabic. They identify central themes, vocabulary meanings, and moral values, particularly when learning is linked to Emirati heritage and national identity. However, higher-order reading comprehension, analytical interpretation, and extended writing are less well developed. Greater accuracy, fluency, and formality in Standard Arabic require further improvement.

- Over the last three years, the school's internal assessment data indicate a fluctuating trend in attainment in Phase 1, where students' attainment improved from Very Good in AY2022/23 to Outstanding in the following year, before regressing to Very Good in AY2024/25. In phases 2, 3, and 4, trends in attainment indicate consistently Outstanding performance over the last three years. Trends in the Arabic Benchmark Test (ABT) over the last two years show an upward trajectory across phases, with phases 2 and 3 improving from Acceptable in AY2023/24 to Good in AY2024/25, while Phase 4 improved from Weak in AY2023/24 to Very Good in AY2024/25.
- The school's analysis of internal assessment progress data for AY2024/25 indicates that the majority of students in Phase 1, most in Phase 2, and the large majority in Phase 3 make better-than-expected progress, while most students in Phase 4 make the expected progress in relation to their individual starting points and the curriculum standards.
- In lessons and in their recent work, the majority of students across all phases make better than expected progress in relation to learning objectives aligned with the expected curriculum standards.
- The school's analysis of internal assessment progress data for students following the Massachusetts Curriculum Framework shows that boys and girls make similar progress in Phase 1, demonstrating Good progress, and Outstanding progress in Phase 2, while their progress in Phase 4 is Acceptable. In Phase 3, girls make slightly better progress, demonstrating Outstanding progress, while boys make Very Good progress. The progress of Emirati students varies across phases, showing Acceptable progress in Phase 1, Outstanding progress in phases 2 and 4, and Very Good progress in Phase 3. Low attainers make Very Good progress in phases 1 and 3 and Outstanding progress in Phase 2. The progress of high attainers is Acceptable in Phase 1, while in phases 2, 3, and 4 they demonstrate Outstanding progress. Students with additional learning needs, including students of determination, make Outstanding progress in Phase 2, while their progress in Phase 3 is Acceptable. Gifted and/or talented students make Outstanding progress in phases 2 and 3 and Acceptable progress in Phase 4.

Next Steps:

1. Improve students' fluency and accuracy in spoken Standard Arabic, so that reliance on dialect or English is reduced across phases.
2. Strengthen students' grammatical accuracy and control in writing, enabling them to produce extended and well-structured written responses.
3. Develop analytical reading skills so that students can interpret complex texts more deeply, justify responses, and engage with ideas beyond literal understanding.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data for AY2024/25 against Ministry of Education curriculum standards for Arabic as a second language indicates that the large majority of students in Phase 2 and most students in phases 3 and 4 attain levels above the curriculum standards.
- The school has no external national or international assessments for Arabic as a Second Language.
- In lessons and in their recent work, the majority of students in phases 2, 3, and 4 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. In Phase 2, students demonstrate age-appropriate listening and speaking skills. They listen attentively, follow instructions accurately, and use familiar vocabulary and simple sentences to share and communicate ideas. However, writing skills are still developing for some students, particularly when constructing longer sentences and applying grammatical conventions accurately. In phases 3 and 4, the majority of students attain above expectations in communication skills. They respond clearly to questions, express opinions with increasing clarity using extended phrases, and communicate mainly in Standard Arabic. The majority also demonstrate age-appropriate reading comprehension skills, identifying main ideas, themes, and moral values in literary and informational texts. Writing is generally coherent and well structured, showing progress in vocabulary development and grammatical control. However, analytical reading comprehension and extended writing remain areas for development, as some students continue to rely on teacher guidance to organize their ideas and to write at length independently.
- Over the last three years, the school's internal assessment data indicate a downward trajectory in attainment in Phase 1, regressing from Outstanding in AY2022/23 to consistently Very Good in the subsequent years. In contrast, attainment in Phase 4 shows an upward trajectory, improving from consistently Very Good in AY2022/23 and AY2023/24 to Outstanding in AY2024/25. Meanwhile, attainment in Phase 3 has remained consistently Outstanding over the last three years.
- The school's analysis of internal assessment progress data for AY2024/25 indicates that the large majority of students in phases 2 and 4 and most students in Phase 3 make better than expected progress in relation to individual starting points and the curriculum standards.
- In lessons and in their recent work, the majority of students in phases 2 and 3 make better-than-expected progress, while the large majority in Phase 4 make better-than-expected progress against learning objectives aligned with curriculum standards.
- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that boys make Very Good progress in Phase 2, Outstanding progress in Phase 3, and Good progress in Phase 4. Girls make Weak progress in Phase 2, while their progress in phases 3 and 4 is Outstanding. Low attainers make Good progress overall, with Outstanding progress evident in Phase 3. High attainers make Outstanding progress across all three phases. The progress of Gifted and Talented students is Outstanding in phases 2 and 4.

Next Steps:

1. Develop students' grammatical skills in Phase 2 so they construct longer sentences with increasing accuracy.
2. Develop extended writing across Phases 3 and 4 to improve text organisation, coherence, and clarity of ideas in longer written compositions.
3. Strengthen students' analytical reading comprehension in phases 3 and 4, to enable deeper interpretation of texts, including inference, evaluation of ideas, and analysis of language.

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



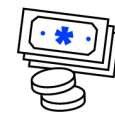
Government



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 AY2024/25 indicates that most students in phases 2, 3, and 4 attain levels that are above the Ministry of Education (MoE) curriculum standards.
- The school has no external national or international assessments in social studies.
- In lessons and in their recent work, the majority of students in phases 2, 3, and 4 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. In Phase 2, students demonstrate secure understanding of key geographical and historical concepts. They explain the Earth's movements and their effects, identify major aspects of UAE cultural and national heritage. However, their ability to compare civilizations in depth and to explain similarities and differences using subject-specific language is still developing. In Phase 3, students demonstrate clear understanding of national identity concepts, including the natural features of the UAE and the importance of national security. They use social studies terminology to describe ideas and concepts, although clarity and precision in explaining key terms are not yet consistent. In Phase 4, students demonstrate well-developed knowledge of the UAE Constitution and its role in shaping society. They discuss key regional and global concepts and articulate the social, cultural, and historical significance of these ideas with increasing clarity and accuracy.
- Over the last three years, the school's internal assessment data indicate that attainment has remained consistently Outstanding in phases 2, 3, and 4, with most students attaining levels above expectations.
- The school's analysis of internal assessment progress data for AY2024/25 indicates that most students in phases 2 and 3 make better-than-expected progress, while less than three-quarters of students in Phase 4 make the expected progress in relation to their individual starting points at the beginning of the academic year and the curriculum standards.
- In lessons and in their recent work, the majority of students in phases 2, 3, and 4 make better-than-expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

- The school analyzes internal assessment data to monitor the progress of different groups of students, including boys, girls, Emirati students, low and high attainers, students with additional learning needs, including students of determination, and Gifted and Talented students. The data indicate that, in phases 2 and 3, all student groups make Outstanding progress, with the exception of low attainers, who make Very Good progress in Phase 2. In Phase 4, boys and girls make Weak progress, while Emirati students, high attainers, and Gifted and Talented students make Outstanding progress.

