

Irtiqa'a School Inspection

AY 2025/26









Abu Dhabi International Private School -
MBZ

Rating: Very Good

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School Information

General Information	
 Name	Abu Dhabi International Private School - MBZ
 Esis Number	9265
 Location	Abu Dhabi, MOHAMED BIN ZAYED CITY, Z17_01, P1b
 Website	http://www.aisschools.com
 Telephone	024434433
 Principal	BOGHOS TERZIAN
 Inspection Dates	10 to 13 Nov 2025
 Curriculum	American

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1971
Number of Emirati students	845
Number of students of determination	88
Largest nationality group of students	UAE - Jordan - Egypt

Information On Teachers

Number of teachers	129
Nationalities	Lebanon - South Africa - Jordan
Number of teaching assistants	26

Changes since the previous inspection

Since the previous inspection in 2022, the school has sustained its overall judgement of Very Good, demonstrating a continued commitment to maintaining high performance.

Overall, students' achievement in Arabic-medium subjects has been sustained across phases and subjects, with no regression being observed. In Arabic as a first language, achievement improved in Phase 1 from Good to Very Good, reflecting stronger phonics knowledge, more accurate reading of short texts, and improved early literacy skills, while remaining Very Good in the other phases. In Arabic as a second language, students' achievement in Phase 1, which was not previously evaluated, is now judged Good, reflecting developing letter-sound recognition and early language skills, and remained Good in Phase 2 and Very Good in phases 3 and 4. In Islamic education, achievement remained Very Good across phases 2, 3, and 4. In social studies, achievement remained Good in phases 2 and 3, while in Phase 4, which was not previously evaluated, it is now judged Very Good.

Achievement in English-medium subjects has remained a mix of Very Good and Outstanding across phases, with only a few minor fluctuations in performance. In English, students' attainment remained Very Good in phases 1 and 2, reflecting secure phonics, reading comprehension, and writing skills. In Phase 3, attainment declined from Very Good to Good due to less consistent depth in literary analysis. In Phase 4, attainment improved from Very Good to Outstanding, where students demonstrate highly developed analytical, inferential, and evaluative skills. Progress in English remained Outstanding in Phase 1, Very Good in phases 2 and 3, and improved to Outstanding in Phase 4, reflecting high-quality questioning and strategies that promote students' skills and extend their learning. In mathematics, students' achievement remained Very Good in phases 1 and 3 and Outstanding in Phase 4, while in Phase 2, attainment regressed from Very Good to Good and progress remained Very Good. This reflects less consistent development of abstract and

quantitative reasoning skills and depth of understanding. In science, attainment remained Very Good in phases 1, 2 and 3 and Outstanding in Phase 4, reflecting secure scientific knowledge and enquiry skills, while progress has improved to Outstanding in Phase 1 and remained Outstanding across all phases due to increasingly effective teaching that promotes students' application of investigative skills, data analysis, and scientific reasoning, particularly in the upper phases.

Students' learning skills have remained Very Good across all phases. Students across the school are motivated and take responsibility for their learning, respond positively to feedback, and manage tasks with growing independence. They collaborate purposefully and communicate their ideas clearly, contributing meaningfully to group work and shared goals. Across the school, they apply enquiry, research, and problem-solving skills confidently, use technology effectively, and demonstrate progressively greater independence as learners.

Students' personal development, social development, and innovation skills were not evaluated in the previous inspection. In this inspection, students' personal and social development is judged as Outstanding across all phases. Students demonstrate mature attitudes, strong self-discipline, and respectful relationships, contributing to a positive and harmonious learning culture. Their behavior, empathy, and sense of responsibility are exemplary, supporting a safe and inclusive environment. Students' understanding of Islamic values and awareness of Emirati and world cultures are judged Very Good across all phases, reflecting their secure understanding and appreciation of Islamic values and the UAE's culture and heritage. Social responsibility and innovation skills are judged Outstanding across all phases, reflected in students' leadership of meaningful service, sustainability, and enterprise initiatives that positively impact the school and wider community.

Teaching for effective learning and assessment remained Very Good across all phases. Teaching is well structured, purposeful, and engaging, with teachers using approaches that promote active participation, reasoning, and critical thinking. Lesson planning provides clear learning sequences and appropriate levels of challenge for most groups. Assessment processes are systematic and reliable, with internal and external data analyzed effectively to inform curriculum planning, guide differentiation, and strengthen timely interventions.

Performance Standard 4, covering curriculum design and adaptation, was not evaluated in the previous inspection, is now judged Very Good across all phases. The curriculum is coherently designed, broad, balanced, and guided by a clear rationale that promotes strong vertical progression from one phase to the next. A wide range of pathways, particularly in Phase 4, ensures students can pursue personalized academic routes aligned with their interests and aspirations. Curriculum adaptation is effective and ensures that learning is accessible, challenging, and responsive to the needs of different groups. Enrichment opportunities, cross-curricular links, and culturally relevant learning experiences further strengthen students' engagement and deepen their understanding of UAE culture and global contexts.

Health, safety, care and support of students remained Outstanding across all phases. The school maintains rigorous safeguarding procedures, ensuring that students feel consistently safe and well cared for in a secure, hygienic, and well-supervised environment. Health and safety systems are robust, with regular risk assessments, excellent maintenance of facilities, and strong promotion of healthy living embedded in daily routines. Care, guidance, and support are exemplary, characterized by strong relationships, effective pastoral systems, and personalized academic and well-being provision that enables all students, including students of determination, to thrive and make sustained progress.

Leadership and management maintained the same judgments across all the indicators. The effectiveness of leadership, self-evaluation and improvement planning, and the management of staffing, facilities, and resources remained Very Good, demonstrating clear strategic direction and a sustained commitment to raising standards. Partnerships with parents and the community, along with Governance, remained Outstanding, providing high levels of support, accountability, and meaningful engagement that positively influence the school's development. Overall, leadership and management systems operate cohesively and contribute significantly to maintaining high-quality provision across the school.

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

The leadership team has established a clear and purposeful strategic direction focused on raising attainment and progress in international assessments such as TIMSS, PISA, and PIRLS. Leaders triangulate internal and external data, including diagnostic assessments, unit assessments, and group performance analyses, to identify strengths, gaps, and emerging trends. They monitor the implementation of improvement strategies closely and promote a culture of high expectations, ensuring that resources, staffing, digital tools, and targeted intervention programs are deployed effectively to strengthen mathematical reasoning, scientific inquiry, and reading literacy in line with global benchmarking requirements.

The curriculum is reviewed systematically and refined to ensure alignment with the Next Generation Science Standards (NGSS), the Common Core State Standards (CCSS), the International Baccalaureate (IB) programs, and the Advanced Placement (AP) frameworks, as well as the TIMSS, PISA, and PIRLS expectations. Curriculum maps, unit plans, and pacing guides embed the cognitive skills essential for international assessment success, including data analysis, graph interpretation, modelling, non-fiction reading, inquiry, and multi-step problem-solving. Clear vertical progression from KG to Grade 12 supports coherence and continuity, while cross-curricular literacy practices reinforce PIRLS readiness.

Teaching and assessment practices are increasingly aligned with international expectations. Teachers use Depth of Knowledge (DOK) levels, success criteria, modelling, guided inquiry, and higher-order questioning to deepen conceptual understanding. Assessment practices mirror the cognitive demands of TIMSS, PISA, and PIRLS through extended reasoning tasks, applied mathematics challenges, scientific analysis, and comprehension of literary and informational texts, with the impact and application of these approaches varying across phases.

Teacher training and capacity building are strategically focused on improving outcomes in international assessments. Professional development emphasizes higher-order questioning, reasoning tasks, inquiry-based learning, reading comprehension strategies, and data analysis to align with the pedagogical demands of TIMSS, PISA, and PIRLS. Professional Learning Communities (PLCs) and coaching cycles reinforce consistency across subjects and phases, enabling teachers to refine their practice and strengthen collective capacity.

Parental engagement is enhanced through clear communication about external and international assessments, as well as practical guidance on supporting reading and numeracy at home. Workshops, digital platforms, and transparent reporting help parents understand students' progress and next steps. This approach extends learning beyond the classroom and builds family confidence in the school's systems, supporting readiness for international assessments while maintaining student wellbeing.

Performance in standardized and international assessments

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

Standardized Assessments

Students in grades 3 to 9 participate in the MAP (Measures of Academic Progress) standardized assessments in English reading and language use, mathematics, and science. MAP results in the spring of the AY2024/25 indicate the following:

- Students' attainment in English reading and language use is Weak across phases 2, 3, and 4, while progress is also Weak across all three phases in both assessments.
- Students' attainment in mathematics is Weak in Phase 2, Good in Phase 3, and Very Good in Phase 4. Progress is Weak in phases 2 and 3, and Good in Phase 4.

- Students' attainment in science is Weak in Phase 2, Good in Phase 3, and Very Good in Phase 4, while progress is Weak across phases 2, 3, and 4.

The school administers the Arabic Benchmark Test (ABT) to benchmark attainment in Arabic as a first language in grades 3 to 9.

- In AY2024/25, results indicate Good attainment in Phase 2 and Very Good attainment in Phase 3.

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 543, above the school target of 520 and the international average of 476.
- In mathematical literacy, students achieved a score of 537, above the school target of 535 and the international average of 472.
- In science literacy, students achieved a score of 531, below the school target of 536 but above the international average of 485.

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

- In Grade 4 mathematics, students achieved a score of 561, below the school target of 571 and the international average of 503.
- In Grade 8 mathematics, students achieved a score of 548, exceeding the school target of 540 and the international average of 478.
- In Grade 4 science, students achieved a score of 566.8, above the school target of 556 and the international average of 494.
- In Grade 8 science, students achieved a score of 571, above the school target of 558 and the international average of 478.

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

- In Grade 4, students achieved a score of 547, placing them in the intermediate international benchmark range.

