دائـرة التـعـلـيـم والـمـعـرفـة
DEPARTMENT OF EDUCATION AND KNOWLEDGE



Irtiqa'a School Inspection

AY 2024/25

BATEEN WORLD ACADEMY

Rating: Outstanding

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School Information

General Information	
Name	BATEEN WORLD ACADEMY
Esis Number	9231
Location	35, An Najah St, Al Manhal, Abu Dhabi, 20018
Website	bateenworldacademy.ae
Telephone	028132000
Principal	NEAL DILK
Inspection Dates	27 to 30 Jan 2025
Curriculum	British

Information On Students	
Cycles	Cycle 2 - Cycle 3
Number of students on roll	534
Number of Emirati students	83
Number of students of determination	14
Largest nationality group of students	UAE - Jordan - India

Information On Teachers	
Number of teachers	95
Nationalities	United Kingdom (UK) - Ireland - Egypt
Number of teaching assistants	2

Changes since the previous inspection

Since the previous school inspection in 2022, the overall performance judgment of the school has improved from Very Good to Outstanding, reflecting the school and leadership's commitment to sustained improvement across most subjects and a commitment to UAE national education priorities.

Overall, student achievement in Arabic medium subjects has improved across various phases. Student attainment and progress in Arabic as a first language is now Very Good in phases 2, 3, and 4, and in Phase 1, which was not inspected last time, it is Good. In Arabic as a second language, progress has improved in Phase 3 from Good to Very Good, and progress in Islamic education is now Outstanding in Phase 4. This is due to better student performance in lessons and their assessment outcomes. There is no change in student achievement in Islamic Education and UAE social studies, which remains Very Good in phases 2 and 3. Similarly, student attainment in Phase has remained Very Good.

Student achievement in English medium subjects has also improved. In Phase 3, attainment and progress have improved from Very Good to Outstanding in English, Mathematics, and Science. In Phase 2, achievement is now Very Good in the English medium subjects because of improved attainment and progress in English, mathematics, and science. Student attainment and progress have improved from Acceptable to Good in Phase 1, bringing this phase to a consistently Good level in all English medium subjects, with Very Good progress in English. While these improvements are the result of better teaching in specific phases, mathematics attainment in Phase 4 has declined and is now Very Good, and there has been no change in other subject ratings in Phase 4, which remain at Outstanding achievement in English and Very Good in science. This is because teaching strategies in Phase 4 are not consistently effective in

meeting the needs of all students, particularly higher-attaining and gifted and talented students.

Students' learning skills have improved from the previous inspection, reaching an Outstanding level in Phase 4, and a Very Good level in Phase 2, while they remain Good in Phase 1 and Very Good in Phase 3. Students in Phase 4 demonstrate strong self-awareness of their strengths and areas for growth, but in other phases would benefit from more structured opportunities to develop independent learning and to take greater responsibility for their learning and decision-making.
Previously, performance standard 2 was not evaluated for students' personal social development and innovation skills. Personal development is judged to be Very Good across all phases, whilst Islamic values are judged to be Good across all phases. Students' innovation skills and social responsibility are Very Good in phases 2, 3, and 4, with students actively participating in project activities, but Good in Phase 1 where the development of these skills is limited by opportunity.

The quality of teaching has improved from Good to Very Good in Phase 2 and from Very Good to Outstanding in Phase 4, while it has been maintained as Good in Phase 1, and Very Good in Phase 3. This is because teachers plan engaging lessons and foster active learning across all phases; however, in Phase 1, there is room for improving the development of students' critical thinking, problem-solving, and independent learning skills. In Phase 4, teachers' probing questioning and encouragement of reflective thinking is more evident in English, science, and mathematics, and teaching practices have improved in Islamic education, leading to better learning outcomes. The use of assessment has been strengthened, and there are now consistent approaches that are embedded in teaching. This has resulted in teachers' use of assessment in phases 1 and 2 now being Very Good for supporting student learning. Assessment remains Very Good in phases 3 and 4.

Performance standard 4 curriculum design and adaptation were not previously inspected, but both indicators are evaluated as Very Good across all phases. The school provides a broad and balanced curriculum that meets students' personal social well-being and academic priorities as well as ensures that national priorities are met. However, adaptations are not consistently sufficient to be fully effective in meeting the needs of all students.
The health and safety of students is a strong feature of the school and continues to be evaluated as Outstanding. The school maintains robust systems for safeguarding students, comprehensive health and safety arrangements, and well-equipped facilities. The care and support for students remains Outstanding across all phases.

The effectiveness of leadership and the management of staffing, facilities, and resources remain Outstanding, with improved self-evaluation from Very Good to Outstanding. Partnerships with parents and the community, and governance remain Very Good. There is a clear strategic direction from the principal and the senior leadership team leaders at all levels, and they demonstrate a strong commitment to UAE priorities, accountability, and continually improving student outcomes.

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

The school demonstrates a strong commitment to benchmarking students' attainment against international standards, actively participating in key global assessments to measure student performance. In 2023, the school entered students for the TIMSS (Trends in International Mathematics and Science Study) assessment. Additionally, the school participated in the PIRLS (Progress in International Reading Literacy Study) in 2021 and the PISA (Program for International Student Assessment) in 2022.

The school has established clear performance targets for PISA and TIMSS. The targets for PISA in English, mathematics, and science were met, and the school has continued to take proactive steps to strengthen results for the next round of assessments. A PISA action plan for 2025 has been implemented. This plan outlines initiatives to improve student performance in future assessments, reflecting the school's commitment to continuous improvement.

The school maintains a comprehensive understanding of international benchmarks and regularly

promotes the importance of high-performance levels. Assessment data from PISA, TIMSS, and PIRLS is collated and triangulated with internal assessment information to identify learning gaps and areas for development. This process allows leaders and teachers to design targeted interventions that support students' learning needs.