Next Steps:

1. Strengthen students' ability to compare historical and cultural features of the UAE with those of other world civilizations.
2. Enhance students' understanding and use of key social studies terminology to support clearer explanation and reasoning across phases.
3. Develop students' analytical skills in Phase 4 to deepen their understanding of constitutional principles and regional cooperation.

English

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment attainment data for AY2024/25 against the Massachusetts Curriculum Framework, aligned with the Common Core State Standards, indicates that the large majority of students in Phase 1, and most students in phases 2, 3, and 4, attain levels that are above curriculum standards. For students following the Cambridge International GCSE and Pearson Edexcel International A Level programs for English, the school's internal assessment analysis for AY2024/25 indicates that the large majority of students in Phase 3, and most students in Phase 4, attain levels that are above expectations.
- The school administers the NWEA MAP assessment to benchmark students' attainment in reading and language use. In the spring window, MAP reading results indicate that students' attainment in phases 2 and 3 is Weak, while attainment in Phase 4 is Very Good. In MAP language use, students' attainment is Good in Phase 2, Very Good in Phase 3, and Outstanding in Phase 4. Students following the National Curriculum for England in Year 11 sat the IGCSE examination, where their attainment is Outstanding. In PISA 2022 reading literacy, 15-year-old students achieved a score of 493, above the PISA international average of 476 but below the school's target of 592.

- In lessons and in their recent work, the majority of students in phases 1, 2, and 3 demonstrate levels of knowledge, skills, and understanding that are above curriculum expectations, while the large majority of students in Phase 4 attain above these expectations. In Phase 1, the majority of students attain above expectations in listening and speaking. They follow instructions, respond accurately to questions, and use increasingly complex phrases as their vocabulary develops. The majority also attain above expectations in foundational reading skills; they can sound out letters to read simple words, although a few students still rely on teacher support when applying phonics to decode unfamiliar vocabulary. Writing is less secure, as students are still developing the stamina and accuracy needed to construct simple sentences independently. In Phase 2, the majority of students attain above expectations in reading fluency and comprehension. They can identify main ideas, extract key vocabulary from age-appropriate texts, and respond with reasonable accuracy to comprehension questions. Writing skills, however, are still developing, particularly in organizing ideas logically and maintaining a consistent structure. In Phase 3, students' communication skills remain a notable strength. A majority attain above expectations in listening and speaking, contributing effectively to discussions and expressing their ideas with growing clarity. Vocabulary range is developing securely across the phase. However, students' reading fluency and expression continue to develop, as many students require support to interpret meaning, infer ideas, or identify descriptive language. Writing also presents challenges, with students needing guidance to select vocabulary and organize their ideas coherently. By Phase 4, a large majority of students demonstrate very well-developed language skills, expressing ideas effectively in both spoken and written tasks. Reading comprehension is strong, and students engage with complex texts with greater ease. Extended writing remains an area for further development, as some students do not consistently structure ideas logically or sustain a coherent argument.
- Over the last three years, the school's internal assessment data against the Massachusetts Curriculum Framework indicate that students' attainment in Phase 1 has followed a downward trajectory, regressing from Outstanding in AY2022/23 and AY2023/24 to Good in AY2024/25. However, attainment in phases 2, 3, and 4 has remained consistently Outstanding over the same period. Internal assessment data aligned with the Cambridge International GCSE and Pearson Edexcel International A Level programs show that attainment in Phase 3 has also followed a downward trend, moving from Outstanding in both AY2022/23 and AY2023/24 to Very Good in AY2024/25, while attainment in Phase 4 has remained consistently Outstanding across the last three years. Trends in MAP reading standardized assessment indicate a downward trajectory in phases 2 and 3, regressing from Acceptable in Phase 2 and Good in Phase 3 in AY2022/23 to consistently Weak in both phases over the following two years. In Phase 4, trends in MAP reading have fluctuated, regressing from Very Good in AY2022/23 to Good in the next year, before improving again to Very Good in AY2024/25. Trends in MAP language use also show fluctuations in phases 2 and 3, regressing from Very Good in AY2022/23 to Weak in the following year, then improving to Good in Phase 2 and Very Good in Phase 3 in AY2024/25. In Phase 4, MAP language use has remained consistently Outstanding over the last three years. Trends in IGCSE external assessment results have remained consistently Outstanding in Phase 3 throughout the same period.
- The school's analysis of internal assessment progress data for AY2024/25 aligned with the Massachusetts Curriculum Framework aligned with the common core state standards indicates that most students in phases 1, 2, and 4 make better than expected progress, while less than three-quarters of students in Phase 3 make the expected progress in relation to their individual starting points and curriculum standards. In the Cambridge International GCSE and Pearson Edexcel International A Level programs, less than three-quarters of students in Phase 3 make the expected progress, while most students in Phase 4 make better-than-expected progress over time from their starting points. MAP progress data results in reading and language use is Weak across phases 2, 3, and 4.
- In lessons and in their recent work, the large majority of students in Phases 1, 2, and 4, and the majority of students in Phase 3, make better-than-expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

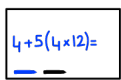
- The school's analysis of internal assessment progress data against the Massachusetts Curriculum Framework shows that boys and girls make similar progress in phases 1 and 2, where both groups demonstrate Outstanding progress. In Phase 3, progress for both groups is Weak. In Phase 4, boys make Outstanding progress, while girls make Very Good progress. Emirati students make Very Good progress in phases 1 and 4 and Outstanding progress in Phase 2, while their progress in Phase 3 is Weak. Low attainers make Outstanding progress in phases 1, 2, and 4, with Weak progress in Phase 3. The progress of high attainers varies across phases, with Very Good progress in Phase 1, Outstanding in Phase 2, Weak in Phase 3, and Very Weak in Phase 4. Students with additional learning needs, including students of determination, make Outstanding progress in Phase 2 and Acceptable progress in Phase 3. The progress of gifted and/or talented students is Outstanding in phases 2 and 3. For students following the Cambridge International GCSE and Pearson Edexcel International A Level programs, the school's analysis indicates that the progress of all student groups in Phase 4 is Outstanding, except for gifted and/or talented students, whose progress is Weak. In Phase 3, boys and girls make similar progress, demonstrating Weak progress.

Next Steps:

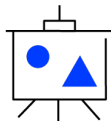
1. Develop students' phonics skills in Phase 1 to ensure that all students can independently decode and read simple words accurately.
2. Enhance students' writing skills across all phases to improve sentence construction, organization of ideas, and choice of vocabulary, ensuring they can produce coherent and well-structured extended work.
3. Develop students' higher-order reading comprehension skills in Phase 3 so they can infer meaning and analyse descriptive language with greater accuracy.

Mathematics

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



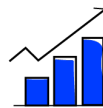
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's analysis of internal assessment attainment data for AY2024/25 against the Massachusetts Curriculum Framework aligned with the common core state standards indicates that the large majority of students in phases 1, 3, and 4 and most students in Phase 2 attain levels that are above curriculum standards. In the Pearson Edexcel IGCSE and A Level program, the school's internal assessment data indicates that most students in phases 3 and 4 attain levels that are above these expectations.
- The school administers the NWEA MAP assessment to benchmark students' attainment in Mathematics. In the spring window, MAP results indicate that students' attainment in Phase 2 is Good, while attainment in Phase 3 is Very Good and Outstanding in Grade 9 of Phase 4. Students in Year 11 sat the International General Certificate of Education examination, where their attainment is Very Good. In AY2024/25, Year 13 students sat the Advanced Level examinations, where attainment is Weak. In PISA 2022, 15-year-old students achieved a score of 441, which is below the PISA international average of 472 and below the school's target of 597. In TIMSS 2023, Grade 4 students achieved a score of 572 in mathematics, above both the international average of 503 and the school's target of 523. Grade 8 students achieved a score of 544, exceeding the international average of 478 and slightly above the school's target of 543.