Reading

Reading is becoming a whole-school priority under clear leadership, with a structured progression from early decoding in the lower phases to deeper comprehension in the upper phases. Leaders have established common expectations for reading practice and ensured appropriate resources and professional development to support consistent implementation. In the early phases, daily routines such as shared reading, phonics instruction, and guided practice help most English- and Arabic-first-language students build secure foundations in decoding, fluency, and basic comprehension. Arabic as a second language learners also begin to read simple words accurately, although their progress remains closely linked to consistent vocabulary reinforcement.

The reading environment across the school supports engagement and routine practice. Classroom libraries, weekly borrowing sessions, and access to the main school library provide students with regular opportunities to explore a variety of texts and genres. Teachers frequently enhance their classrooms with curated displays, vocabulary prompts, and short reading tasks that encourage purposeful reading habits. Younger students benefit from accessible, inviting reading spaces, while older students would benefit from a more dedicated secondary reading area that reflects the increasing sophistication of their reading demands. Whole-school reading events, book displays, and themed activities help to maintain interest and encourage students to read for both pleasure and academic growth.

Assessment systems for reading are well established in English and Arabic as a first language and provide teachers with accurate information about students' fluency, vocabulary, and comprehension. Baseline checks, reading-level tools, and informal running records are used effectively to monitor progress and guide planning. In Arabic Second Language, assessment practices are improving as more structured monitoring tools are introduced to track students' developing literacy. Across phases, teachers use assessment information to identify students needing additional support, inform targeted interventions, and adjust classroom provision to consolidate decoding, improve fluency, and build comprehension.

Professional development supports teachers in strengthening reading provision across languages and phases. Training on phonics instruction, comprehension strategies, annotation techniques, and disciplinary reading helps teachers refine classroom practice and respond to the literacy needs of different groups. Staff collaborate through planning meetings and coaching sessions to align reading strategies, ensuring that core approaches, such as guided reading, vocabulary building, and structured discussion, are used consistently. As a result, most teachers adapt provision confidently, using assessment information to match texts, tasks, and scaffolds to students' reading levels.

Parents play an important role in supporting the school's reading culture. Home-reading routines, borrowing systems, and regular communication about expectations encourage families to reinforce reading outside the classroom. Many parents actively support fluency and comprehension at home, particularly through the Arabic digital platforms used in ASL and AFL. Workshops, reading events, and enrichment activities help parents understand how reading develops across phases and how they can provide effective support. Participation in whole-school literacy initiatives further strengthens the partnership between home and school and contributes to students' growing confidence and motivation as readers.

Strengths of the school

- Students achieve high outcomes in international assessments, including PISA Reading and mathematics, TIMSS Grade 8 mathematics and science, and TIMSS Grade 4 science, where targets were also met.
- Students' personal and social development is exemplary across all phases, reflected in mature conduct, strong self-discipline, responsibility, and meaningful contributions to the school and wider community.
- Teachers plan engaging lessons and use time and resources skillfully, creating an inspiring learning environments that support students throughout the school.
- The school provides an exceptionally safe, inclusive, and nurturing environment, with an embedded culture of safeguarding, care, and personalized support.
- Leadership and governance provide clear strategic direction, ensuring strong parental partnerships and well-aligned improvement planning that support the school's ongoing development.

Key Recommendations

1. Improve teaching and learning so that outcomes are consistently Outstanding across all subjects and phases by:

- strengthening progression in Arabic, Islamic education, and UAE social studies, focusing on reading fluency, interpretive accuracy, and analytical reasoning across phases.
- raising levels of challenge in English and mathematics, ensuring deeper inference, extended writing, problem-solving, real-world application, and stronger conceptual understanding, particularly in phases 2 and 3.
- embedding higher-order skills, real-world connection, and independent learning more consistently across all lessons and phases, so that all students demonstrate deeper understanding, greater independence, and secure mastery of curriculum standards.

2. Improve the Impact of leadership on students' outcomes by:

- providing targeted professional development aligned with the school improvement priorities to further develop teachers and middle leaders' capacity and ensure more consistent improvements in teaching, learning, and curriculum implementation across all phases.
- strengthening leaders' oversight of assessment processes to ensure assessment data are consistently reliable and accurate, and to reduce gaps between internal and external assessment outcomes.
- establishing a dedicated leadership focus for this campus to strengthen monitoring of academic provision and students' progress, ensuring greater coherence and impact across all phases.

3. Further strengthen students' performance in international assessments (TIMSS, PISA, and PIRLS) by:

- strengthening the systematic use of assessment information to refine learning tasks that develop extended reasoning, application, and problem-solving skills.
- ensuring greater coherence in the implementation of higher-order questioning, inquiry, and literacy strategies across subjects and phases.
- further embedding professional learning focused on international assessment demands to support consistent classroom practice and student outcomes.

Overall School Performance: Very Good

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

PS2: Students' personal and social development, and their innovation skills				
	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good	Very Good	Very Good	Very Good
Assessment	Very Good	Very Good	Very Good	Very Good

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Very Good	Very Good	Very Good	Very Good

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

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

PS6: Leadership and Management

The effectiveness of leadership	Very Good
School self-evaluation and improvement planning	Very Good
Parents and the community	Outstanding
Governance	Outstanding
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	Very Good	Very Good
	Progress	Not Applicable	Very Good	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data for AY2024/25, against the Ministry of Education (MoE) standards in Islamic education, indicates that most students in phases 2, 3, and 4 attained levels above curriculum standards. Currently, the school does not teach Islamic education in Phase 1.
- The school does not administer any standardized national or international assessments for Islamic education in any Phase.
- In lessons and recent work, the large majority of students in phases 2, 3, and 4 demonstrate knowledge and understanding of Qur'an and Hadeeth, Islamic values, faith, and Seerah that are above curriculum standards. In Phase 2, the large majority of students recall key Islamic concepts, explain basic rulings, and identify values such as kindness, truthfulness, and responsibility. However, a few students still find it difficult to apply these values in practical contexts and to make clear links between scriptural texts and daily life. In Phase 3, the large majority of students demonstrate a secure understanding of Islamic law, worship practices, and etiquette, explaining meanings and rulings accurately. However, a few require support to use consistently correct Islamic terminology and to demonstrate sufficient depth of analysis when interpreting Qur'anic verses and Hadeeth. In Phase 4, the large majority of students show a well-developed understanding of advanced topics, including Islamic jurisprudence, ethics, and the compilation and scientific aspects of the Qur'an, and articulate these confidently. However, not all students consistently connect Seerah and Islamic rulings to ethical decision-making, leadership, and real-world community responsibilities.
- Over the past three years, the school's internal assessment data indicates consistently Outstanding attainment across phases 2, 3, and 4.

- The school's analysis of internal assessment data for AY2024/25 indicates that most students in phases 2 and 3, and the large majority of students in Phase 4, make better than expected progress in relation to their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and their recent work, the large majority of students in phases 2, 3, and 4 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school analyzes internal assessment data to track the progress of different groups of students. Data analysis for AY2024/25 indicates that boys, girls, and Emirati students make Outstanding progress in phases 2 and 3 and Very Good progress in Phase 4. While girls continue to make Very Good progress in the IB stream in Phase 4, boys and Emirati students make Outstanding progress. Higher-attaining students and students with additional learning needs, including students of determination, make Outstanding progress in phases 2, 3, and 4, while lower-attaining students make Outstanding progress in phases 3 and 4, with no data available for their progress in Phase 2. Progress data for gifted and/or talented students are not available across all phases.

Next Steps:

1. Strengthen students' application of Islamic values in practical contexts in Phase 2, ensuring clearer links between Qur'anic and Hadeeth texts and everyday behavior.
2. Improve the accuracy and consistency of students' use of Islamic terminology and deepen analytical interpretation of Qur'anic verses and Hadeeth in Phase 3.
3. Promote students' ability in Phase 4 to connect Seerah and Islamic rulings to ethical decision-making, leadership, and community responsibilities.

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:

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

Findings:

- The school's analysis of internal assessment data for AY2024/25 against MoE curriculum standards for Arabic as a first language indicates that most students across all phases attain levels above the curriculum standards.
- The school administers the Arabic Benchmark Test for grades 3 to 9. Results in the AY2024/25 indicate Good attainment in phase 2 and Very Good attainment in phases 3 and 4. Students sitting for the IB-DP Arabic assessment in Grade 12 achieve Outstanding attainment in AY2024/25.
- In lessons and recent work, the large majority of students across all phases demonstrate listening, understanding, reading, and comprehension skills above curriculum standards. In Phase 1, the large majority of students read a range of sight words and short sentences accurately. In Phase 2, the large majority of students demonstrate increasingly secure comprehension skills, analysing age-appropriate texts and short stories with confidence. However, there is variability in reading fluency and in the quality and length of students' written responses. In phases 3 and 4, the large majority of students extract main ideas from stories and poems and draw conclusions about characters' qualities. They write at length for different genres and audiences. However, a few students do not consistently apply accurate grammar, appropriate punctuation, or clear organisational structures in their writing. Across all phases, reading fluency and expressive reading remain inconsistent. Although students generally express their ideas clearly, many are less confident in using Standard Arabic consistently in spoken communication across all phases.
- Over the past three years, the school's internal assessment data indicates consistently Outstanding attainment in phases 2, 3, and 4. Data for phase 1 is not available prior to AY2024/25 to inform trends in attainment.
- The school's analysis of internal assessment data for AY2024/25 indicates that most students in phases 1 and 3, and the large majority of students in phases 2 and 4, make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and in their recent work, the large majority of students in all phases make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment progress data to track the progress of the different groups of students indicates that while boys in the IB stream in Phase 4 make Outstanding progress, they make Very Good progress in phases 2, 3, and in the Common Core stream of Phase 4, and weak progress in Phase 1. Girls in Phase 3 and in the IB stream in Phase 4 make Outstanding progress; they, however, make Very Good progress in Phase 2 and in the Common Core stream of Phase 4, and Weak progress in Phase 1. Emirati students make Very Good progress in phases 2 and 3, and in the

Common Core stream of Phase 4; however, they make Weak progress in the IB stream in Phase 4 and Very Weak progress in Phase 1. Lower-attaining students make Outstanding progress in phases 1 and 3 and Good progress in the Common Core stream of Phase 4. While higher-attaining students make Outstanding progress in Phases 2 and 3 and across both streams in Phase 4, and Weak progress in Phase 1. Students with additional learning needs, including students of determination, make Outstanding progress in Phase 1, Very Good progress in Phase 4, and Acceptable progress in phases 2 and 3.