To strengthen student preparedness for TIMSS, PISA, and PIRLS, the school integrates questions styled after assessments into students' classwork. This approach provides students with consistent exposure to questions' format, structure, and rigor, ensuring they are better equipped for future assessments. This deliberate alignment of curriculum content with international assessment standards reflects the school's strategic approach to raising student outcomes.

Performance in standardized and international assessments

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

Standardized Assessments

The school benchmarks students' performance in English medium subjects by conducting Granada Learning Progress Tests (GL-PT) assessments in years 2 to 10. The school also benchmarks students' performance in Arabic and Islamic education in Year 13 by conducting the Arabic Benchmark Test (ABT) assessments in phases 2 and 3.
Results of GL-PT assessments for the AY2023/24 indicate that attainment in mathematics, science, and English is Outstanding across all phases, except mathematics in Phase 2, where attainment is Very Good. ABT assessment results in the AY2023/24 indicate Good attainment in phases 2 and 3 for Arabic first language and Islamic education. ABT social studies results were Outstanding in Phase 2, but Very Good in Phase 3. Arabic for non-Arabs ABT results were Acceptable in phases 2 and 3.

International Assessments: TIMSS, PISA, PIRLS

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

- In reading literacy students achieved a score of 530.3, above the PISA international average of 476 and the school's target of 500.
- In mathematical literacy, students achieved a score of 536.8, above the PISA international average of 472 and the school's target of 500.
- In science literacy, students achieved a score of 533.0, above the PISA international average of 485 and the school's target of 520.

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

- In Year 5 mathematics, students achieved a score of 450.79, below the international average of 503.
- In Year 9 mathematics, students achieved a score of 558.48, exceeding both the international average of 478 and the school's target of 540.
- In Year 5 science, students achieved a score of 442.93, below the international average of 494.
- In Year 9 science, students achieved a score of 565.45, exceeding both the international average of 478 and the school's target of 550.

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

- In Year 5, students scored 562 which falls within the high international benchmark range.

Reading

The school has two spacious libraries with one dedicated to phases 1 and 2, and another for the upper phases (NCfE curriculum in Phase 3 and IBDP students in Phase 4). Both libraries support the English and Arabic curricula offering a range of fiction and non-fiction texts. There is also a small number of books written in Spanish and French. The two libraries house 16,865 titles. The total number of Arabic books is 2431. Reading resources are widely accessible through the Junior and Senior Libraries. There are mobile reading corners in lower year level classrooms. Both library spaces are conducive to reading. They are well-equipped with comfortable seating, tables and distinct areas for quiet reading, and group collaboration and discussion. Classrooms in phases 1 and 2 have designated reading areas with appropriate titles to appeal to readers, and to support class reading topics and class texts. Phase 2 and 3 students can choose from color-coded texts in the library that match their reading levels and interests.

The school places a strong emphasis on developing a love of reading and reading improvement for all. Students participate in World Book Day, National Story-Telling day, Book Week, Reading Club, Reading Challenges, Book Trivia quizzes and Book Fairs, and are given opportunities to meet with Emirati and non-Emirati authors. To support literacy development the 'Read Write Inc' phonics program has been incorporated for literacy development in Phase 1, and this is beginning to impact improved literacy development. In phases 2 and 3, reading achievement is assessed and tracked through the STAR Reading Program and Accelerated Reader assessments. Specific groups of students have been identified as needing focused assistance and are supported in classrooms for improved reading. These initiatives have led to noticeable improvements in students' reading levels and a solid foundation in reading and writing. Parents are also engaged in supporting students' reading at home.

For the Arabic curriculum, the school utilizes the e-platforms "Bravo" and "Kam Kalema." One Arabic lesson per week is assigned to students' reading with teachers for Years 2 to 6. On a weekly basis, students in Years 2 to 6 take a short story home and they answer questions about the story. Students participate in reading and writing competitions such as creative writing, Al Dar Poetry, and a Reading Challenge competition. A few students published their creative writing stories and received a distinguished certificate for their writing. These programs and approaches effectively support the development of reading fluency and comprehension in Arabic.

In Phase 3, to further promote reading, the school has introduced initiatives such as Literacy Leaders, where older students mentor younger readers to foster a love for reading. Students have fortnightly library lessons to engage in reading and subject-focused work. Years 7, 8, and 9 students benefit from dedicated library lessons that emphasize reading comprehension and exposure to diverse texts. The curriculum and the library have a focus on UAE texts to further engage students in reading. Each subject also focusses on subject specific vocabulary for each unit of work. These initiatives have led to noticeable improvements in students' reading levels.

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

Strengths of the school

- Students are enthusiastic and interact well to collaborate effectively, showing positive attitudes toward learning and the ability to communicate knowledge across subject areas.
- Assessment processes are coherent, linked to the curriculum, and actively involve students in their learning.
- The curriculum is comprehensive and well-rounded, enabling students to develop their personal, social, emotional, and academic skills while making connections across different subjects.
- The school has robust safeguarding procedures in place to ensure student safety and well-being.
- School leaders are committed to ensuring that UAE national and Emirate priorities are embedded in the school's work.

Key Recommendations

1. Further improve student's achievements to a consistently high level across all phases by:

- providing students with additional learning needs, including students of determination, with extended interventions and support.
- extending the level of challenge to extend learning and development for higher attaining and gifted and talented students.
- strengthening students' problem-solving, critical thinking, and independent learning skills in Phase 1.