- In lessons and in their recent work, the majority of students in Phase 1 and the large majority of students in phases 2, 3, and 4 demonstrate mathematical knowledge, skills, and understanding that are above curriculum standards. In Phase 1, the majority of students show age-appropriate number sense and understanding of basic operations. They recognise and sequence numbers and use visual representations to model addition facts. However, their ability to apply these skills independently in unfamiliar contexts and to explain reasoning using mathematical language is still developing. In Phase 2, the large majority of students demonstrate a secure understanding of number and operations. They add and subtract two-digit numbers and interpret multiplication as repeated addition. Students solve routine word problems and use models to support their thinking, with some still requiring guidance to select effective strategies and to apply skills independently in multi-step problems. In Phase 3, the large majority of students apply algebraic relationships with increasing accuracy. They manipulate numerical and algebraic expressions, solve problems, and make connections between representations. The consistent and effective use of mental mathematics strategies is not yet fully secure for all students, particularly in more complex tasks. In Phase 4, the large majority of students attain above expectations in data handling. They solve statistical problems and apply mathematical ideas to real-life situations. However, understanding of algebraic expressions and graph interpretation is less secure, especially when tasks require multi-step reasoning. Across all phases, students' ability to apply mathematical reasoning when solving problems, articulate their thinking clearly, and justify solutions is still developing.
- Over the past three academic years, the school's internal assessment data aligned with the Massachusetts Curriculum Framework indicate some variation in attainment trends across phases. In Phase 1, attainment shows a slight downward trajectory, declining from consistently Outstanding in AY2022/23 and AY2023/24 to Very Good in AY2024/25. A similar pattern is evident in phases 3 and 4, where attainment declined from Outstanding in AY2022/23 to consistently Very Good in AY2023/24 and AY2024/25, while remaining above expectations overall. In contrast, attainment in Phase 2 has remained consistently Outstanding over the same period. Internal assessment data aligned with the Pearson Edexcel IGCSE and A Level program show that attainment has remained consistently Outstanding over the past three years in Phase 3. In Phase 4, attainment demonstrates an upward trajectory, improving from consistently Very Good in AY2022/23 and AY2023/24 to Outstanding in AY2024/25. Trends in MAP Mathematics attainment indicate further variation across phases. In Phase 2, attainment was Very Good in AY2022/23 and AY2023/24 before declining to Good in AY2024/25. In Phase 3, attainment fluctuated, improving from Very Good in AY2022/23 to Outstanding in AY2023/24, before returning to Very Good in AY2024/25. In Phase 4, attainment has remained consistently Outstanding across the same period.
- The school's analysis of internal assessment progress data for AY2024/25 aligned with the Massachusetts Curriculum Framework indicates that most students in phases 1 and 2 and the large majority in Phase 4 make better than expected progress, while less than three-quarters of students in Phase 3 make the expected progress in relation to their individual starting points and curriculum standards. In the Pearson Edexcel IGCSE and A Level program, most students in phases 3 and 4 make better-than-expected progress over time from their starting points. MAP progress data results in mathematics indicate that students make Good progress in Phase 2, Very Good progress in Phase 3, and Outstanding progress in Phase 4 over time from their starting points.
- In lessons and in their recent work, the large majority of students across all phases make better than expected progress against learning objectives aligned with curriculum standards.

- The school's analysis of internal assessment progress data against the Massachusetts Curriculum Framework shows that boys and girls make similar progress across phases 1, 2, and 3. They demonstrate Outstanding progress in phases 1 and 2, while progress in Phase 3 is Weak. In Phase 4, progress differs slightly: boys make Very Good progress, while girls make Good progress. The progress of Emirati students varies across phases. They make Very Good progress in Phase 1, Outstanding progress in Phase 2, Good progress in Phase 3, and Weak progress in Phase 4. Low-attaining students demonstrate Outstanding progress in phases 1 and 2, while their progress in phases 3 and 4 is Acceptable. High-attaining students make Very Good progress in Phase 1 and Outstanding progress across the other phases. Students with additional learning needs, including students of determination, make Weak progress in Phase 2 and Acceptable progress in Phase 3. Gifted and/or Talented students make Outstanding progress in phases 2, 3, and 4. The school's analysis of internal assessment progress data aligned with Pearson Edexcel IGCSE and A Level program indicates that, in Phase 4, all groups make Outstanding progress, with the exception of boys, who make Very Good progress. In Phase 3, boys and high-attaining students make Outstanding progress, while girls and low-attaining students make Very Good progress.

Next Steps:

1. Develop students' independent application of number concepts in unfamiliar contexts in Phase 1, with greater emphasis on using mathematical language to explain simple reasoning.
2. Strengthen students' ability across Phases 2 and 3 to select effective strategies and apply mathematical reasoning independently, particularly when solving multi-step and increasingly complex problems.
3. Deepen higher-order mathematical thinking in Phase 4, particularly in algebraic reasoning and graph interpretation, so students can analyse, connect, and justify ideas with greater accuracy.

Science

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

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

Findings:

- The school’s analysis of internal assessment attainment data for AY2024/25 against the Next Generation Science Standards indicates that the majority of students in Phase 1, and most students in phases 2 and 3, attain levels that are above the curriculum standards. In Phase 4 science disciplines, most students in physics and chemistry and the large majority of students in biology attain above expectations. In the Pearson Edexcel IGCSE and A Level program, the school’s internal assessment data across the three science disciplines, physics, chemistry, and biology, indicate that most students in both phases 3 and 4 attain above curriculum standards, with the exception of Phase 3 physics, where the large majority of students attain above expectations.
- The school administers the NWEA MAP assessment to benchmark students’ attainment in science. Results from the spring window of AY2024/25 indicate that students’ attainment in phases 2 and 3 is Very Good, while attainment in Grade 9 of Phase 4 is Outstanding. Results from the Year 11 IGCSE assessments for AY2024/25 indicate Outstanding attainment in physics, chemistry, and biology. Year 13 A Level results show that students’ attainment is Good across the three science disciplines of physics, chemistry, and biology. In PISA 2022, 15-year-old students achieved a score of 486 in scientific literacy, which is above the PISA international average of 485 but below the school’s target of 585. In TIMSS 2023, Grade 4 students achieved a score of 577 in science, exceeding both the international average of 494 and the school’s target of 506. Grade 8 students achieved a score of 561, which is above the international average of 478 and above the school’s target of 549.