Next Steps:

1. Strengthen students' writing skills, particularly the correct application of grammar, punctuation, and clear structure across all phases.
2. Develop more consistent reading fluency and expressive reading across all phases.
3. Enhance students' skills in speaking standard Arabic confidently and accurately when communicating their learning across all phases.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data for AY2024/25 against MoE curriculum standards for Arabic as a Second Language (ASL) indicates that most students across all phases attain above the curriculum standards.
- There are no external national or international assessments for ASL in any Phase.
- In lessons and recent work, the majority of students in phases 1 and 2 and the large majority of students in phases 3 and 4 attain levels above the MoE curriculum expectations. In Phase 1, students accurately pronounce letters and recognize them in familiar words. In Phase 2, students demonstrate secure foundational language skills, including recognizing familiar words and phrases and using simple vocabulary clearly in presentations; however, their vocabulary range remains limited. In phases 3 and 4, students demonstrate stronger language skills. They comprehend and analyze narrative and descriptive texts, infer the meanings of unfamiliar words, and identify figures of speech. However, their writing skills, particularly in applying grammar, punctuation, and sentence structure accurately, are less well developed. Across all phases, students can express their ideas clearly; however, a few remain less confident in their use of standard Arabic.
- Over the past three years, the school's internal assessment data indicate that attainment has been consistently Outstanding in phases 2, 3, and 4. There is no data prior to AY2024/25 to inform trends in attainment in Phase 1.
- The school's analysis of internal assessment data for AY2024/25 indicates that most students in phases 1 and 2, and the large majority of students in Phase 3 and Phase 4, make better than expected progress, over time, from their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and in their recent work, the majority of students in phases 1 and 2, and the large majority in phases 3 and 4, make better than expected progress in relation to learning objectives that are aligned with curriculum expectations.
- The school's analysis of internal assessment progress data to track the progress of the different groups of students indicates that boys make Outstanding progress in Phase 1, Very Good progress in phases 2 and 3, and Good progress in Phase 4. Girls and higher attaining students make Outstanding progress across all phases. Lower-attaining students make Outstanding progress in Phase 1, while higher-attaining students make Outstanding progress across phases, with no progress data available for other phases. Students with additional learning needs, including students of determination, make Good progress in Phase 4, and Acceptable progress in phases 2 and 3, with no data to inform their progress in Phase 1.

Next Steps:

1. Expand students' vocabulary to enable them to express their ideas more precisely and confidently in Phase 2.
2. Strengthen students' writing skills, particularly the correct application of grammar, punctuation, and sentence structure in phases 3 and 4.
3. Enhance students' speaking skills, particularly the use of standard Arabic to support clear and accurate communication across all phases.

UAE Social Studies

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

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

Findings:

- The school's analysis of internal assessment data for AY2024/25, against the Ministry of Education (MoE) standards in UAE social studies, indicates that most students in phases 2, 3, and 4 attain levels above curriculum expectations.
- Students across all phases do not participate in any external, national, or international assessments for social studies.
- In lessons and recent work, the majority of students in phases 2 and 3, and the large majority in Phase 4, attain levels above curriculum standards. In phases 2 and 3, students demonstrate a secure understanding of key elements of UAE National Identity, major historical events, and fundamental concepts related to values, citizenship, and the individual in society. Their understanding of the impact of key historical events on modern Emirati life and well-being, as well as the significance of the UAE's human development initiatives in their daily lives, remains less secure. In Phase 4, students demonstrate a strong understanding of citizenship, government, and the national economy and explain national issues and economic concepts using appropriate subject-specific vocabulary. Their higher-order analytical skills, particularly in comparing ideas and identifying cause-and-effect relationships to clarify links between historical, economic, and geopolitical concepts, are less well developed.
- Over the past three years, the school's internal assessment data have consistently indicated Outstanding attainment across phases 2, 3, and 4.
- The school's analysis of internal assessment data for AY2024/25 indicates that most students in phases 2, 3, and 4 make better than expected progress in relation to their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and their recent work, the majority of students in phases 2 and 3, and the large majority in Grade 9 of Phase 4, make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment data to track the progress of different student groups indicates that boys, girls, Emirati students, and higher attaining students make Outstanding progress in phases 2, 3, and 4. Students with additional learning needs, including students of determination, make Very Good progress in Phase 4, Good progress in Phase 2, and Acceptable progress in Phase 3. Progress data for low attainers, gifted and/or talented students across all phases are unavailable.

Next Steps:

1. Deepen students' understanding of the impact of key historical events on modern Emirati life,

including clearer links to well-being and national development, particularly in Phase 2.

2. Strengthen students' awareness in phases 2 and 3 of the relevance of the UAE's initiatives in human development, sustainable energy, and environmental conservation, so they can explain how these initiatives influence their daily lives.
3. Develop students' higher-order analytical skills in Phase 4, especially in comparing ideas and identifying cause-and-effect relationships that link historical, economic, and geopolitical concepts.

English

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data for AY2024/25 against Common Core standards for English indicates that most students in phases 1, 3, and 4, and a large majority in Phase 2, attain levels above curriculum standards. The analysis of assessment data against the IB curriculum standards in Phase 4 indicates that most students attain levels above the curriculum standards.
- The school does not participate in any external assessments for English in Phase 1. Results in the International Baccalaureate Diploma Program (IBDP) for Grade 12 for the AY2024/25 indicate Outstanding attainment. The school has administered Measures of Academic Progress (MAP) standardized assessment to benchmark students' attainment in grades 3 to 9 in English reading and language use. MAP results in the spring of AY2024/25 indicate Weak attainment in both English reading and language use across phases 2, 3, and 4. In PISA 2022, 15-year-old students achieved a score of 543 in reading literacy, above the school target of 520 and the international average of 476. Grade 4 students who participated in the PIRLS 2021 assessment achieved a score of 547, placing them within the intermediate international benchmark range.
- In lessons and recent work, the large majority of students in phases 1 and 2, the majority in Phase 3, and most students in Phase 4 attain above curriculum standards. In Phase 1, students demonstrate well-developed listening and speaking skills through interactive activities. They show strong phonics knowledge and read simple words and sentences accurately using their phonics skills; accuracy and consistency in writing are less well developed. In Phase 2, students build effectively on these skills and demonstrate strong comprehension skills. They identify main ideas and describe story elements confidently; for a few students, vocabulary range is not sufficiently broad to support extended oral responses. In Phase 3, students demonstrate secure reading and speaking skills and communicate their ideas clearly, interpreting age-appropriate texts. However, their ability to draw deeper inferences from texts and apply this understanding in sustained and extended writing, including the effective use of authorial and descriptive techniques, remains less secure. In Phase 4, students demonstrate strong reading comprehension and advanced extended writing, characterised by generally high-quality presentation; for a few students, cohesion, accuracy, and the structure of extended essays are less well developed.

- Over the past three years, the school's internal assessment data indicates consistently Outstanding attainment in Phase 3 and in the IB stream in Phase 4. In Phase 2, attainment regressed from Outstanding in AY2022/23 and AY2023/24 to Very Good in AY2024/25. In contrast, attainment in the Common Core stream in Phase 4 improved from Very Good in AY2022/23 to consistently Outstanding in the AY2023/24 and AY2024/25. No data is available prior to the AY2024/25 to inform trend in attainment in Phase 1. MAP assessment data indicates a downward trend in MAP reading as students' attainment regressed from Good in Phase 2 and Acceptable in Phase 3 in AY2022/23 to consistently Weak in the AY2023/24 and AY2024/25. In Phase 4, students' attainment in MAP reading fluctuated, improving from Weak in AY2022/23 to Outstanding in AY2023/24, before regressing back to Weak in AY2024/25. In MAP language use, students' attainment in Phase 2 regressed from Good in AY2022/23 to consistently Weak in the AY2023/24 and AY2024/25. Whereas in phases 3 and 4, attainment fluctuated, improving from Good in both phases in AY2022/23 to Very Good in Phase 3 and Outstanding in Phase 4 in AY2023/24, before regressing to Weak in both phases in AY2024/25. Trends in IB-DP data indicate that attainment has improved from Good in AY2022/23 to Outstanding in both AY2023/24 and AY2024/25.
- The school's analysis of internal assessment data for AY2024/25 indicates that most students in Phase 1 and the majority of students across both streams in Phase 4 make better than expected progress, while most in phases 2 and 3 make the expected progress over time from their starting points at the beginning of the academic year, MAP assessment data indicates Weak progress in English reading and language use across phases 2, 3 and 4.
- In lessons and in their recent work, most students in phases 1 and 4 and the large majority of students in phases 2 and 3 make better than expected progress in relation to appropriate learning objectives aligned with the curriculum standards.
- The school's analysis of internal assessment progress data to track the progress of the different student groups indicates that while boys make Outstanding progress in Phase 1, they make Good progress in the Common Core stream in Phase 4, Acceptable progress in Phase 2 and the IB stream in Phase 4, and Weak progress in Phase 3. Girls make Outstanding progress in Phase 1, Very Good progress in both streams in Phase 4, Good progress in Phase 3, and Acceptable progress in Phase 2. Emirati students make Outstanding progress in Phase 1, Good progress in both streams in Phase 4, Acceptable progress in Phase 2, and only Weak progress in Phase 3. Lower attaining students make Outstanding progress in Phase 1 and in the Common Core stream in Phase 4, with no available data in the other phases. Higher attaining students make Outstanding progress in Phase 3 and in both streams in Phase 4, and Weak progress in phases 1 and 2. Students with additional learning needs, including students of determination, make Outstanding progress in Phase 1, Acceptable progress in Phase 2 and in the Common Core stream in Phase 4, and Weak progress in Phase 3.