2. Further Improve students' performance and results in international assessments by:

- extending curriculum mapping and unit plans to ensure regular opportunities are provided to develop the range of knowledge, skills and understanding needed to be successful in all international assessments.
- modifying the curriculum more extensively to better meet the needs of all learners by rigorously analyzing the school's comprehensive assessment information that includes the results of all international benchmark tests.
- continuing to raise stakeholders' awareness of the importance of international tests to measure students' abilities to use their knowledge to solve problems, think critically, and connect ideas, and develop the skills that they will need as global citizens.

3. Further strengthen teaching and assessment by:

- ensuring that teachers deliver lessons effectively to meet the needs of higher-ability students in phases 2 and 3.
- broadening teachers' use of strategies to improve student outcomes across the school, especially in Phase 1.
- using assessment information more rigorously to personalize student learning support.

4. Further strengthen the impact of leadership by:

- strengthening inter-phase collaboration so that teachers are fully aware of the knowledge, skills, and understanding that students need as they progress across the school.
- reviewing systems and processes to promote improved student attendance, especially in phases 1 and 2.
- ensuring that staffing is sufficient to support students with additional learning needs, Arabic as a second language, and school counselling services.
- improving retention to increase the stability of staffing.

Overall School Performance: Outstanding

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	Outstanding ↑
Arabic as a first language	Attainment	Good	Very Good ↑	Very Good ↑	Very Good ↑
	Progress	Good	Very Good ↑	Very Good ↑	Very Good ↑
Arabic as a second language	Attainment	Not Applicable	Good	Good	Not Applicable
	Progress	Not Applicable	Good	Very Good ↑	Not Applicable
UAE Social Studies	Attainment	Not Applicable	Very Good	Very Good	Not Applicable
	Progress	Not Applicable	Very Good	Very Good	Not Applicable
English	Attainment	Good	Very Good ↑	Outstanding ↑	Outstanding
	Progress	Very Good ↑	Very Good ↑	Outstanding ↑	Outstanding
Mathematics	Attainment	Good	Very Good ↑	Outstanding ↑	Very Good ↓
	Progress	Good	Very Good ↑	Outstanding ↑	Outstanding
Science	Attainment	Good ↑	Very Good ↑	Outstanding ↑	Very Good
	Progress	Good ↑	Very Good ↑	Outstanding ↑	Very Good
Learning Skills		Good	Very Good ↑	Very Good	Outstanding ↑

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

PS3: Teaching and Assessment				
	KG	**Cycle 1**	**Cycle 2**	**Cycle 3**
Teaching for effective learning	Good	Very Good ↑	Very Good	Outstanding ↑
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	Outstanding
School self-evaluation and improvement planning	Outstanding ↑
Parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Outstanding

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	Outstanding ↑

Findings:

- The school's analysis of internal assessment data for Islamic education at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phase 2 and the large majority in phases 3 and 4 attain above MoE curriculum standards. This level of attainment aligns with the levels of students' knowledge and skills observed in lessons, except in Phase 2.

- The school has administered the Arabic Benchmark Test (ABT) for Islamic education to benchmark students' attainment for Year 6 in Phase 2 and for Year 9 in Phase 3 during the AY 2023/2024. The analysis of results indicates that the majority of students in both phases attain levels above curriculum standards. The results of the MoE national exam for Year 13 at the end of AY2023/24 indicate that the large majority of students attain levels above national standards. The school has no external national or international assessments for Phase 1.

- In lessons and their recent work, the large majority of students attain above curriculum standards in phases 2, 3, and 4.

- Over the last three years, the school's internal assessment data indicates consistently Outstanding attainment in the IB stream in Phase 2, whereas in Phase 4, attainment has regressed from Outstanding in the AY2021/22 and the AY2022/23 to Very Good in the AY2023/24. In Phase 3, the trend has been fluctuating, improving from Very Good in the AY2021/22 to Outstanding in the AY2022/23, then regressing again to Very Good in the AY2023/24. In the external ABT exam, over two years, the trend shows an improvement from Acceptable to Good in phases 2 and 3. For Year 13, the MoE external exam results indicate a drop from Outstanding in the AY2021/22 to Very Good in both the AY2022/23 and AY2023/24.

- The school's analysis of internal assessment data for AY 2023/24 indicates that most students in phases 2, 3, and 4 make better-than-expected progress over time and from their starting points at the beginning of the academic year.

- In lessons and their recent work, a large majority of students in phases 2 and 3, and most in Phase 4, make better-than-expected progress in relation to learning objectives aligned with curriculum standards.

- The school's progress data for groups of students indicates that all groups of students, including boys, girls, Emirati students, low and high attainers, students with additional learning needs, including students of determination, and gifted and talented students, in phases 2, 3, and 4 make Outstanding progress from their starting points, with no gifted and talented students identified in Phase 4 for students in Islamic Education. In lessons, students with additional learning needs, including students of determination, are making expected progress toward their targets. However, both lower- and higher-attaining students, as well as gifted and talented students, do not consistently achieve the level of progress of which they are capable.

Next Steps:

1. Enhance students' ability to interpret key Quranic and Hadith vocabulary in all phases.

2. Strengthen students' appreciation and application of the Prophet's teachings in phases 2 and 3.

3. Support Phase 4 students in effectively referencing Quranic and Hadith evidence for Islamic rulings.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data for Arabic first language (AFL) at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 1, 2, and 4 and a large majority in Phase 3 attain above curriculum standards. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the phases.

- The school has no external national or international assessments for Phase 1. The school has administered the Arabic Benchmark Test (ABT) for Arabic for native speakers to benchmark students' attainment for Year 6 in Phase 2 and for Year 9 in Phase 3 during the AY 2023/2024. The analysis of results indicates that the majority of students attain levels above curriculum standards in both phases. The results of the MoE national exam for AFL for Year 13 at the end of the last AY 2023/24 indicate that most students attain levels above national standards.