- In lessons and in their recent work, the majority of students in Phase 1 and the large majority of students in phases 2, 3, and 4 demonstrate levels of scientific knowledge, skills, and understanding that are above curriculum standards. In Phase 1, the majority of students develop secure foundational scientific knowledge. They make simple observations and accurately describe features of the natural world. While students can recall and describe what they observe, their ability to extend scientific knowledge and explain simple cause-and-effect relationships in familiar contexts is still developing. In Phase 2, the large majority of students demonstrate age-appropriate investigative skills. They formulate relevant questions, make predictions, and collect data in practical investigations. Students increasingly use evidence from investigations to support their ideas, although for some, the justification of conclusions using specific scientific terminology is still developing. In Phase 3, the large majority of students demonstrate well-developed scientific knowledge and inquiry skills. Students accurately identify dependent, independent, and control variables and apply this understanding in investigations and real-life engineering design tasks with growing accuracy. A few students still require support to achieve greater clarity when explaining relationships between variables and experimental results. By Phase 4, the large majority of students demonstrate age-appropriate scientific knowledge and advanced inquiry skills. They design experiments, select appropriate variables, and apply scientific reasoning to test hypotheses. Students interpret data and draw valid conclusions based on evidence. A few students require greater consistency in evaluating their experimental methods and recognising limitations in their designs to further refine the quality of their scientific investigations.
- Over the last three years, the school's internal assessment data against the Massachusetts Curriculum Framework, aligned with the Common Core State Standards, indicate an overall stable trend in attainment, with consistently Outstanding attainment in phases 2 and 3. However, the trend in Phase 1 over the last two years shows a downward trajectory, regressing from Outstanding in AY2023/24 to Good in AY2024/25. In Phase 4, internal assessment data over the last three years across the three disciplines show an upward trajectory. In Phase 4 physics, attainment improved from Acceptable in AY2022/23 to Good in AY2023/24 and then increased notably to Outstanding in AY2024/25. In Phase 4 chemistry, attainment improved from Good in AY2022/23 to Very Good in AY2023/24 and continued to improve to Outstanding in AY2024/25. In biology, attainment improved from consistently Good in AY2022/23 and AY2023/24 to Very Good in AY2024/25. Over the last three years, the school's internal assessment data against Pearson Edexcel IGCSE and A Level programmes indicate that attainment trends in Phase 3 physics show a downward trajectory, regressing from consistently Outstanding in AY2022/23 and AY2023/24 to Very Good in AY2024/25. In Phase 3 chemistry and biology, attainment has remained consistently Outstanding over the same period. Similarly, trends in Phase 4 physics and biology have been consistently Outstanding over the last three years, while in Phase 4 chemistry attainment shows an upward trajectory, improving from Good in AY2022/23 to consistently Outstanding in the subsequent two years. Trends in external assessments over the last three years in IGCSE indicate consistently Outstanding attainment in Phase 3 physics and biology. In Phase 3 chemistry, attainment fluctuated, regressing from Outstanding in AY2022/23 to Very Good in AY2023/24, before improving again to Outstanding in AY2024/25. Trends in Phase 4 across the three disciplines against A Level programmes fluctuated, regressing from Very Good in physics and biology and from Good in chemistry in AY2022/23 to Weak across all three disciplines in AY2023/24, before improving notably to Good in AY2024/25. Trends in standardized assessments (MAP) for science indicate that student attainment in Phase 2 fluctuated over the last three years, regressing from Very Good in AY2022/23 to Weak in AY2023/24, and then improving notably to Very Good in AY2024/25. Attainment trends in phases 3 and 4 have remained consistent over the same period, with Phase 3 demonstrating Very Good attainment and Grade 9 of Phase 4 demonstrating Outstanding attainment over the last three years.
- In lessons and in their recent work, the large majority of students across all phases make better-than-expected progress against learning objectives aligned with curriculum standards.

- The school analyses progress data against the Massachusetts Curriculum Framework to measure the progress of different student groups, including boys, girls, Emirati students, low and high attainers, students with additional learning needs, and Gifted and/or Talented students. Results indicate that all groups of students make Outstanding progress in Phase 2. Similarly, in Phase 1, boys, girls, Emirati students, and low attainers make Outstanding progress, while high attainers make Acceptable progress. In Phase 3, boys, girls, and Emirati students make Very Good progress, while low attainers make Good progress. Whereas, high attainers and students with additional learning needs, including Gifted and Talented students, make Outstanding progress. The school's internal assessment data for Phase 4, analysed against the Massachusetts Curriculum Framework across the science disciplines, indicate that boys make Very Good progress in physics and biology, while they make Weak progress in chemistry. Girls make Weak progress in physics and chemistry and Good progress in biology. Emirati students make Weak progress in physics and biology and Very Weak progress in chemistry. Low attainers make Outstanding progress in physics and chemistry and Acceptable progress in biology. High attainers make Outstanding progress in physics and biology and Weak progress in chemistry. Gifted and/or Talented students make Good progress in biology and Weak progress in the other disciplines. Analysis of progress data against Pearson Edexcel IGCSE in Phase 3 indicates that the progress of boys, girls, and high attainers is Weak in physics, while the progress of low attainers is Outstanding. In Phase 3 chemistry and biology, all groups make Outstanding progress, except girls, who make Very Good progress in chemistry. No data are available for students with additional learning needs, including Gifted and/or Talented students, in Phase 3. Analysis of progress data against Pearson Edexcel A Level in Phase 4 indicates that all groups make Outstanding progress in physics and biology, with no students with additional learning needs identified. In Phase 4 chemistry, the progress of boys and girls is Weak, while Emirati students, high attainers, and Gifted and Talented students make Outstanding progress. Low attainers make Very Good progress in Phase 4 chemistry.

Next Steps:

1. Develop students' ability to communicate their scientific thinking and share their reasoning and problem-solving steps in Phase 1.
2. Improve the consistency with which students justify conclusions using appropriate scientific terminology, particularly in phases 2 and 3.
3. Increase students' consistency in evaluating experimental methods and recognising limitations in investigations, particularly in Phase 4, to further enhance the quality of scientific inquiry.

Learning Skills

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

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

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

Findings:

- Most students are engaged and motivated, and they demonstrate responsibility for their learning. They show clear awareness of their strengths and areas for development and, in the stronger lessons, they take purposeful steps to improve their work. In Phase 3, while students remain positive towards learning, their ability to independently reflect on their learning and act on feedback is less consistent.
- Students across most phases interact respectfully and collaborate purposefully in a range of learning situations to achieve shared goals. They work productively with peers, listen attentively to others' ideas, and contribute positively to group tasks and discussions. In the best lessons, students communicate their learning effectively, explaining their ideas clearly and using appropriate subject-specific language. In Phase 3, collaboration is generally effective, although some students rely on teacher guidance to sustain deeper discussion and articulate their thinking independently.
- Students across phases 1, 2, and 4 make meaningful connections between areas of learning and relate these to their understanding of the world. They apply their knowledge and skills to real-life contexts and recognize the relevance of their learning, particularly when links are well embedded within lessons. In Phase 3, students make connections between different areas of learning and real-world contexts; however, these connections are less consistently applied independently and are more evident when supported through structured guidance.
- Most students demonstrate enterprising mindsets and increasing independence in finding things out for themselves. They use learning technologies purposefully to research and support their learning, and apply problem-solving routines, particularly in science and mathematics. In the best lessons, students' critical thinking and independence are evident, as they evaluate, justify, and extend their responses. Across the school, students' innovation skills are developing through engagement in design-based tasks linked to whole-school initiatives.

Next Steps:

1. Develop students' responsibility for learning in Phase 3, so they accurately identify their strengths and areas for improvement.
2. Strengthen students' communication skills, enabling them to articulate ideas effectively, without reliance on teacher prompts.
3. Develop students' critical thinking and innovation skills so they analyse, evaluate, justify, and generate solutions consistently across all subjects and phases.