Next Steps:

1. Improve the accuracy and consistency of students' writing in Phase 1, particularly in spelling, letter formation, and basic sentence construction.
2. Broaden the vocabulary range of students in Phase 2 to support greater confidence and clarity in providing extended oral responses.
3. Extend Phase 3 students' ability to draw deeper inferences from texts and demonstrate this understanding in sustained and extended writing.

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:

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

Findings:

- The school's analysis of internal assessment data for AY2024/25 against Common Core standards for mathematics indicates that most students in phases 1, 2, and 4, and a large majority of students in phase 3, attain above curriculum standards. Analysis of assessment data against the IB curriculum standards in Phase 4 indicates that most students attain above the curriculum standards.
- There are no external national or international assessments for mathematics in Phase 1. The school administers MAP standardized assessment in grades 3 to 9 to benchmark students' attainment in mathematics. Results in the spring of AY2024/25 indicate that students' attainment is Weak in Phase 2, Good in Phase 3, and Very Good in Phase 4. Results in the International Baccalaureate Diploma Program (IBDP) for Grade 12 for the AY2024/25 indicate Outstanding attainment, as do results in Advanced Placement (AP) mathematics in Grade 12. In PISA 2022, 15-year-old students achieved a score of 537.5, above the school target of 535 and the international average of 472. In TIMSS 2023 mathematics, Grade 4 students achieved a score of 461, below the school target of 571 and the international average of 503. In Grade 8, students achieved a score of 548, above the school target of 540 and the international average of 478.
- In lessons and their recent work, the majority of students in Phase 2, the large majority in phases 1 and 3, and most students in Phase 4, demonstrate mathematical knowledge, skills and understanding above curriculum standards. In Phase 1, students develop strong number recognition and counting skills and demonstrate a secure understanding of basic shapes, colors, and patterns. They attempt to solve simple problems and describe patterns; a few find it difficult to use mathematical language to explain their reasoning. In Phase 2, students demonstrate secure mathematical skills in number and geometry; however, the development of abstract reasoning and mathematical justification is less consistent, as their ability to explain their thinking clearly, engage with higher-level problem solving, and apply mathematical concepts beyond procedural methods is less well developed. In Phase 3, students write equivalent expressions accurately and solve real-world problems; their ability to articulate mathematical thinking and reflect on the effectiveness of their chosen methods is still developing. In Phase 4, students engage with data distributions and quadratic functions with a deep understanding and demonstrate accuracy and clarity when explaining and reflecting on their mathematical learning.
- Over the past three years, the school's internal assessment data indicate consistently Outstanding attainment in Phase 2 and in the IB stream in Phase 4, and consistently Very Good attainment in Phase 3. In the Common Core strand in Phase 4, attainment improved from Very Good in AY2022/23 to consistently Outstanding in AY2023/24 and AY2024/25. There is no data prior to AY2024/25 to inform trends in Phase 1 attainment. MAP assessment data indicate a downward trend across the three phases. In Phase 2, attainment regressed from Very Good in AY2022/23 to consistently Weak in AY2023/24 and AY2024/25. In Phase 3, attainment regressed from Very Good in AY2022/23 and AY2023/24 to Good in AY2024/25, and in Phase 4 from Outstanding in AY2022/23 and AY2023/24 to

Very Good in AY2024/25.

- The school's analysis of internal assessment data for AY2024/25 indicates that most students in phases 1 and 2, a large majority in phase 3 and in the IB stream in Phase 4, and a majority in the Common Core stream in Phase 4 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. MAP assessment data indicate that students make Weak progress over time in phases 2 and 3, and Good progress in Phase 4.
- In lessons and in their recent work, the large majority of students in phases 1, 2, and 3, and most students in phase 4, make better than expected progress against learning objectives that are aligned with the curriculum standards.
- The school's analysis of internal assessment data to track the progress of the different groups of students in mathematics indicates that boys in phases 1 and 2, and in the IB stream of Phase 4, make Outstanding progress, while boys in phases 3 and 4 make Very Good progress. While girls make Outstanding progress in phases 1 and 2, they make Good progress in Phase 3 and in the Common Core stream of Phase 4, and Very Good progress in the IB stream of Phase 4. Emirati students make Outstanding progress in Phase 1, Very Good progress in Phase 2, and Good progress in Phase 3 and in both streams in Phase 4. Available data indicate that lower attaining students make Outstanding progress in phases 1 and 3, and in the Common Core stream in Phase 4. Higher-attaining students make Outstanding progress in phases 1, 2, and 3, and across both streams in Phase 4. While students with additional learning needs, including students of determination, make Outstanding progress in Phase 1, they make Very Good progress in the Common Core stream in Phase 4, Good progress in Phase 2, and Acceptable progress in Phase 3. Progress data for gifted and/or talented students across all phases are unavailable.

Next Steps:

1. Develop students' use of mathematical language in Phase 1 to enable them to explain their reasoning more clearly and accurately.
2. Strengthen students' reasoning skills in Phase 2, supporting deeper understanding beyond procedural competence.
3. Improve students' ability in Phase 3 to articulate mathematical thinking and evaluate the effectiveness of their chosen methods.

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

Findings:

- The school’s analysis of internal assessment data for the AY2024/25 against the Next Generation Science Standards for science indicates that most students in phases 1, 2, and 3 attain levels that are above curriculum standards. In Phase 4, in both the Common Core stream and the IB stream, most students attain above curriculum standards in physics and biology, and the large majority attain above curriculum standards in chemistry.
- There are no external national or international assessments for science in Phase 1. The school administers MAP standardized assessment in grades 3-9 to benchmark students’ attainment in science. Results in the spring of AY2024/25 indicate that students’ attainment is Weak in Phase 2, Good in Phase 3, and Very Good in Phase 4. Students’ attainment in Phase 4 Advanced Placement in science courses indicates Acceptable attainment in physics, and Outstanding attainment in chemistry and biology in AY2024/25. External IBDP assessment results indicate that attainment in AY2024/25 is Outstanding in physics, Good in chemistry, and Very Good in biology. In TIMSS 2023 science, Grade 4 students achieved a score of 566, above the school target of 556 and the international average of 494. In Grade 8 science, students achieved a score of 571, above the school target of 559 and the international average of 478. In PISA 2022, 15-year-old students achieved a score of 531 in scientific literacy, below the school target of 536 but above the international average of 485.
- In lessons and recent work, the large majority of students in phases 1, 2, and 3, and most students in Phase 4, demonstrate scientific knowledge, skills, and understanding above curriculum standards. In Phase 1, students engage actively in exploration and investigation, using their senses to observe, compare, and describe objects, materials, and living things. Through guided inquiry and play-based learning, they develop early scientific thinking skills, including prediction and observation; their use of scientific language is still developing. In Phase 2, students build effectively on prior learning to develop scientific reasoning, make predictions, and draw conclusions, and demonstrate a secure understanding of key concepts in life, physical, and earth sciences, although a few students still find it difficult to apply their learning in unfamiliar contexts. In Phase 3, students demonstrate well-developed understanding of scientific models, systems, and structures, interpret graphs, and identify

patterns and relationships; more complex data analysis skills, particularly evaluating the reliability of evidence, interpreting results critically, and refining experimental design, are less well developed. In Phase 4, students apply scientific principles accurately in laboratory and research settings, use data effectively to support arguments, and demonstrate strong skills in evaluation and synthesis.

- Over the past three years, the school's internal assessment data indicate consistently Outstanding attainment in Phase 2 and an upward trend in Phase 3, with attainment improving from Very Good in AY2022/23 and AY2023/24 to Outstanding in AY2024/25. There is no assessment data prior to AY2024/25 to inform trends in Phase 1 attainment. In the Phase 4 Common Core stream, students' attainment has been consistently Outstanding in biology and Very Good in chemistry over the past three years, whereas in Physics, attainment improved from Very good in the AY2022/23 to consistently Very Good in the past two years. In the Phase 4 IB stream, attainment has been consistently Outstanding over the past three years in biology, while it improved in physics from Very Good in the AY2022/23 to Outstanding over the past two years; however, in chemistry, attainment regressed from Outstanding in AY2022/23 and AY2023/24 to Very Good in AY2024/25. AP assessment data in Phase 4 indicates consistently Outstanding attainment over the past three years in chemistry and biology, and a regression in physics from Outstanding in AY2022/23 and AY2023/24 to Acceptable in AY2024/25. Trends in MAP data indicate that attainment has regressed across all phases. In Phase 2, attainment regressed from Very Good in AY2022/23 to Weak in both AY2023/24 and AY2024/25. In Phase 3, attainment regressed from Very Good in AY2022/23 and AY2023/24 to Good in AY2024/25. In Phase 4, attainment regressed from Outstanding in AY2022/23 and AY2023/24 to Very Good in AY2024/25.
- The school's analysis of internal assessment data for AY2024/25 indicates that most students in Phase 1, and the large majority in phases 2 and 3, make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. In the Common Core stream in Phase 4, the majority of students make better than expected progress in chemistry and biology, while most students make the expected progress in physics. In the IB stream in Phase 4, the large majority of students in physics and the majority in chemistry make better than expected progress; however, only a majority of the students make the expected progress in biology. MAP progress data indicates Weak progress across phases 2, 3, and 4.
- In lessons and their most recent work, most students across all phases make better than expected progress in relation to learning objectives that are in line with the curriculum standards.
- The school's analysis of internal assessment data to track the progress of the different groups of students indicates that boys make Outstanding progress in Phase 1 and in Phase 4 IB physics, Very Good progress in phases 2 and 3, and in Phase 4 Common Core biology, Good progress in Phase 4 Common Core chemistry, Acceptable progress in Phase 4 Common Core physics and Phase 4 IB biology, and Weak progress in Phase 4 IB chemistry. Girls make Outstanding progress in phases 1 and 3, Very Good progress in Phase 2 and in Phase 4 IB biology, Good progress in all sciences in the Common Core stream and in Phase 4 IB physics; however, they only make Weak progress in Phase 4 IB chemistry. Emirati students make Outstanding progress in Phase 1 and in Phase 4 IB physics, Very Good progress in Phase 2, Good progress in Phase 3 and Phase 4 Common Core chemistry and biology, Acceptable progress in Phase 4 Common Core physics, and only Very Weak progress in Phase 4 IB chemistry. Available data indicate that lower attaining students make Outstanding progress in Phase 1 and in Phase 4 Common Core chemistry, while higher attaining students make Outstanding progress across phases and sciences, except in Phase 4 IB chemistry, where they make Weak progress. Students with additional learning needs, including students of determination, make Outstanding progress in Phase 1, Very Good progress in Phase 2, Acceptable progress in Phase 3 and Phase 4 Common Core physics and chemistry; however, they make Weak progress in Phase 4 Common Core biology. Progress data for gifted and/or talented students across all phases are unavailable.