- In lessons and their recent work, a majority of students in Phase 1, and a large majority of students in phases 2, 3 and 4 demonstrate listening, understanding, comprehension and reading skills that are above curriculum standards.

- Over the last three years, the school's internal assessment data indicates a consistently Outstanding trend in the IB stream (phases 1, 2 and 4), but in the NCfE stream, in Phase3, the results students' attainment is fluctuating, improving from Very Good in the AY2021/22 to Outstanding in the AY2022/23, to regress again to Very Good in the AY2023/24. Results of the ABT standardized test over the past two years indicate an improving trend from Acceptable to Good in Phase 2, and a consistently Good trend in Phase 3. Trends in Phase 4 external assessments over the past three years indicate a consistently Outstanding trend in the MoE examination results.

- The school's internal progress data indicates that most students in phases 1, 2, 3 and 4 make better than expected progress over time from their starting points.

- In lessons and their recent work, the majority of students in Phase 1 and a large majority of students in phases 2, 3 and 4 make better than expected progress in relation to learning objectives aligned with

curriculum standards.

- The school's progress data for groups of students indicates that all groups, including boys, girls, Emirati students, lower and higher attaining students, students with additional learning needs, including students of determination, and gifted and talented students, make better than expected progress in all phases. However, there is no progress data for high and low attaining students, nor for gifted and talented students in Phase 1. In lessons, higher-attaining students make expected progress from their starting points and low attaining students fully accelerate their learning as they have differentiated opportunities.

Next Steps:

1. Implement focused instructional strategies to align observed student knowledge and skills with the high levels of attainment reported in internal assessment data

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data for Arabic as a second language at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phase 3 and the large majority in Phase 2 attain levels above curriculum standards. These levels of attainment do not align with the levels of students' knowledge and skills observed in lessons across the phases.

- The school has administered the Arabic Benchmark Test (ABT) for Non-native students to benchmark their attainment for Year 6 in Phase 2 and for Year 9 in Phase 3 students during the AY 2023-2024. The analysis of results indicates that most students in both phases attain levels in line with curriculum standards.

- In lessons and their recent work, the majority of students in phases 2 and 3 demonstrate levels of language skills in reading, writing, speaking, and listening above the Ministry of Education curriculum standards, although abilities vary according to year level and years of study.

- Over the past three years, the school's internal assessment data has consistently shown Very Good attainment in Phase 2. In Phase 3, attainment is fluctuating, regressing from Outstanding in the AY2021/22 to Very Good in the AY2022/23 and improving again to Outstanding in the AY2023/24. In their ABT exam for two academic years, trends over time in phases 2 and 3 show improvement from Weak to Acceptable between the AY2022/2023 and the AY2023/2024.

- The school's internal assessment data indicates that most students in phases 2 and 3 make better than expected progress over time and from their starting points at the beginning of the academic year.

- In lessons and in their recent work, the majority of students in Phase 2 and a large majority in Phase 3 make better-than-expected progress in relation to learning objectives that are aligned with curriculum standards.

- The school's progress data for groups of students indicates that in phases 2 and 3, boys, girls, lower and higher attaining students, and students with additional learning needs, including students of determination, make Outstanding progress from their starting points, with no gifted and talented students in either phase. In lessons, students with additional learning needs, including those of determination, make the expected progress toward their targets. However, both lower- and higher-attaining students do not consistently achieve the level of progress of which they are capable.

Next Steps:

1. Increase the alignment between internal assessment results and observed classroom performance.

2. Implement differentiated instructional strategies to ensure that both lower- and higher-attaining students consistently achieve their potential.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data for UAE social studies in the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students attain above expected standards in phases 2 and 3. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the phases.
- The school has administered the Arabic Benchmark Test (ABT) for UAE social studies to benchmark their attainment for Year 6 in Phase 2 and for Year 9 in Phase 3 students during the AY2023/24. The analysis of results indicates that most students in Phase 2 and the large majority in Phase 3 attain levels above curriculum standards.
- In lessons and their recent work, a large majority of students in phases 2 and 3 demonstrate knowledge and skills that are above the MoE curriculum standards.
- Over the last three years, the school's internal assessment data indicates consistent Outstanding attainment in both phases. ABT external assessment data over the last two years indicates an improving trend, from Acceptable in both phases in the AY2022/23 to Outstanding in Phase 2 and Very Good in Phase 3.
- The school's internal assessment data indicates that most students in phases 2 and 3 make better-than-expected progress over time from their starting points at the beginning of the academic year.
- In lessons and their recent work, a large majority of students in phases 2 and 3 make above the expected progress in relation to learning objectives aligned with curriculum standards.
- The school's progress data for groups of students indicates that all groups, including boys, girls, Emirati students, lower and higher attaining students, students with additional learning needs, including students of determination, and gifted and talented students, make Outstanding progress in UAE social studies. In lessons, higher-attaining students consistently make enough progress from their starting points, and low-attaining students accelerate their progress as they have differentiated opportunities.

Next Steps:

1. Implement targeted instructional strategies that further support both lower- and higher-attaining students, ensuring they continue to achieve better-than-expected progress.

English

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data for English in the AY2023/24 against the International Baccalaureate (IB) curriculum in phases 1, 2 and 4, and the National Curriculum for England (NCfE) in Phase 3 indicates that most students in Phase 4 and the large majority in phases 1, 2 and 3 attain levels above curriculum standards. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the phases, except in phases 2 and 4.

- The school has no external national or international assessments for Phase 1. The Granada Learning Progress Test in English (GL-PTE) results for the AY2023/24 indicate that most students in phases 2 and 3 attain levels above international standards. Most of the Year 11 students who undertook the International General Certificate of Secondary Education (IGCSE) in English AY2023/24 attained levels above curriculum standards. Most of the students in Year 13 who sat for the International Baccalaureate (IB) Diploma Program (DP) examinations in the AY2023/24 attained above curriculum standards. In the Program for International Student Assessment (PISA) 2022, the school did not meet its target at 532 for reading but exceeded the international average (476) standard, with an actual score of 530.0. In the Program of International Reading Literacy study (PIRLS) 2021, students attained reading levels within the high International Benchmark range, with a score of 562.