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

Personal Development

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

Findings:

- Students demonstrate positive attitudes towards learning. They engage well in lessons, and most respond positively to teachers' guidance. Students' responsibility for learning is stronger in phases 1, 2, and 4, demonstrating self-reliance and independence. In Phase 3, students show positive attitudes toward learning. However, a small number do not yet sustain focus consistently or respond effectively to feedback.
- Students' behaviour across the school is positive, respectful, and responsible. They understand school and classroom expectations and conduct themselves in ways that support effective learning. Older students act as positive role models, supporting younger learners and contributing to a calm and orderly environment. Bullying is very rare. In Phase 3, a few students would benefit from further support to sustain behaviour that meets the high behavioral standards seen across the school.
- Relationships between students, and between students and staff, are positive and respectful. Students are sensitive to the needs of others and show care and consideration. These relationships contribute to a harmonious and inclusive school environment.
- Students demonstrate a secure understanding of the principles of safe and healthy living. They consistently make informed and responsible choices regarding their personal health and safety. Most students exhibit a strong commitment to maintaining a healthy lifestyle, as evidenced by their ability to articulate the importance of healthy eating and regular physical activity. While students show responsible attitudes towards healthy living, their involvement in promoting safe and healthy practices is less consistent.
- Overall attendance is 92.7 percent, which is Acceptable. Attendance varies slightly across phases but remains within acceptable limits. Students would benefit from a clearer understanding of the importance of regular attendance and punctuality, as attendance is not yet strong, and a small number of students continue to arrive late to school and lessons.

Next Steps:

1. Strengthen students' ability to sustain focus and respond constructively to feedback, particularly in Phase 3.
2. Strengthen Phase 3 students' self-regulation to ensure consistently positive behavior across the school.
3. Improve students' commitment to regular attendance and punctuality to ensure full participation in learning opportunities.

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 and their influence on UAE society. They participate in key Islamic occasions and apply values such as honesty, respect, and tolerance in their daily interactions. Senior students often take active roles in community initiatives, and many voluntarily engage in Qur'an-related activities that strengthen their spiritual understanding and connection to Islamic principles.
- Students are knowledgeable and appreciative of Emirati culture. They take part in national celebrations and show respect for the UAE's heritage, values, and traditions. Emirati students lead cultural initiatives that promote national identity and help their peers develop a deeper understanding of local customs, symbols, and history. In lessons, students frequently make relevant connections between their learning and the UAE's national identity.
- Students demonstrate a clear understanding, awareness, and appreciation of their own and other world cultures. They engage in learning experiences that promote cultural awareness and global understanding. They share information about their home countries, cultures, and traditions, which fosters mutual respect. In lessons, they explore global cultures, customs, and perspectives and demonstrate openness and appreciation for diversity. Schoolwide events further strengthen students' sense of belonging to a multicultural community.

Next Steps:

1. Deepen students' understanding of how Islamic values shape daily decision-making by increasing opportunities for them to apply these values in real-life situations.
2. Strengthen students' appreciation of Emirati heritage through more structured activities that build deeper knowledge of national traditions, landmarks, and cultural practices.
3. Expand students' global awareness by creating purposeful opportunities for them to compare cultural perspectives, reflect on diversity, and engage in collaborative intercultural projects.

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 demonstrate an understanding of their responsibilities as members of the school community and participate in a range of volunteering and service activities. Across phases, students engage in charitable initiatives, including supporting families in need during Ramadan and contributing to donation drives. Older students also participate in community-based service activities, such as volunteering with local organisations and supporting health-related initiatives. These experiences support students' developing sense of social responsibility and contribution to the wider community.
- Students show a positive work ethic and engage in a range of academic and enrichment activities. Participation in science fairs, laboratory-based competitions, and structured school events supports the development of teamwork, organisation, and leadership skills. Older students take on additional responsibilities through activities such as Model United Nations and mentoring programs, while younger students participate in age-appropriate initiatives that encourage cooperation and responsibility.
- Students demonstrate care for the environment and participate in a range of sustainability initiatives across the school. Students in Phase 4 contribute to monitoring eco-projects and promoting environmental awareness through the Sustainability Community Club. They encourage younger peers to adopt responsible practices such as reducing waste and conserving resources. Students across phases engage in recycling activities and environmental clean-up efforts. In lessons, they make connections between their learning and environmental concepts, including links to the United Nations Sustainable Development Goals. Students' participation in environmental projects beyond the school is less well developed.

Next Steps:

1. Develop students' leadership capacity in community service by expanding opportunities for them to plan, lead, and evaluate service initiatives across all phases.
2. Enhance students' enterprise and innovation skills by providing more structured project-based learning experiences that deepen financial literacy, problem-solving, and real-world application.
3. Strengthen students' environmental stewardship by increasing student-led sustainability initiatives within and beyond the school, and by encouraging all phases to take active responsibility for monitoring and improving eco-practices.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers have strong subject knowledge and understand how students learn. They recognise that students require different approaches and, in the best lessons, they adapt their teaching effectively. As a result, students in these lessons make steady progress and demonstrate a clear understanding of what they are learning and how to improve.
- Teachers plan purposeful and well-structured lessons that provide engaging learning environments. Classrooms are generally well-resourced, and learning activities are effectively sequenced to support understanding. In some lessons, limitations in the use of practical equipment and lesson organisation reduce opportunities for consolidation and reflection.
- Teacher–student interactions across the school promote positive engagement and active participation. Teachers ensure that students are keen to learn. They regularly use questioning to check understanding and involve students in discussion. In the best lessons, questioning is well-targeted and encourages students to explain their thinking and respond thoughtfully. In Phase 3, opportunities to use questioning to extend thinking beyond recall are less evident.
- Most teachers use strategies that address the needs of different groups of students. Support and challenge are generally matched to students’ capabilities, including students with additional learning needs and high-attaining students. However, this is not yet consistent across subjects and phases, and further refinement is needed to ensure that teaching more effectively meets the needs of all learners.
- Across the school, teaching increasingly promotes students’ problem-solving skills, with particularly strong practice evident in science and mathematics. Students are encouraged to think independently and apply their learning in structured tasks. While innovation is developing through design-based and STEAM-aligned activities, opportunities for critical thinking, innovation, and creative application are not yet consistently embedded across all lessons.

Next Steps:

1. Strengthen the consistency and use of higher-order questioning, particularly in Phase 3, so students are regularly challenged to extend their thinking beyond recall.
2. Improve the effectiveness of support and challenge for different groups of students, ensuring teaching is matched to their capabilities consistently across all subjects and phases.
3. Embed critical thinking, problem-solving, and innovation opportunities more consistently across lessons.