Next Steps:

1. Strengthen students' confidence and accuracy in using scientific vocabulary in Phase 1, enabling them to explain observations and predictions more clearly.
2. Improve students' ability in Phase 2 to apply scientific knowledge to unfamiliar contexts, supporting deeper understanding and transfer of learning.
3. Develop students' data analysis and experimental evaluation skills in Phase 3, particularly in assessing the reliability of evidence, interpreting results critically, and refining experimental design.

Learning Skills

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

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

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

Findings:

- Students across all phases are keen to learn and demonstrate strong engagement. They take responsibility for their learning, manage tasks independently, and contribute purposefully during collaborative activities. Most students understand their strengths and areas for development and know how well they are doing in their work; however, a few still require support to act more consistently on feedback to improve their learning.
- Students across all phases interact and collaborate purposefully in all activities, contributing ideas clearly and helping each other achieve shared goals. They listen attentively to others' perspectives, share responsibilities fairly, and support their peers to complete tasks effectively. Their communication of learning is confident and coherent, enabling them to explain concepts clearly and demonstrate understanding across a range of subjects.
- Students regularly make connections between their learning and real-life contexts. For example, they link lessons to UAE culture and tradition, and in science, they make relevant connections between scientific concepts and everyday life. They integrate concepts across different areas of learning effectively, showing awareness of links between subjects and themes. There is scope to deepen these connections and extend them to more complex real-world contexts consistently across all subjects and phases.
- Students are innovative and enterprising, applying inquiry and research skills across subjects. They are resourceful and able to find things out for themselves in a range of ways, generate and explain ideas with clear reasoning. In Phase 1, students develop early inquiry skills through guided exploration, while in phases 2, 3, and 4, they increasingly analyse information and apply knowledge to new situations. Students use learning technologies effectively to support investigations and present findings. However, the depth and consistency of self-directed inquiry and problem-solving vary across subjects.

Next Steps:

1. Strengthen students' ownership of learning so that they act more consistently on identified next steps for improvement.
2. Increase the consistency of cross-curricular links, enabling students to extend connections beyond familiar UAE contexts to wider and more complex real-world situations across subjects.
3. Further develop independent inquiry and critical thinking by increasing students' engagement in self-directed inquiry and problem-solving tasks.

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

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

- Students have very positive and responsible attitudes toward learning, showing exceptional engagement and commitment in lessons. They are confident, self-reliant learners who manage tasks independently and make purposeful choices about how they learn. Most students respond positively to feedback and use it to enhance the quality of their work. They demonstrate a culture of self-improvement and willingly share constructive feedback with their peers to deepen collective understanding. However, this practice is not yet consistent across all subjects and phases.
- Students are consistently self-disciplined and demonstrate positive relationships with others. While a small number of incidents occur in Phase 3, overall behavior remains positive, contributing to a calm, respectful, and purposeful learning environment. They manage challenges maturely, work together to resolve differences, and seek appropriate support when needed. Bullying is extremely rare, and students have a clear and secure understanding of school procedures following the expectations set out in the anti-bullying policy. Their awareness of online safety is strong, supported by regular and effective guidance on cyberbullying and digital responsibility.
- Students show high levels of empathy and sensitivity toward others' needs and differences. They readily offer help and encouragement and participate actively in initiatives such as Kindness Week, peer mentoring, tutoring, and student-led social projects that promote cooperation, inclusion, and social responsibility. Relationships among students and with staff are exemplary, characterized by mutual respect, trust, and genuine care. Students demonstrate a powerful sense of belonging and consistently extend support to all peers, including students of determination.
- Students demonstrate an excellent understanding of safe and healthy living, consistently making informed choices about their wellbeing, including healthy eating and regular physical activity. They show advanced awareness of what constitutes a balanced lifestyle, reinforced through well-established initiatives such as wellness campaigns and Healthy Living Walks. Students frequently take the lead in organizing and promoting activities that support physical and mental health, including sports clubs, awareness events, and schoolwide campaigns, demonstrating strong responsibility and leadership in maintaining their wellbeing.
- The overall average attendance across all phases of 98% is Outstanding, reflecting students' strong commitment to the school. A very small number of students arrive late to school or lessons.

Next Steps:

1. Strengthen students' ability to act on feedback across all subjects and phases, so that self-improvement practices are applied more consistently.
2. Encourage students to consistently demonstrate self-discipline, particularly in Phase 3.
3. Improve further students' punctuality to ensure all students begin learning promptly across all phases.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Most students demonstrate a deep appreciation of Islamic values and a secure understanding of how these shape life in the UAE. They explain the relevance of compassion, honesty, respect, generosity, and responsibility, and apply these values in their conduct at school, at home, and within the community. Students participate actively in Qur’an reflections, charity initiatives, Ramadan giving campaigns, and the Act & Impact programme, which reinforce these values in practice. However, for some students, the ability to articulate clearly how Islamic values influence behaviour, social cohesion, and civic responsibility in contemporary UAE society is still developing.
- Students are very knowledgeable and respectful of the heritage and culture that underpin and influence past and present life in the UAE. They have comprehensive knowledge of national traditions, historical figures, key events, and cultural symbols. They participate actively and often take leadership roles in cultural activities, including National Day, Flag Day, Martyrs’ Day, heritage exhibitions, the My Identity competition, UAE Gallery Walk displays, and collaborations with Sandouq Al Watan. However, there remains scope to further increase the number of students leading cultural events. Their pride in Emirati heritage and their clear understanding of its importance in shaping modern UAE identity are clearly evident.
- Students demonstrate a deep understanding of their own cultures, and most students show a clear appreciation of other world cultures. They describe the traditions, customs, and values of their home countries and make thoughtful comparisons with the culture of the UAE. Their global awareness is enriched through International Day, Model United Nations (MUN), cultural weeks, multilingual learning, DELF certification, CAS international projects, and multicultural displays. Older students articulate clearly how cultural diversity reflects the UAE’s values of coexistence and tolerance. However, these levels of understanding and articulation are not yet consistent across all phases, and a few students in the lower grades continue to develop their awareness and understanding of global cultures.

Next Steps:

1. Broaden students' understanding of international cultures, particularly in the lower phases.
2. Strengthen students' ability to articulate links between Islamic values and civic responsibility, ensuring they explain more explicitly how these values shape behavior and social cohesion in contemporary UAE society.
3. Increase consistency in students' leadership and participation in cultural initiatives, ensuring that opportunities to lead, reflect, and contribute are accessed by all students, not only the most confident.

Social responsibility and innovation skills

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

Findings:

- Students across all phases are proactive and responsible members of their school community, frequently initiating and leading volunteer activities that have a significant, positive impact on their peers and the school environment. They contribute meaningfully through peer tutoring, reading sessions with younger students, supporting students of determination, leading clubs, organizing wellbeing campaigns, and coordinating school events. Their social contributions extend beyond the school, as students participate enthusiastically in wider community initiatives such as volunteers.ae, the UAE Volunteering Hub, Red Crescent campaigns, Sandooq Al Watan programs, beach and mangrove clean-ups, and outreach through the Act & Impact initiative and CAS service projects.
- Students demonstrate an exceptionally strong work ethic across phases, showing perseverance, teamwork, and initiative in academic and co-curricular activities. They actively engage in innovation-focused learning, applying creativity and problem-solving skills to STEM/STEAM projects, robotics challenges, design-thinking tasks, debates, and interdisciplinary research. Students develop independence and resourcefulness through a range of projects, including LEGO Robotics, ADMN media initiatives, AISMUN, STEM Fair investigations, Junior Enterprise product development, and STEAM sustainability prototypes. They also demonstrate growing entrepreneurial awareness through Global Market Day, Capital Quest, business showcases, and innovation competitions. As these experiences continue to expand, there is further scope for more students to take on leadership roles in larger-scale entrepreneurial initiatives, sustain ownership of more complex innovation projects, and apply their innovation and enterprise skills more consistently in daily lessons.
- Most students demonstrate excellent environmental awareness and a deep understanding of conservation and sustainability, clearly explaining how their actions reduce environmental impact and support a more sustainable school community. They actively participate in, and often lead, conservation initiatives such as recycling programs, waste-reduction drives, sustainability campaigns, SDG-linked projects, and environmental research displays. The Kappa Gamma Sustainability Team plays a central role in promoting eco-action through schoolwide clean-up drives, energy-saving initiatives, plastic-collection programs, and awareness campaigns. Students contribute significantly to projects such as the Sustainable Green Garden, where they manage planting, composting, and environmental monitoring. Their environmental engagement extends to the wider UAE community through partnerships with ADNOC's Mangrove Restoration Project, the Environment Friends Society, Plant the Emirates, and coastal clean-ups.