- In lessons and their recent work, the majority of students in Phase 1, a large majority in Phase 2 and most students in phases 3 and 4 demonstrate levels of listening, understanding, speaking, reading, and writing skills that are above curriculum standards.

- Over the past three years, the school's internal attainment data indicates consistent Very Good attainment in phases 2 and 3, and Outstanding attainment in Phase 4. In Phase 1, students' attainment regressed from Outstanding in the AY2021/22 to Very Good in the last two academic years. In GL-PTE, students' attainment has been fluctuating in Phase 2, sharply regressing from Very Good in the AY2021/22 to Weak in the AY2022/23 before improving again to Outstanding in the AY2023/24. IGCSE English examination data indicates fluctuating attainment in Phase 3, regressing from Very Good in the AY2021/22 to Good in the AY2022/23 before improving to Outstanding in the AY2023/24. In Phase 4 IBDP, students' attainment has been consistently Outstanding over the past three years.

- The school's internal progress data indicates that most students in phases 1, 3 and 4 and the large majority in Phase 2 make better than expected progress over time and from their starting points at the beginning of the academic year.

- In lessons and their recent work, the large majority of students in phases 1 and 2, and most students in phases 3 and 4 make better than expected progress in relation to learning objectives aligned with curriculum standards.

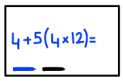
- The school's progress data for groups of students indicates that in Phase 1, boys, Emirati students, and lower and higher attaining students make Outstanding progress, while girls make Very Good progress and students with additional learning needs, including students of determination, make Good progress, with no gifted and talented students identified in this phase. In Phase 2, while lower and higher attaining students and gifted and talented students make Outstanding progress, boys and girls make Very Good progress, Emirati students make Good progress, and students with additional learning needs, including students of determination, only make Acceptable progress. In Phase 3, boys, girls and gifted and talented students make Outstanding progress, while Emirati students, lower and higher attaining students, and students with additional learning needs, including students of determination, make Very Good progress. While boys, girls, higher attaining students, students with additional learning needs, including students of determination, and gifted and talented students make Outstanding progress, Emirati students make Acceptable progress, and lower attaining students only make Weak progress.

Next Steps:

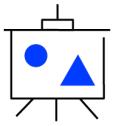
1. Develop targeted interventions to improve progress for specific student groups, particularly lower-attaining students and students with additional learning needs.

Mathematics

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



Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school analysis of internal assessment data for English in the AY2023/24 against the International Baccalaureate (IB) curriculum in phases 1, 2, and 4, and the National Curriculum for England (NCfE) in Phase 3 indicates that a large majority of students across phases attain levels above curriculum standards.

- The school has no external national or international assessments for Phase 1. Results of the Granada Learning Progress Test in mathematics (GL-PTM) for the AY2023/24 indicate that the large majority of students in Phase 2 and most students in Phase 3 attain levels above curriculum standards. A large majority of the Year 11 students who undertook the International General Certificate of Secondary Education (IGCSE) in mathematics AY2023/24 attained levels above curriculum standards. A majority of the students in Phase 4 who sat for the International Baccalaureate (IB) Diploma Program (DP) examinations attained above curriculum standards. In PISA 2022, the school exceeded its set target of 500 for mathematics and the international average of 472, with an actual score of 536.8. In TIMSS 2023, Year 9 results exceeded the school's set target of 540, with a score of 558.48. Year 5 score of 450.79 is below the TIMSS 2023 international average of 503.

- In lessons and their recent work, the majority of students in Phase 1, a large majority in phases 2 and 4, and most students in Phase 3 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards.

- Over the last three years, the school's internal attainment data in phases 2, 3, and 4 is consistently Very Good. In Phase 1, students' attainment regressed from Outstanding in the AY2021/22 and the AY2022/23 to Very Good in the AY2023/24. Attainment in external GL-PTM assessments is fluctuating in Phase 2; regressing from Very Good in the AY2021/22 to Weak in the AY2022/22 and improving again to Very Good in the AY2023/24. GL-PTM results indicate an upward trend in Phase 3; improving from Weak in the AY2021/22 to Very Good in the AY2022/23 and Outstanding in the AY2023/24. IGCSE examinations data in Phase 3 indicates consistently Very Good attainment. Whereas, the IBDP data in Phase 4 indicates an improvement from Acceptable in the AY2021/22 and the AY2022/23 to Good in the AY2023/24.

- The school's internal progress data indicates that most students in phases 1, ,3, and 4, and the large

majority of students in Phase 2, make better than expected progress over time and against their starting points at the beginning of the academic year. External GL-PTM progress data indicates that most students in Phase 2 and a majority in Phase 3 make better than expected progress.

- In lessons and their recent work, the large majority of students in phases 1 and 2, and most students in phases 3 and 4 make better than expected progress against learning objectives that are in line with the curriculum standards.

- The school's progress data for groups of students indicates that boys, girls, Emirati students, and lower attaining students make Outstanding progress in Phase 1, however, students with additional learning needs, including students of determination, make Good progress, with no higher attainers or gifted and talented students identified in this phase. In Phase 2, while lower and higher attaining students and gifted and talented students make Outstanding progress, boys and girls make Very Good progress, Emirati students make Good progress, and students with additional learning needs, including students of determination, only make Acceptable progress. In Phase 3, girls, higher attaining students and gifted and talented students make Outstanding progress; boys, Emirati students, and students with additional learning needs, including students of determination, make Very Good progress, and lower attaining students only make Acceptable progress. While boys, girls, Emirati students, students with additional learning needs, including students of determination, and gifted and talented students make Outstanding progress, lower attaining students make Very Good progress, with no higher attaining students identified in the phase.