Assessment

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

Findings:

- Internal assessment processes across the school are coherent and consistently implemented, providing valid and reliable measures of students' academic development. Internal assessments are aligned with curriculum standards, including NGSS, the Massachusetts Framework, the Ministry of Education, Pearson Edexcel International GCSE and A Level, and the Cambridge IGCSE. These assessments provide secure measures of students' attainment and progress across subjects and phases, supporting consistent evaluation of learning outcomes.
- The school benchmarks students' academic outcomes through a range of appropriate external, national, and international assessments. In English-medium subjects, students following the Massachusetts Curriculum Framework are benchmarked using the Measures of Academic Progress (MAP) assessments from Grades 3 to 9. In Arabic-medium subjects, students' attainment in Arabic as a first language is benchmarked through the Arabic Benchmark Test. Students following the National Curriculum for England participate in external IGCSE and A Level examinations. In addition, the school participates in international assessments, including TIMSS, PISA, and PIRLS, providing external reference points for students' performance against national and international expectations.
- Assessment data are analysed to monitor students' attainment and progress over time. Leaders and teachers review assessment information to identify trends, grade-level performance, and areas of relative strength and development, supported by baseline assessments and ongoing tracking systems. As a result, the analysis provides a secure overview of students' progress across subjects and phases. The depth of analysis related to the progress of individual students and specific groups, including Gifted and Talented students, requires further strengthening.
- Assessment information is generally used effectively to influence teaching and curriculum planning. Teachers use assessment findings to adapt learning activities to meet the needs of most groups of students. In the stronger practice, assessment information supports appropriate scaffolding, challenge, and progression, including for higher-attaining students and students with additional learning needs, including students of determination, contributing positively to students' progress. The use of assessment information to inform teaching and curriculum adaptation is well established, with some variation in consistency across subjects and phases
- Teachers demonstrate a secure understanding of students' strengths and areas for development. Feedback is clear and supports most students in understanding their learning and how to improve. Opportunities for self-assessment and reflection are evident in most lessons, and students are often supported to respond to feedback in ways that help them improve their learning and make further progress.

Next Steps:

1. Strengthen the depth of assessment data analysis for individual students and specific groups to ensure assessment information more consistently informs personalised learning across subjects and phases.
2. Increase the consistency with which assessment information is used to inform teaching and curriculum adaptation across all subjects and phases, ensuring appropriate challenge and progression for different groups of students.
3. Embed more consistent opportunities for students to respond to feedback and use next steps to improve their learning.

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 curriculum has a clear and well-defined rationale that is aligned with the school’s vision and the educational context of Abu Dhabi and the UAE. It closely follows the requirements of the school’s authorised curricula and national statutory expectations. From Phase 1 to Grade 8, the school follows the Massachusetts Curriculum Framework, aligned with the Common Core State Standards for English and mathematics and the Next Generation Science Standards for science. In grades 9 and 10, students study Pearson Edexcel International GCSE programmes in biology, chemistry, physics, and mathematics, alongside Cambridge IGCSE English, and progress to Pearson Edexcel International A Level programmes in grades 11 and 12. Arabic-medium subjects follow the Ministry of Education curriculum standards. Overall, the curriculum is broad, balanced, and age-appropriate, supporting the development of students’ knowledge and understanding across subjects. However, the implementation of the curriculum requires further strengthening in subjects where students’ attainment is less strong to ensure a consistent impact on learning outcomes.
- The curriculum is planned so that learning builds well on students’ previous achievements. Curriculum maps are developed systematically from KG to Grade 12, ensuring increasing complexity as students move through the school. As a result, students are generally well prepared for the next phase of education, although continuity across the transition from Phase 3 to Phase 4 would benefit from further strengthening as students move between curriculum models.
- The school provides a range of curricular options for older students that support their academic pathway. From Grade 9, students may select from International GCSE and pre-Advanced Placement courses offered on the school campus or transition to or pre-International Baccalaureate pathways at a sister campus within the school network. In addition to core academic programs, students have access to subjects such as economics and information and communication technology. These options enable students to make informed choices aligned with their interests.
- Cross-curricular links are planned and evident across most areas of the curriculum. These include Innovation Month projects, science and engineering design tasks, and planned links between Islamic Studies and other subjects, which support students in making connections between different areas of learning. When implemented effectively, these links help reinforce related knowledge and skills across subjects. However, cross-curricular links are not yet consistently embedded across daily teaching to promote deeper transfer of learning across subjects.
- The school conducts regular curriculum reviews to support ongoing development and ensure effective provision across almost all subjects. Subjects are reviewed on a five-year cycle, and grade-level. Subject teams meet routinely to evaluate strengths and identify areas for improvement. Assessment information is used to identify gaps in coverage and to adjust curriculum planning, including preparation for external benchmarks such as PIRLS, PISA, TIMSS, and MAP. These review processes support the academic and personal development needs of most students and contribute to the overall coherence of the curriculum.

Next Steps:

1. Strengthen the implementation of the curriculum in subjects where students' attainment is less strong to ensure a more consistent impact on learning outcomes.
2. Broaden the range of course options and electives to further develop students' talents, interests, and future aspirations.
3. Embed cross-curricular links consistently across daily teaching to support meaningful transfer of knowledge and skills between subjects.

Curriculum adaptation

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

Findings:

- The school adapts the curriculum to meet the needs of most groups of students and addresses misconceptions as they arise. Support enables students, including those with additional learning needs and students of determination, to make accelerated progress in developing expected knowledge and skills. However, this practice is not yet consistent across all subjects and phases. While provision for higher-attaining students is improving, the level of challenge remains uneven, limiting opportunities for sufficient depth and extension in learning across the curriculum.
- The curriculum provides opportunities that promote enterprise, innovation, and creativity, mainly through design-based projects implemented from KG to Grade 12, including the annual STEAM Fair. Enrichment experiences such as career talks delivered by professionals from the national airline sector engage most students and support the application of learning in practical and meaningful contexts. Extra-curricular activities are available for students in phases 2 to 4, and the school takes steps to provide additional activities to reflect students' interests. However, opportunities for innovation and enterprise are not yet consistently embedded within daily lessons across the taught curriculum.
- Students are provided with learning experiences that develop their understanding of UAE culture and society, particularly through Arabic-medium subjects. These experiences include planned links to UAE values and national identity, most notably within Social Studies, which support students' appreciation of Emirati culture and heritage. However, these links are less evident across English-medium subjects.

Next Steps:

1. Strengthen consistency in curriculum adaptation across subjects and phases to ensure appropriate support and challenge for all student groups.
2. Embed innovation, enterprise, and creativity more consistently within daily teaching across the taught curriculum.
3. Extend the integration of UAE culture across English-medium subjects to ensure coherent understanding across areas of learning.

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 demonstrates a strong and well-embedded safeguarding culture that aligns fully with UAE Federal Law, the ADEK Student Protection Policy, and Occupational Safety and Health Abu Dhabi (OSHAD) standards. Safeguarding is a shared responsibility among all adults and is reinforced through clear policies and procedures that are regularly reviewed and communicated through staff training and the parent-student handbook. Designated Safeguarding Leads (DSLs) and their deputies manage concerns through systematic reporting, documentation, and confidentiality protocols. All staff complete annual safeguarding and child protection training, supported by refresher sessions that reinforce awareness of online safety, recognizing signs of abuse, and responding appropriately to welfare concerns. Students across all phases report feeling safe, cared for, and confident about who to approach for support. The Child Protection and Occupational Health and Safety committees regularly review safeguarding practices to ensure full compliance with ADEK and Department of Health (DOH) regulations. Safeguarding remains proactive, consistent, and firmly embedded in the school community.
- Health and safety arrangements are systematic, proactive, and exceed statutory requirements. The school's Occupational Health and Safety framework aligns with OSHAD and ADEK expectations, supported by comprehensive risk assessments for classrooms, laboratories, play areas, canteens, and transportation. Supervision is well organized, beginning before lessons and continuing until students leave the premises. Security personnel and staff maintain a visible presence throughout the day, supported by closed-circuit television coverage, structured visitor registration, and clearly marked evacuation routes. The school's transport system is well organized and includes an electronic headcount system to ensure student safety at every stage of the journey. Fire, lockdown, and emergency drills are conducted regularly with efficient evacuation times and detailed records. Collaboration with the Ministry of Interior strengthens emergency preparedness. While supervision is established, increasing staffing levels would further enhance coverage, offering additional support for students and reinforcing overall safety. Leaders continue to strengthen practices through ongoing audits, training, and collaboration with external agencies.