Next Steps:

1. Increase student leadership of larger-scale entrepreneurial and enterprise initiatives across all phases.
2. Extend students' participation in high-impact projects that require deeper creativity, problem-solving, and sustained project ownership.
3. Enhance students' skills to apply innovation and enterprise skills more consistently in daily lessons.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers apply their subject knowledge effectively and show a secure understanding of how students learn. They use appropriate strategies and clear explanations when introducing new ideas, building learning progressively. Across subjects, most teachers draw on their knowledge of their classes to introduce, revisit, and reinforce key concepts in ways that support students' understanding.
- Across all phases, teachers plan engaging lessons and use time and resources skillfully. They create inspiring learning environments that support students throughout the school. While individual teaching styles are acknowledged, all subjects follow a common lesson structure that reflects the school's core teaching principles. Support staff contribute significantly to learning in Phase 1. Lesson planning engages students through clear learning sequences that help them secure their learning. Classroom routines are consistently established in most lessons. Although real-world connections are regularly planned, their implementation varies across phases.
- Teachers interact very positively with students, contributing to a purposeful learning atmosphere across phases. In most lessons, teachers adjust their questioning effectively to meet different ability levels, providing appropriate challenge for those ready to deepen their thinking and focused support for students who need additional guidance. Questioning frequently extends and deepens thinking for the large majority of students. In a few lessons, questioning is mainly used to secure a basic understanding.
- Teachers use strategies that are very effective in meeting the needs of individuals and groups of students. In the strongest lessons, teaching approaches provide appropriate challenge and support, and activities regularly require students to think carefully and apply their learning independently. However, in a small number of lessons, the level of independence expected of students is not consistently sustained throughout. Students with differing abilities usually receive the support they need to engage successfully with their learning.
- Teachers purposefully develop students' critical thinking and problem-solving skills through questioning, inquiry, and research activities that extend their thinking. Most lessons include tasks that encourage students to analyze, reason, or explore ideas. Students are frequently expected to express their views and justify their thinking, which contributes to the development of higher-order skills across the school.

Next Steps:

1. Embed real-world connections more consistently across all phases, ensuring learning is regularly applied to authentic contexts and linked clearly to lesson objectives across subjects.
2. Increase the depth of questioning across all phases, consistently requiring all students to justify their thinking, explain reasoning, and engage in higher-order discussion at appropriate levels of challenge.
3. Refine teaching strategies in the minority of lessons where student independence varies, ensuring all students sustain independent thinking, problem-solving, and reflection without over-reliance on guidance.

Assessment

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

Findings:

- The school's internal assessment processes are coherent and consistent. They ensure assessments are aligned with curriculum standards and provide reliable information on students' attainment and progress. Assessment blueprints, moderation procedures, and marking protocols support consistency and accuracy across subjects and grade levels. Internal assessments increasingly reflect appropriate levels of cognitive demand, and ongoing refinements to item design and alignment with external benchmark expectations continue to strengthen their reliability and rigor.
- The school effectively benchmarks student outcomes using MAP, TIMSS, PISA, PIRLS, AP, and IBDP assessments for English-medium subjects and IBT for Arabic to validate internal results and align performance expectations with international standards. Benchmarking enables leaders to analyze trends, confirm the accuracy of internal judgments, and review the rigor of classroom assessments. MAP analysis and other external measures provide valuable insights that enhance teachers' understanding of students' strengths and areas for further development. Ensuring closer alignment between internal and external assessment outcomes to address learning gaps remains a work in progress.
- The school analyzes assessment data systematically to monitor students' progress across all phases. Leaders and teachers use MAP, internal assessments, diagnostic tools, and formative checks to identify patterns and track progress at whole-school, grade, class, and group levels. Data dashboards and structured data discussions help staff monitor key groups, including boys, girls, Emirati students, high and low achievers, and students with additional learning needs, including students of determination, and respond promptly to emerging needs. Individual student progress is monitored by standards and indicators, ensuring clear oversight of mastery over time.
- Assessment information is used very effectively across the school to guide curriculum planning, support teaching, and enhance student progress. Leaders and teachers draw on MAP outcomes, internal summative assessments, and formative checks to refine curriculum sequencing, reinforce priority standards, and strengthen students' skill development. Assessment findings inform targeted intervention, flexible grouping, and personalized support for different groups of learners. This is particularly evident in the targeted support provided for students with additional learning needs, including students of determination, and in the challenge offered to higher-attaining students.
- Teachers demonstrate very good knowledge of their students' strengths, learning needs, and starting points. They draw on a range of assessment information, including MAP data, internal assessments, diagnostic evidence, Individual Education Plans, and classroom-based evidence, to plan differentiated instruction, scaffold learning, and provide feedback that supports improvement. Feedback is usually detailed and includes clear next steps for learning. While formative assessment is used effectively to inform teaching, its use to enable consistently timely intervention is not yet evident across phases.

Next Steps:

1. Strengthen the alignment between internal and external assessment outcomes to ensure that attainment and progress judgments consistently reflect international benchmarking evidence and accurately inform curriculum and intervention priorities.
2. Embed greater consistency in the use of formative assessment to enable timely intervention across phases, ensuring that learning gaps are identified and addressed promptly for all students.
3. Strengthen the evaluation of the cognitive demand of learning objectives against corresponding assessment items to ensure all tasks reliably and validly measure both mastery and higher-order skills.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum has a clear rationale aligned with the school, Emirate, and national vision. It is coherently designed to provide balance between the development of knowledge, skills, and competencies from KG to Grade 12. The curriculum aligns with the Massachusetts Common Core Standards (MA CCS) in English and mathematics, the Next Generation Science Standards (NGSS) in science, the Advanced Placement (AP) program, and the International Baccalaureate Diploma Program (IBDP) in Phase 4, ensuring appropriate challenge and opportunities for innovation. Arabic-medium subjects follow the Ministry of Education curriculum. The implemented curriculum fully meets the requirements of the school's authorized curriculum and all national statutory requirements.
- Curriculum planning effectively ensures progression across all subjects. Skills and competencies build progressively over time, supported by clear vertical alignment from Grade 1 through Grade 12 in both core and non-core subjects. Curriculum design is informed by MAP attainment and progress data, international benchmarking indicators (PIRLS, TIMSS, PISA), and internal assessment blueprints. Skills and concepts spiral upward in alignment with MAP frameworks and international standards. Learning objectives are appropriately matched to grade-level expectations and, in most lessons, reflect the increasing breadth, depth, and complexity needed as students advance through each phase. Most students are well prepared for the next stage of their education, including college and career pathways, although smoother alignment of curriculum expectations between Phase 2 and Phase 3 would further support academic continuity.
- A wide range of curriculum options provides students in Phase 4 with well-defined pathways that meet diverse learner needs. These include AP and IB courses such as AP Calculus AB, AP Chemistry, AP Biology, AP Physics, IB Math AA SL/HL, IB Physics HL, IB Biology HL, and IB Chemistry SL/HL, alongside general diploma electives such as Business, ICT, Psychology, Environmental Science, and creative arts subjects. This breadth ensures access to academic challenge, college-level rigor, and course selections that align with students' aspirations and prepare them well for future study.
- Cross-curricular connections are evident in many subjects and contribute to students' ability to apply learning in broader contexts. Unit and lesson plans show how teachers integrate competencies such as literacy, numeracy, inquiry, and digital skills across subjects. Science lessons incorporate mathematical graphing, data analysis, and measurement aligned with MAP and TIMSS domains. Art incorporates UAE National Identity through drawings and paintings of landmarks, Music links rhythm to national songs, and ICT is used across subjects for research, presentations, and digital creativity. While meaningful integration is evident, cross-curricular links are not yet consistent across all grade levels and departments, and deeper transfer of learning is seen more frequently in major projects than in day-to-day lessons.

- The Curriculum Review Cycle provides a systematic five-year plan to ensure that all subjects are regularly evaluated and updated against international standards and assessment expectations. In Year 1, Science and Mathematics are reviewed with a focus on alignment to TIMSS, PISA, MAP, and AP/IB pathways. Year 2 prioritizes English and Social Studies to ensure alignment with PIRLS, PISA, and IB frameworks. Year 3 reviews ICT, Arabic, and French to strengthen digital literacy and linguistic development. Year 4 focuses on PE, Arts, and Music to support holistic education and cross-curricular integration. Year 5 completes the cycle with a comprehensive review informed by global trends, updated standards, and school performance analysis. Regular annual and termly reviews ensure the curriculum remains responsive to student needs, assessment outcomes, and teacher feedback.

Next Steps:

1. Strengthen the consistency of cross-curricular planning and implementation so that connections between subjects are systematically embedded in schemes of work and daily lesson delivery.
2. Ensure unit plans include explicit opportunities for students to transfer knowledge and skills to new contexts.
3. Refine curriculum alignment at key transition points, particularly between Phase 2 and Phase 3, to ensure smoother progression and continuity in academic expectations and readiness.