Next Steps:

1. Strengthen support for low attainers in the lower years of Phase 3 to accelerate their progress.

2. Develop students' numerical patterns and mathematical vocabulary in Phase 1.

Science

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

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

Findings:

- The school analysis of internal assessment data for English in the AY2023/24 against the International Baccalaureate (IB) curriculum in phases 1, 2 and 4, and the National Curriculum for England (NCfE) in Phase 3 indicates that most students in phases 1 and 2, and Phase 3 general science attain levels that are above curriculum standards. Data indicates that large majority of students attain above curriculum standards in Phase 3 chemistry and biology, while most students attain above curriculum standards in Phase 3 physics. In Phas e4, most students attain above curriculum standards in chemistry and biology, while the majority attain above curriculum standards in physics.

- The school has no external national or international assessments for Phase 1. Granada Learning Progress Test in science (GL-PTS) results for the AY2023/24 indicate that most students in phases 2 and 3 attain levels above curriculum standards. Most of the Year 11 students who undertook the IGCSE examination in science in the AY2023/24 attained above curriculum standards; the large majority attained above standards in biology, and most attained above standards in chemistry and physics. IBDP results of the AY2023/24 indicate that a large majority of students attain above curriculum standards in biology, while most attain in line with the curriculum standards in chemistry. In PISA 2022, the school exceeded its target of 522, and the international average of 485, with an actual score of 533. In the TIMSS 2023, Year 9 results exceeded the school's set target of 500 with a score of 565.45. Year 5 score is 442.93, which is below the 2023 international average for TIMSS science at this level (494).

- In lessons and recent work, the majority of students in Phase 1, the large majority in phases 2 and 4, and most students in Phase 3 demonstrate scientific knowledge, understanding and skills that are above curriculum standards.

- Over the last three years, the school's trends in internal attainment data indicate upward trends across most phases. In Phase 1, students' attainment improved from Very Good in the AY2021/22 to Outstanding in the last two years. Similarly, in Phase 2, students' attainment improved from Good in AY2021/22 to Outstanding in the last two years. In Phase 3 science, students' attainment gradually improved from Good in the AY2021/22 to Very Good in the AY2022/23 and Outstanding in the

AY2023/24. I Phase 3 biology, students' attainment improved from Good in the AY2021/22 to Very Good in the last two years, and from Very Good in the AY2021/22 to Outstanding in the past two years in physics. Conversely, students' attainment regressed in Phase 3 chemistry from Outstanding in the AY2021/22 to Very Good in the past two years. While Phase 4 data indicates upwards trends in physics from Acceptable in the AY2021/22 to Good in the past two years, and in biology from Very Good in the AY2021/22 and the AY2022/23 to Outstanding in the AY2023/24, it also indicates fluctuating attainment in chemistry, regressing from Outstanding in the AY2021/22 to Good in the AY2022/23, and improving again to Outstanding in the AY2023/24. Results of the external GL-PTS assessments indicate fluctuating results in Phase 2, regressing from Good int he AY2021/22 to Weak in the AY2023/24 and improving again to Outstanding in the AY2023/24, whereas in Phase 3, it indicates an upward trend with attainment improving from Weak in the AY2021/22 to Very Good in the AY2022/23 and Outstanding in the AY2023/24. Data for IGCSE examinations indicates a consistently Outstanding trend in physics, a consistently Very Good trend in biology but a fluctuation in chemistry with attainment regressing from Outstanding in the AY2021/22 to Very Good in the AY2022/23 before improving to Outstanding again in the AY2023/24. IBDP data in physics indicates consistently outstanding attainment in Phase 3 physics over the past two years, while in Phase 3, physics attainment was fluctuating: improving from Weak in the AY2021/22 to Very Good in the AY2022/23 and regressing again to Acceptable in the AY2023/24. IBDP results for chemistry indicate fluctuating results in Phase 4, as attainment improved from Weak in the AY2021/22 to Very Good in the AY2022/23 and regressed again to Acceptable in the AY2023/24. Similarly, IBDP biology data indicates fluctuations in student attainment, regressing from Outstanding in the AY2021/22 to Very Good in the AY2022/23, before improving to Outstanding again in the AY2023/24.

- The school's internal assessment data indicates that most students in phases 1, 3 and 4, across sciences and the large majority of students in Phase 2 make better than expected progress over time and in relation to their starting point at the beginning of the academic year.

- In lessons and in their recent work, the majority of students in Phase 1, the large majority in phases 2 and 4, and most students in Phase 3 make better-than-expected progress in relation to learning objectives aligned with curriculum standards.

- The school's progress data for groups of students indicates that boys make Outstanding progress in Phase 2 and in phases 3 and 4 across sciences, while they make Very Good progress in Phase 1, and Good progress in Phase 3 general science. Data indicates that while girls make Outstanding progress in phases 1 and 2, and across sciences in phases 3 and 4, they make Very Good progress in Phase 3 general science. The progress of Emirati students is Outstanding in Phase 3 across sciences and in Phase 4 physics and chemistry, Very Good in Phase 2, Good in Phase 3 general science, and only Acceptable in Phase 1. While lower attaining students make Outstanding progress in Phase 2 and in Phase 3 across sciences, they make Very Good progress in Phase 4 chemistry, Good progress in Phase 4 biology, and only Acceptable progress in phase 3 general science. Higher attaining students make Outstanding progress in Phase 2, and in Phase 3 chemistry and biology, they make Good progress in Phase 4 chemistry and biology, and only Acceptable progress in Phase 3 general science and in physics in phases 3 and 4. Students with additional learning needs, including students of determination, make Outstanding progress in Phase 3 biology and in Phase 4 physics and chemistry. They make Good progress in Phase 1, Phase 3 general science and Phase 4 biology, however, they make Good progress in Phase 2 and Phase 3 physics and only make Weak progress in Phase 3 chemistry. Gifted and talented students make Outstanding progress in Phases 2 and in phases 3 and 4 across sciences, with none identified in Phase 1.