- Maintenance and record-keeping systems are organized, transparent, and preventive. The OHS Officer oversees logs covering building maintenance, fire safety, pest control, and water quality checks. All records are updated and verified through internal and external audits. The school clinic is fully compliant with DOH regulations and staffed by licensed nurses. Health checks, medical record-keeping, and incident reports are managed electronically. Regular training in first aid, CPR, and fire safety ensures that staff can respond confidently to emergencies. Documentation is comprehensive and regularly reviewed, supporting a culture of accountability and continuous improvement.
- The premises are clean, safe, and well maintained, contributing to a positive learning environment. Classrooms, laboratories, the canteen, washrooms, and play areas are consistently inspected and maintained to high standards of cleanliness and safety. While facilities meet the needs of most learners, accessibility for students with mobility challenges remains limited. Kindergarten classrooms have toilets, and relocating the ground-floor library has improved access, but the absence of a lift restricts movement to upper floors. Personal Emergency Evacuation Plans and trained staff provide appropriate support to ensure safety for students with mobility needs.
- Healthy living and wellbeing are actively promoted through the curriculum, daily routines, and whole-school initiatives. The canteen provides balanced meals that comply with Abu Dhabi Food Safety Authority guidelines, avoiding fried and sugary foods. Parents and students are regularly reminded of healthy choices through newsletters, awareness campaigns, and wellbeing events. Health education is embedded in science, physical education, and wellbeing programs. Collaboration with healthcare specialists and public health agencies strengthens awareness of mental health, hygiene, and nutrition. Students are encouraged to take ownership of their wellbeing through participation in health campaigns, student committees, and leadership roles. Surveys confirm that students feel safe, supported, and valued, reflecting a strong and sustainable culture of safety and wellbeing across the school.

Next Steps:

1. Strengthen supervision across all school areas by increasing staff presence to ensure consistently high levels of safety and wellbeing for all students throughout the day.
2. Improve accessibility for students with mobility challenges by expanding structural accommodations and ensuring that all learning spaces and facilities can be accessed safely and independently.
3. Enhance staff capacity in safeguarding and health procedures through more frequent, targeted training that deepens understanding of risk management, emergency response, and student welfare.

Care and support

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

Findings:

- Staff maintain very positive and purposeful relationships with all students. Class rules are co-developed each year with students, and this shared ownership contributes to the effectiveness of systems and procedures for managing behavior. The school's behavior management policy is comprehensive, and tracking logs show that incidents are rare. In a small number of lessons, classroom routines and behavior management procedures are not yet fully embedded, which leads to a few students distracting others from learning particularly in Phase 3.
- The school maintains accurate records of student attendance and punctuality, with procedures to monitor daily attendance and follow up on unauthorised absences and persistent lateness. Attendance remains Acceptable, and some instances of late morning arrival indicate the need for further engagement with students and parents to strengthen understanding of the impact of absence and lateness on learning and promote higher attendance and punctuality across the school.
- Systems for identifying students with special educational needs are rigorous. Students of determination have individualized education plans and receive in-class or pullout support. Additional students performing below expectations are monitored by the Inclusion team, which works with parents and provides referrals when appropriate. Identification of gifted and talented students is developing, with students recognized for talents in academics, sports, music, and the arts. Plans to introduce CAT4 testing aim to enhance diagnostic accuracy.
- The school provides effective support for most students with additional learning needs, including students of determination and English language learners. Identification processes are generally effective, and individualized education plans are in place with clear targets that are reviewed regularly with teachers, parents, and specialist staff. Monitoring systems track progress against targets, and targeted interventions are broadly aligned with students' starting points, resulting in most students with additional learning needs making better-than-expected progress. While expectations for IEP implementation are clear, the application of plans and the use of personalized learning strategies vary across grades and subjects. Provision for gifted and talented students includes some enrichment opportunities and curriculum adjustments, with appropriate levels of challenge evident in the best lessons. The school is in the early stages of formalising advanced learning plans and strengthening monitoring processes. As a result, the consistency of challenge for gifted and talented students varies across phases and lessons.
- The well-being and personal development of all students are monitored effectively alongside academic progress by homeroom teachers and the pastoral team, which includes advisors, heads of grade, counselors, the vice principal, and the principal. A Friday program promotes well-being and mental health, supported by circle time in Phase 1 and regular surveys in Grades 6 to 12. Students receive regular guidance that helps them set academic, social, emotional, and personal goals, and these are shared with parents each term. Career guidance is comprehensive and begins informally in Phase 1, where students learn about different professions through parent talks and dress-up activities. Formal career counseling is well structured from Grade 8 onward, enabling informed subject choices and planning for future pathways. Option booklets, presentations, university fairs, and parent sessions ensure that students are well supported. The school tracks student destinations, and alumni return to mentor current students.

Next Steps:

1. Improve attendance and punctuality across all phases, ensuring students and parents understand the impact of absence and lateness on learning.
2. Strengthen provision for students with additional learning needs, including students of determination, to ensure support is consistently aligned with individualized education plans.
3. Improve systems for identification, challenge, and support for Gifted and Talented students across all phases.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- Leaders at all levels, including the Principal, provide very clear direction and promote a shared vision that is well understood across the school community. The school's vision and mission are well aligned with the UAE national agenda, and leaders demonstrate a strong commitment to Abu Dhabi priorities. Leaders facilitate an inclusive ethos.
- School leaders demonstrate a thorough knowledge of the curriculum and a secure understanding of best practices in teaching, learning, and assessment. They have created an inclusive and positive learning culture and work effectively with stakeholders to raise standards in students' learning and personal development.
- Relationships and communication across the school are consistently professional and effective. Leaders maintain an open approach to communication with parents and respond appropriately to concerns. Leadership responsibilities are delegated clearly to individuals and teams, who are held accountable for ensuring high-quality outcomes. Staff morale is positive across the school.
- Leaders at all levels demonstrate a clear understanding of what needs to be done to innovate and improve the school. They are generally effective at anticipating and addressing potential barriers to improvement, supporting the school's capacity to sustain progress over time.
- Leaders have been innovative and successful in developing aspects of the school and in maintaining performance levels across the school. They ensure that the school is compliant with statutory and regulatory requirements.

Next Steps:

1. Strengthen the impact of leadership on teaching and learning across all subjects and phases.
2. Sharpen leadership's accountability systems to ensure consistently high school performance across all areas.
3. Further develop leadership capacity for innovation and improvement to sustain progress.