Curriculum adaptation

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

Findings:

- The curriculum is effectively adapted to meet the diverse needs of most learners, ensuring that learning is accessible, relevant, and appropriately challenging. Students with additional learning needs, including students of determination, receive curriculum adjustments aligned with their individual learning plans, while higher-attaining students benefit from extension tasks, enrichment opportunities, and advanced pathways. Differentiated learning objectives, scaffolded tasks, and flexible grouping are evident in lesson planning and classroom practice; however, the consistency and impact of implementation vary across phases and subjects.
- The curriculum is imaginative, offering a wide range of opportunities designed to motivate almost all learners. A broad selection of extra-curricular activities, field trips, and community partnerships significantly enrich students' personal development, creativity, innovation, and social responsibility. Purposeful visits to cultural, scientific, and environmental sites deepen students' understanding of UAE heritage, sustainability, and national achievements. Partnerships with local and national entities enhance civic engagement and cultural appreciation. Innovation and enterprise are promoted through STEM and ICT projects, inquiry investigations, sustainability campaigns, and entrepreneurship-focused electives and events. While these are strong features, there is further scope to extend students' participation in high-impact innovation projects that promote deeper creativity, problem-solving, and sustained project ownership. More consistent integration of such experiences into daily lessons would further strengthen relevance and support the transfer of learning.
- The curriculum coherently embeds learning experiences that promote students' understanding and appreciation of UAE culture, heritage, and society. Across subjects and grade levels, learning is enriched through well-planned opportunities that highlight national identity and Emirati values. UAE cultural, historical, and environmental contexts are integrated throughout units of study, enabling students to make meaningful connections between their learning and the society in which they live. As a result, students demonstrate respect for UAE society, deepen their appreciation of Emirati culture and traditions, and develop a strong sense of belonging and national pride.

Next Steps:

1. Strengthen the consistency and impact of curriculum adaptation across phases and subjects to ensure that differentiated objectives, scaffolded tasks, and flexible grouping consistently secure strong outcomes for all learners.
2. Extend students' engagement in projects that promote deeper problem-solving, sustained project ownership, and meaningful application of learning.
3. Embed enrichment and innovation learning opportunities more systematically into day-to-day classroom practice to strengthen the transfer of skills and knowledge across the curriculum.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has rigorous and highly effective procedures for safeguarding and child protection. Clear policies outline responsibilities and reporting protocols and are shared with all stakeholders. All staff sign to confirm their understanding, and training is thorough, regular, and carefully monitored to ensure full compliance. The school maintains an accurate and regularly updated central register of all adults on campus, including employees, contractors, and volunteers. A strong culture of vigilance ensures that students are consistently protected from all forms of abuse and bullying, including online risks. Through programs such as Act & Impact, students are taught explicitly how to stay safe when using social media and digital platforms. While safeguarding arrangements are comprehensive, further integration of digital safeguarding systems and continued development of staff confidence in identifying, responding to, and reporting online risks would further strengthen practice. In addition, strengthening parental awareness and understanding of safeguarding policies would help ensure that expectations and procedures are consistently understood and applied across the wider school community.
- Health and safety arrangements are exemplary, and the school community places high importance on students' welfare. Staff, students, and parents recognize the school as a safe, caring environment. Under the guidance of the health and safety committee, highly effective policies govern all aspects of school operations, including the school's excellent transport arrangements supported by the LoKate App. Students are consistently well-supervised throughout the day, including during drop-off, pick-up, and bus travel, with staff ensuring safety measures such as seatbelt use. Emergency drills are held regularly in line with the civil defence standards. Students consistently report feeling very safe in school. Thorough risk assessment is integrated into daily routines, laboratory activities, sports events, and field trips. CCTV coverage is strategically positioned throughout the school, with controlled access to ensure secure monitoring. Potential risks are identified promptly, and mitigating measures are implemented without delay to ensure full compliance with legal and regulatory requirements.
- Maintenance of the school premises is of an exceptionally high standard. Buildings and facilities are under regular checks to ensure they remain in excellent condition. Comprehensive records are kept of all emergency drills, including fire, lockdown, and missing-child procedures, with follow-up actions clearly noted and implemented to further refine practice. Vigilant medical staff carry out routine health checks, maintaining detailed records that are monitored systematically. Health information is stored securely and shared appropriately via the Campus Live Health Module. Medications are stored securely and administered only by authorized clinic personnel, who also ensure teachers are fully

informed of students' medical needs and required emergency responses.

- The school offers an extensive range of high-quality facilities that enrich learning and promote student well-being. These include a canteen, library, ICT and robotics labs, science labs, arts rooms, theatre, gymnasiums, fitness room, running track, sports courts, and dance studio. Dedicated spaces such as the learning resource center, sensory room, and occupational therapy room provide targeted support for students with additional learning needs. Recent enhancements, including new makerspaces, two robotics rooms, and additional learning spaces, further promote student agency, collaboration, and creativity. There is scope to further strengthen the management of access arrangements to upper-floor facilities to ensure that access remains consistently efficient for all users. In addition, refinements to traffic flow and organization within parking areas would further enhance safety and accessibility.
- Healthy living is successfully promoted and embedded across school life. The canteen offers a wide range of healthy foods and drinks, and the chef supports students' understanding of nutrition through presentations and demonstrations. A comprehensive physical education program encourages regular activity and lifelong healthy habits. Initiatives such as wellness weeks, active recess, fitness challenges, BMI monitoring, and personalized plans further strengthen students' well-being. Ample shaded areas and access to fresh drinking water ensure students remain comfortable and hydrated throughout the school day.

Next Steps:

1. Ensure that child protection policy and safeguarding arrangements are well understood by all stakeholder groups, particularly the parents.
2. Further enhance digital safeguarding systems by fully integrating them and expanding staff training on digital threat response and reporting.
3. Address remaining site access limitations, particularly access to upper floors and parking arrangements, to further enhance safety, accessibility, and ease of movement for the whole school community.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

- Staff–student relationships are exemplary, and systems and procedures for managing students’ behaviour are highly effective. Across all phases, staff maintain warm, respectful, and trusting relationships that create a calm and supportive learning environment. Expectations for conduct are clear and consistently reinforced, resulting in courteous behavior throughout the school. When incidents occur, responses are swift, appropriate, and restorative, ensuring students feel heard and supported. Behavior records are detailed, regularly reviewed, and show a sustained decline in incidents over time, demonstrating the impact of the school’s highly effective behavior management.
- The school’s approach is highly successful in promoting outstanding attendance. Daily attendance routines are rigorous and well established, with prompt communication to families and efficient follow-up, ensuring that nearly all students attend regularly and arrive on time. Attendance patterns are monitored systematically, allowing staff to identify emerging issues early and implement timely interventions. Parents frequently comment on the clarity, consistency, and supportive nature of the school’s communication. Students understand the strong link between attendance and achievement, and while provision successfully supports strong punctuality overall, addressing the very small number of students who occasionally arrive late to school or lessons will help sustain a consistently excellent start to learning across the school.
- The school has comprehensive and rigorous systems to accurately and promptly identify students with special educational needs and those who are gifted and/or talented. 4.5% of students are identified as students with additional learning needs, including students of determination. Identification draws on a wide range of assessment tools, observations, diagnostic data, and parental input to ensure that students’ needs are recognized early and thoroughly. Referral pathways are clearly defined and overseen by specialists, ensuring consistent application across phases. Gifted and talented students are identified using equally robust processes that consider cognitive data, academic performance, creativity, and participation in enrichment activities. Regular review cycles ensure that identification remains current and effectively informs provision.
- The school provides highly effective support for students with additional learning needs, including students of determination and those who are gifted and/or talented. Individual Educational Plans (IEPs) and Adapted Learning Plans (ALPs) are detailed, regularly updated, and shared promptly with teachers to guide instruction. Interventions are well matched to individual needs and monitored closely, enabling almost all students of determination to make very strong personal and academic progress. Provision for gifted and talented students is increasingly consistent, with many lessons offering enrichment tasks, higher-order questioning, independent projects, and leadership opportunities that extend students’ learning. However, there is scope to integrate more subject-specific enrichment opportunities into lessons across all subjects and phases.
- The well-being and personal development of all students are closely monitored. The information is used to provide highly effective personal and academic guidance and support, and, for senior students, career guidance. Pastoral teams and counsellors track a wide range of wellbeing indicators, including attendance patterns, engagement measures, and behavior records, to identify students who may require additional support. Case management is careful and collaborative, involving staff,

students, and families in developing effective strategies. More systematic monitoring and evaluation of the long-term impact of current well-being systems on students' academic progress and well-being would further support the implementation of more coherent and robust support systems. Older students benefit from personalized academic and career guidance that aligns closely with their strengths, interests, and aspirations, ensuring they are well prepared for the next stage of their education.

Next Steps:

1. Increase subject-specific enrichment opportunities to ensure gifted and talented students experience a consistently high level of challenge across all areas.
2. Further improve punctuality management and routines to ensure all students arrive at school on time.
3. Build on existing wellbeing and guidance systems by evaluating their longer-term impact on students' academic outcomes.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- Leaders at all levels, led by the principal, set a very clear strategic direction and promote a bold vision shared by the whole school community. The vision, “to prepare global citizens who will lead for positive change,” is aligned with UAE national and Emirate priorities and embedded in strategic planning. Leaders ensure that the Massachusetts Common Core, Next Generation Science Standards, IB, and MoE curricula are implemented coherently and foster an inclusive ethos where staff, students, and parents feel a strong sense of belonging.
- Leaders at all levels, including the principal, demonstrate thorough knowledge of the curriculum and best practices in teaching, learning, and assessment. They maintain a strong focus on raising achievement and establishing a purposeful learning culture, particularly evident in Phase 4. Leaders make effective use of data, although its application in the classroom to address inconsistencies between internal and external benchmark levels varies. Digital learning is a growing strength, especially in phases 3 and 4, and the school now requires a unified digital strategy to guide future development.
- Relationships and communication with all stakeholders are consistently professional and effective. Leadership roles are well distributed among staff, and morale is high. Communication systems are clear and responsive, and parents and students view the school as consultative and supportive. Accountability processes are well established through regular performance reviews and data analysis. As leadership roles continue to evolve, there is scope to review the impact of newly assigned responsibilities to ensure clarity and coherence in decision-making and that leadership capacity is fully dedicated to the needs and priorities of the school.
- Leaders at all levels demonstrate a clear understanding of what needs to be done to innovate and improve the school. Priorities are informed by self-evaluation, ADEK criteria, and previous recommendations. The SMART strategic development plan guides improvement, with leaders focusing on building leadership capacity, strengthening data use, and ensuring consistent monitoring of teaching and assessment. Leaders respond promptly to emerging issues, including inconsistencies in internal and external assessments.
- Leaders have been very successful in developing the school, and collective accountability ensures consistently high performance. Staff are held to account through regular review of data, lesson observations, and evaluation of resource effectiveness. Improvements are evident in areas such as Phase 1 Arabic and some aspects of science, although progress in phases 2 and 3 requires continued focus. Leaders ensure full compliance with statutory and regulatory requirements and demonstrate strong capacity to sustain improvement.