Next Steps:

1. Increase opportunities for students to present their scientific findings to their class for discussion strengthening their critical thinking, interpretation, and application of scientific knowledge in phases 1 and 2.

2. Ensure that higher-attaining students are fully challenged in lessons to think more deeply, particularly in phases 2 and 3.

3. Enhance the investigative skills of students with additional learning needs through adapted hands-on learning activities and practical experiments in science lessons.

Learning Skills

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

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

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

Findings:

- Students across all phases are keen to learn and engage actively in lessons. They take increasing responsibility for their learning as they move up the year groups. In Phase 4, students are enthusiastic and demonstrate strong self-awareness of their strengths and areas for growth.

- In phases 2, 3 and 4 students work well together, share ideas, engage in discussions, and confidently present their work. In Phase 4 and they can go into deep, meaningful debate in their discussion to defend their opinion. However, in Phase 1, students are developing their ability to articulate their understanding clearly but require more structured opportunities for peer and group interaction.

- With project-based learning, especially in Phase 2, students are making clear connections between subjects and applying their learning to understand the world around them. In Phase 4, students consistently make meaningful connections across subjects such as in science and physical education and between science and art. However, in the lower phases, students need more regular opportunities to apply their knowledge to real-life situations to deepen their understanding of the world, especially in Phase 1.

- Students across the school are developing enquiry and research skills. However, in the lower phases, especially in Phase 1, they require more guidance to develop independent learning habits. They can use technology to support their learning very effectively in the upper phases. While students participate in a wide range of innovative projects across subjects outside of lessons and through extracurricular activities, they can further enhance the innovation, problem solving, and critical thinking in lessons, especially in Phase 1.

Next Steps:

1. Expand structured opportunities for students to take more responsibility for their own learning in phases 1, 2, and 3, and in Phase 1, increase opportunities for peer and group interaction.

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

Personal Development

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

Findings:

- Students across all phases demonstrate positive and responsible attitudes toward learning. They actively engage in lessons with enthusiasm and a willingness to contribute to class discussions. Further development of self-reliance is needed, encouraging students to seek feedback so they know how to improve, particularly in phases 1, 2, and 3.

- Across the school, students usually demonstrate positive and disciplined behavior. Self-discipline is clearly evident in upper Phase 3 and Phase 4, but occasional minor disciplinary issues may arise, particularly during transitions between classes in phases 2 and 3. However, overall, students respond positively to expectations, and bullying is rare.

- Students' relationships with each other and with staff are respectful and considerate. This is particularly evident during break times, as well as throughout the school day. In lessons, students demonstrate a strong sense of empathy and awareness of the needs of others, showing care for their friends, including those with special or physical needs. Students express appreciation for their teachers and peers through celebrations such as "Good Friend" recognition and Teacher's Day, which further strengthen the bonds within the school community.

- Students demonstrate secure understanding of safe and healthy living. They engage in a wide range of physical activities during break time, as well as through extracurricular programs offered after the school day. They actively participate in various activities promoting their well-being and physical fitness. Additionally, they demonstrate awareness of the importance of hydration, particularly in hot weather. However, a few students do not always make healthy food choices.

- Attendance in the school has improved from 95% last year to 96% this year, but there is a variance across the phases. While attendance in phases 1 and 2 is Good, it is Very Good in Phase 3 and Outstanding in Phase 4. Students generally adhere to school timings and demonstrate punctuality in attending their lessons.

Next Steps:

1. Further develop students' self-reliance by fostering a growth mindset and the ability to give and receive feedback, particularly in phases 1, 2, and 3.

2. Improve students' self-discipline in phases 2 and 3.

3. Raise students' awareness of the importance of attendance in phases 1 and 2.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students have a clear appreciation and understanding of Islamic values and how they influence UAE's ancient and modern society and heritage. Across the school, students can clearly identify various aspects of UAE society that are influenced by Islamic values, such as tolerance, care, and respect. Students' participation in celebrating Islamic occasions, their displays in classes and throughout the school, and their appreciation of Sheikh Zayed's vision and contributions help students understand the practical application of Islamic principles in UAE contemporary contexts. Students can benefit from participating in additional activities that deepen their appreciation and awareness of Islamic values and how these influence life in the UAE.

- Students are knowledgeable about and appreciative of the UAE's heritage and culture. Students sing the National Anthem with respect and pride. There are extended opportunities for students to link their learning to the life, culture, and society in UAE. Students participate in cultural events and occasions such as Flag Day, Martyr Day, and UAE's National Day, and on a daily basis their learning is reinforced as they are exposed to displays in corridor walls and UAE heritage corners that promote understanding and awareness. Students can benefit from additional activities to further enhance their understanding of Emirati culture.

- The students, who come from diverse cultures across the world, have a deep understanding and appreciation of their own culture. However, they are less secure in their understanding of other cultures. While students embrace the diversity of cultures in their school community, in lessons, displays, and meetings, they demonstrate an adequate understanding of the major features of other cultures. They can describe a few aspects in which their cultures are similar to and different from other cultures. Students can benefit from extended initiatives and activities to promote their understanding of other cultures.