School self-evaluation and improvement planning

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

Findings:

- The school's self-evaluation is systematic and draws on both internal and external data to inform improvement planning. The views of a wide range of stakeholders are gathered as part of this process, enabling most leaders to develop a clear understanding of the school's key strengths and areas for development. Most priorities are identified realistically and inform school improvement actions. However, the depth of analysis of these priorities is not yet equally strong across all departments.
- Monitoring of teaching and learning is systematic and conducted regularly by senior and middle leaders through lesson observations and learning walks. These processes provide leaders with an overview of classroom practice and support professional dialogue and feedback aimed at improving teaching quality. Monitoring increasingly considers aspects of students' engagement and progress; however, evaluation does not yet consistently focus in sufficient depth on the impact of teaching on students' achievement or on the specific improvement actions required to raise outcomes for different groups of students.
- The School Development Plan is detailed and aligned with the school's self-evaluation outcomes. It includes targets, timelines, and responsibilities for action. The priorities reflect both school and national expectations and have had some positive influence on student achievement.
- The school has made progress in addressing recommendations from the previous inspection report, including improvements in Islamic Education attainment in Phase 2. Further sustained and measurable progress is needed across several key areas to strengthen overall impact.

Next Steps:

1. Strengthen the depth and consistency of analysis in self-evaluation across all departments to ensure priorities are identified and reviewed with equal rigor.
2. Strengthen the monitoring systems to focus more consistently on the impact of teaching on students' achievement and the progress of different student groups.
3. Increase the measurable impact of the School Development Plan by ensuring priorities lead to sustained improvements in outcomes across all key areas.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school is successful in effectively engaging parents as partners in their children’s learning and school life. The views of parents are fully considered in shaping the school’s improvement strategies. Monthly PTA meetings offer a structured forum for dialogue and feedback with parent representatives, while more informal biweekly meetings are scheduled with the parents’ liaison officer. Parents also participate in focus groups and surveys, with results shared transparently and used to inform school decisions. While parental involvement in strategic planning is more limited, the recently elected PTA members are developing proposals to expand opportunities for parents to contribute to curriculum enrichment. Parents are actively involved in a wide range of school initiatives, including cultural and thematic events and sports days. Their participation in classroom literacy activities, including Read-Aloud Fridays and the Parent Reader Program, reinforces the home-school connection and makes a highly positive contribution to improving reading standards.
- Parents are well informed about their children’s learning and development as a result of effective communication. The school employs a multi-channel communication strategy that is both accessible and responsive. WhatsApp is used for daily updates and e-mail, surveys, newsletters, and face-to-face meetings, as well as information sessions provide formal avenues for consultation and feedback. The principal maintains open-door communication, allowing parents to reach out at any time if they have concerns about their children’s progress, personal development, or well-being. Parents of gifted and talented students and those with additional learning needs feel well informed and empowered, reporting clear communication about their children’s learning.
- Reporting on students’ academic progress and personal and social development is ongoing and comprehensive. Reporting is differentiated to meet the needs of all learners, including those with additional learning needs and gifted and talented profiles. Across all phases, report cards provide a comprehensive overview of student achievement, covering core academic subjects, languages, and enrichment areas, including music, PE, and visual arts. The school supports a holistic view of student progress, so reports also include proficiency levels, attendance and behavior records, co-curricular involvement, and, where applicable, assessment accommodations and IEP progress. Reports in phases 1 and 2 are particularly strong because they include developmental narrative comments that offer clear, actionable next steps. In the upper phases, reports are more data-driven, presenting term-by-term scores and final attainment results. While this format supports academic tracking, it does not yet include qualitative feedback or subject-specific next steps. Well-being and personal development are well addressed in Phases 1 and 2 reports, with comments on confidence, ethical behavior, and peer relationships. However, secondary reports, although they include behavior records and co-curricular tracking, do not yet reflect the same depth of insight into students’ social-emotional development.
- The school makes regular social contributions to the local community. The school maintains active links with organizations such as the Red Crescent. Events such as 'Kindness Week' support student engagement and community involvement. Local partnerships with businesses, including aviation careers activities, provide opportunities for students to develop workplace skills and personal presentation. Collaboration with the sister school branch extends professional development for staff and academic pathways for students. The school is exploring international partnerships with schools and community organizations to enhance learning opportunities.

Next Steps:

1. Strengthen parental involvement in strategic school improvement by expanding opportunities for parents to contribute to curriculum enrichment, community partnerships, and student learning experiences.
2. Enhance the quality of academic reporting in the upper phases by adding brief subject-specific comments and next steps to support targeted intervention and deeper parent engagement.
3. Broaden partnerships with local businesses and external organizations to increase students' exposure to real-world careers, workplace expectations, and authentic learning experiences.

Governance

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- The school's governors include representatives from almost all stakeholders, including parents, teachers, and the local community. Governors bring valuable expertise to the leadership of the school and contribute effectively to its work. They gather the views of students through meetings with a sub-committee of the governing body and student representatives. Governors also seek stakeholder perspectives through face-to-face meetings, surveys, parent and teacher representatives, and informal coffee-morning discussions with parents.
- Governors systematically monitor the school's actions and, to some extent, hold senior leaders accountable for the quality of student outcomes, although this requires greater focus to ensure stronger and more rigorous oversight.
- The governing body exerts a positive and ethical influence on the school's leadership and strategic direction. They ensure that staffing and resources are aligned to identify priorities and that statutory requirements are met. The Governing Board has a positive overall impact on the school's performance.

Next Steps:

1. Strengthen governors' oversight of student outcomes by increasing the rigor and frequency of accountability discussions with senior leaders.
2. Enhance governors' understanding of school performance priorities so they can more effectively evaluate progress and support strategic decision-making.
3. Strengthen governors' engagement with stakeholders so that feedback is systematically analysed and used to guide improvement planning.

Management, staffing, facilities and resources

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

Findings:

- Almost all aspects of the day-to-day management of the school are very well organised and contribute positively to students' achievement and well-being. Clear procedures and established routines ensure smooth daily operations and a calm, orderly learning environment. Timetabling and supervision arrangements are generally effective and support the safe and efficient movement of students. However, procedures for morning arrival require refinement, as some late arrivals in the early grades result in missed learning time.
- The school is appropriately staffed, and most teachers are suitably qualified and effectively deployed to support students' achievement. Where appropriate, increased supervision staffing would further support the effective monitoring of students. Establishing a dedicated leadership for this campus to monitor academic provision and students' progress would further strengthen oversight and impact. A professional learning program is in place, although its impact on improving students' attainment is yet to be fully realized. A newly formed liaison team supports the implementation of individualized support and enrichment plans, and this work is developing to ensure teachers meet the needs of an increasingly diverse student population, including providing sufficient challenge for higher-attaining students in some subjects.
- The school premises support teaching and learning. Specialist facilities for science and ICT are available and used to support students' learning. The relocation of the library to the ground floor has improved accessibility and increased use. Learning spaces are generally well-maintained and support student engagement. The school promotes the use of technology to support learning; however, digital provision on the upper floors requires further strengthening to ensure consistent access to online learning platforms.
- A range of resources is available across the school and supports teaching and learning in most subjects. Resources are aligned with the curriculum and are accessible to all teachers. The effective and consistent use of these resources to meet the needs of all students can be enhanced.

Next Steps:

1. Improve arrival procedures and internal movement systems to reduce lost learning time, support smoother lesson transitions.
2. Strengthen teachers' instructional capacity to ensure consistent personalized support and challenge for all learner groups.
3. Strengthen resources, including digital provision, supervision staffing, and dedicated middle leadership at this campus, to accelerate learners' progress and support effective monitoring.

irtiqaa@adek.gov.ae