Next Steps:

1. Strengthen the consistency with which assessment data informs classroom practice, ensuring closer alignment between internal outcomes and external benchmark expectations across all phases.
2. Review the impact of newly assigned leadership roles to ensure clarity of responsibilities and coherent decision-making.
3. Increase the impact of leadership actions in phases where progress is less secure to ensure improvement is sustained across all phases.

School self-evaluation and improvement planning

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

Findings:

- Self-evaluation processes are systematic, comprehensive, and inclusive of all major stakeholder groups. The senior leadership team consults staff, parents, and the Board of Trustees at key stages of the review cycle. The school rigorously analyzes a wide range of evidence, including internal and external assessment data, lesson observations, and stakeholder feedback. As a result, leaders have a very secure understanding of the school's strengths and areas for improvement, which effectively informs whole-school priorities.
- Monitoring of teaching and learning is systematic and very effective. It is regular and structured, using learning walks, formal observations, and performance management processes to evaluate classroom practice. Teachers receive clear feedback identifying strengths and next steps, aligned with the school's expectations for high-quality learning. This enables leaders to build an accurate picture of teaching across phases. Lesson observation tools are in place; however, it is not yet fully aligned with the expectations of the UAE Inspection Framework. Monitoring of lesson planning within departments is systematic and effective; however, its impact in ensuring the consistent use of assessment data to secure timely intervention across phases varies.
- Improvement planning is coherent and based on accurate self-evaluation. The two-year strategic development plan, aligned with the ADEK template, clearly identifies goals, targets, and required actions linked to the six performance indicators of the UAE Inspection Framework. Departmental action plans are closely aligned with whole-school priorities and support consistent implementation. They incorporate responses to previous inspection recommendations and are reviewed regularly. However, the biannual school development plan is not yet reviewed with the same regularity to ensure it remains responsive to emerging needs.
- The school has made strong progress in addressing the recommendations from the previous inspection. Action plans have supported the sustaining of high-quality performance across most aspects of the school, with the exception of a decline in attainment in Phase 3 English and Phase 2 Mathematics. Leaders demonstrate a clear commitment to sustained improvement, and their evaluative processes provide a strong foundation for continued development across all phases.

Next Steps:

1. Strengthen the alignment of lesson observation tools and processes with the expectations of the UAE Inspection Framework to ensure greater consistency and impact in evaluating teaching quality across phases.
2. Increase the effectiveness of departmental monitoring in securing the consistent use of assessment data to inform timely intervention, particularly in phases and subjects where attainment has declined.
3. Review and update the biannual school development plan more systematically to ensure that improvement priorities remain responsive to emerging performance trends and phase-specific needs.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Outstanding

Findings:

- The school is highly successful in extensively engaging parents as partners in their children’s learning and in school life. Parents remain closely involved across all phases, frequently participating in workshops, classroom sessions, and informal learning activities that strengthen the partnership between home and school. Their views are routinely sought and fully considered when leaders refine improvement priorities, ensuring that parental insight meaningfully shapes decision-making. Families of students of determination speak particularly positively about the school’s inclusive approach; they feel valued as active partners, fully involved in planning and reviewing support. This high level of parental engagement makes a highly positive and effective contribution to raising standards. As the school’s international partnerships continue to develop, there is further scope to increase opportunities for families to engage with these initiatives. In addition, creating additional avenues for parents in the upper phases to contribute directly to school initiatives and to support student learning would strengthen consistency of engagement across all phases.
- As a result of highly effective communication, parents are consistently well informed about their children’s learning and development. Communication channels, such as frequent messages, emails, and timely phone calls, ensure parents receive clear, real-time updates before issues escalate. Information about progress, well-being, and expectations is communicated clearly and with care. Parents of students of determination receive enhanced, personalized communication, including updates on goals, adjustments, and their children’s responses to interventions, which empowers them as fully engaged partners in the learning process.
- Reporting on students’ academic progress and personal and social development is ongoing, comprehensive, and detailed. Termly reports provide clear and accurate overviews of attainment, progress, and well-being, and meetings offer further depth and personalized guidance. Staff remain available for additional discussions when needed, ensuring that parents always understand their children’s achievements, areas for improvement, and next steps in learning. The quality, clarity, and consistency of reporting are strong across phases and subjects.
- The school makes significant and sustained social contributions to the local, national, and international communities. Partnerships with universities, cultural groups, and local organizations enrich students’ learning and broaden their understanding of their role in the community. Older students participate in outreach, volunteering, and enrichment initiatives, while younger students engage in reading and cultural programs that nurture curiosity and civic responsibility. Current links already expand students’ global awareness and provide meaningful opportunities for wider learning, development, and achievement. As these partnerships continue to develop, there is further scope to broaden the range of community-based learning experiences so that students across all phases benefit more consistently throughout the year.

Next Steps:

1. Increase opportunities for families to participate in the school's expanding international partnerships as these continue to develop.
2. Create additional avenues for parents in the upper phases to contribute directly to school initiatives and to support student learning.
3. Broaden the range of community-based learning experiences so that students across all phases benefit consistently throughout the year.

Governance

Performance Indicator	Quality judgement
Governance	Outstanding

Findings:

- Governance includes wide representation from all stakeholders. The Board of Trustees includes the school group owner and a broad range of educational, community, and financial experts, ensuring wide-ranging perspectives in decision-making. A permanent parent representative contributes directly to governance, while teacher and student representatives are periodically invited to Board meetings to hear their views. The Board consistently seeks and thoughtfully considers stakeholder feedback and, as a result, gains comprehensive and accurate knowledge about the school's performance, strengths and priorities. Board members visit the school regularly, conduct learning walks, and engage openly with students, parents, and teachers, reinforcing a culture of transparency, responsiveness, and shared responsibility.
- The Governing Board systematically and very effectively monitors the school's actions and holds senior leaders fully accountable for the quality of the school's performance. Accountability processes are well-established, rigorous, and ongoing. Detailed performance reports, stakeholder surveys, and progress updates enable governors to accurately evaluate attainment, progress, well-being, and the quality of teaching. Relationships between the Board, the principal, and senior leaders are built on high levels of trust, enabling governors to act as a highly effective and constructive critic of the school. Regular monitoring ensures that decisions are evidence-based and aligned with the school's ambition to remain at the forefront of new pedagogies, technologies, and educational research.
- The Governing Board makes a significant contribution to the school's leadership and direction, grounded in ethical principles. Governors ensure the school is well-resourced and fully compliant with statutory and regulatory requirements. Resources for teaching and learning are of very high quality, and the Board has responded effectively to previous inspection recommendations, ensuring ongoing improvements. While library provision remains an area for enhancement, there is further scope to strengthen governors' strategic oversight by deepening evaluation of the long-term impact of key decisions and initiatives on students' outcomes and school improvement priorities.

Next Steps:

1. Develop more structured and regular opportunities for student representatives to engage directly with the Governing Board.
2. Further enhance learning resource provision by ensuring library services evolve in line with the needs of all learners.
3. Further strengthen governors' strategic oversight by deepening evaluation of the long-term impact of key decisions and initiatives on students' outcomes and school improvement priorities.

Management, staffing, facilities and resources

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

Findings:

- Day-to-day management of the school is very effective in ensuring a purposeful and orderly learning environment across all phases. Timetables and scheduling are very well organized to maximize learning time and resource use. Routines and procedures operate smoothly in almost all areas. Occasional disruptions caused by boys' behavior in the Phase 3 corridors are handled swiftly, ensuring minimal impact on learning and movement around the school. Up-to-date displays, clear communication, and active collaboration with the Parents' Committee contribute to the smooth running of daily operations and create a positive school ethos.
- The school is suitably staffed with qualified teachers, specialists, and support personnel who are deployed effectively to meet the diverse learning needs of students. Staff levels support students with additional learning needs, including students of determination, well, with additional agencies providing expertise where necessary. Auxiliary staff contribute to maintaining a safe environment through vigilant supervision. Staff deployment and absence management systems ensure continuity of learning, and targeted internal professional development supports ongoing improvement in teaching quality. Establishing a dedicated leadership focus for this campus to monitor academic provision and students' progress would further strengthen oversight, coherence, and impact. Further extending professional development to include regular, targeted external training aligned with school improvement priorities would strengthen the overall impact of training and support the achievement of improvement targets.
- The premises and learning environment are of high quality and inclusive, providing safe, well-maintained spaces that support students' academic, creative, social, and physical development. Facilities such as ICT and robotics labs, arts spaces, sports amenities, and specialist rooms, including sensory and occupational therapy areas, offer students a broad range of opportunities. Buildings are kept in excellent condition, although improvements to the car-parking area are needed to ensure safety and comfort for users.
- Resources for teaching and learning are modern, varied, and generally well-matched to curriculum requirements and learner needs. Recent additions, including hands-on kits for mathematics and science, expanded technology provision, and robotics resources, further enhance student engagement and support curriculum delivery. While resources are used effectively across subjects, expanding materials that encourage innovation and engagement with the natural environment would further enrich learning.

Next Steps:

1. Establish a dedicated leadership focus for this campus to strengthen monitoring of academic provision and students' progress, ensuring greater coherence and impact across all phases.
2. Extend professional development through regular, targeted external training to further strengthen teaching quality and accelerate progress toward school improvement priorities.
3. Further enhance resources that promote innovation and engagement with the natural environment.

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