Next Steps:

1. Encourage students to develop their own initiatives to deepen their understanding of the UAE culture and heritage.

2. Further extend students' participation in activities that deepen their appreciation and awareness of Islamic values.

3. Enhance students' knowledge and understanding of other cultures beyond their own

Social responsibility and innovation skills

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

Findings:

- Students across all phases demonstrate strong awareness of their responsibilities to the school community. Older students consistently volunteer within the school, particularly in supporting the learning of younger students and helping them during transition. Younger students have less opportunities to volunteer but take care of the school environment. Students' sense of responsibility to the wider community is evidenced in a range of social activities they participate in. As part of the IB program, students plan and implement one to two weeks voluntary work in the community. They also volunteer in various charity initiatives to help needy people and communities in crises in collaboration with organizations such as the Red Crescent. However, students are not always proactive and can benefit from initiating further opportunities to become more involved in voluntary work that makes a worthwhile social contribution.

- Students in all phases show very positive attitudes to work. They are enthusiastic to participate in intra and inter-school competitions, such as in "Future Energy" competitions as well as planning for "business like" initiatives within the school. Students engage in school clubs, where they demonstrate their innovation and creativity, working for example, on cross-disciplinary projects such as a writing competition, where the authors collaborated with designers to publish the stories. However, enterprise and entrepreneurial skills are less well-developed, and they can benefit from extended opportunities to further their innovation skills by initiating and managing projects more regularly across all phases.

- Students across all phases care for their environment and are involved in recycling initiatives in the school. Younger students have been involved in planting trees. Older students show awareness of environmental issues such as sustainability, pollution, and climate change, and they have been active in supporting schemes to contribute to environmental sustainability and conservation. For example, students achieved a Guiness Book World Record for attending classes on climate change. Students also participate in the "Green Ambassador" initiative, Eco Club. However, they can benefit from increased participation in schemes that promote sustainability and conservation in the wider world environment.

Next Steps:

1. Encourage older students' initiation of further opportunities to become involved in voluntary work that makes a social contribution, especially activities that involve Phase 1 students.

2. Enhance students' innovation skills and their enterprise and entrepreneurship through extended opportunities to initiate and implement projects across all phases.

3. Further enhance all students' knowledge and understanding of sustainability and conservation in the wider world environment.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers across the phases effectively apply their subject knowledge and they understand how students learn best. However, in Phase 1, while teachers' subject knowledge is secure, their understanding of how students learn is more general.

- Lesson plans are consistent across subjects and phases and contain the same elements. Teachers plan engaging lessons that are aligned to the curriculum. They show learning objectives and outcomes, purpose of activities, and clear links to the curriculum. The number of gifted and talented and special needs students in lessons are indicated on the lesson plan. However, lesson activities and tasks are not always well-matched to the abilities of these students.

- Classroom environments are attractive and support learning. Classroom displays show key aspects of students' learning and display their work, creating a positive teaching and learning environment. The timing and pace of lessons is varied and appropriate to students' needs. Teachers use a variety of resources, including IT, to enhance student engagement and access to learning, although this varies across subjects and phases.

- Most teachers' interactions with students ensure that they are active, engaged learners. The most effective teaching includes probing questioning and dialogue that encourage students to reflect and think for themselves. This is most evident in Phase 4 lessons. Teacher questioning is usually well focused but does not always sufficiently challenge students' thinking, particularly for the most able.

- Teachers are aware that students have different learning needs. In the most effective lessons, they adapt their teaching strategies to meet all students' needs. In a number of lessons, teaching approaches are not consistently effective, especially in Phase 1. Teachers do not always have high expectations of students in lessons. Challenge and support do not always match students' needs, particularly for the higher attainers.

- The most proficient teachers ensure students develop the skills of critical thinking, problem-solving, innovation and independent learning. This is most often seen in Phase 4 lessons. This practice is not regular across all subjects and year groups, especially in phases 2 and 3. Not all teachers give students the scope to develop their own approaches to learning, and to think and find out for themselves.

Next Steps:

1. Provide more opportunities in lessons that support the development of critical thinking, problem-solving and innovation, especially in phases 2 and 3.

2. Ensure that teachers consistently use strategies that meet the needs of all groups of students, especially in Phase 1.

3. Strengthen teachers' confidence in using a facilitative style that promotes students' engagement in learning activities that support independent investigation and inquiry, in all phases.

Assessment

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

Findings:

- There is a coherent and consistent approach to internal assessments linked in Phase 1 to the Early Years Foundation Stage (EYFS) early learning goals, the National Curriculum for England (NCfE) for English-medium subjects, and MoE curriculum standards for Arabic-medium subjects. In both Phase 2 (primary phase) and Phase 4 (Post16), curriculum standards are linked to the International Baccalaureate (IB) standards. Internal assessments provide reliable and valid information on student's personal and academic development and well-being across all phases.

- The school benchmarks students' attainment against PISA, TIMSS, and PIRLS international standards. Standardized GL-Progress tests in English, mathematics, and science are also taken for years 3 to 10. Additionally, the school applies CAT4 diagnostic assessment. For Arabic-medium subjects, the Arabic Benchmark Test (ABT) is used. Attainment in Year 11 is benchmarked against IGCSE, and in Phase 4 attainment is measured against IB standards.

- The school uses a range of data and information to analyze students' strengths and weaknesses, tracking individuals and groups over time. Data accurately measures the progress of different groups, including boys, girls, Emirati students, SEND, high and low attainers, and gifted and talented. These data are monitored continually and used as the basis for discussions with teachers, middle, and senior leaders about the progress that students are making.

- Teachers use the range of assessment information to inform lesson planning so that the needs of individuals and groups of students are met, including a Progress4learning sheet evident in all classes. In most cases, teachers use the information by creating phonics groups in Phases 1 and lower years in Phase 2, streaming students in mathematics in phases 3 and 4, and table groups in other years and subjects. Data is also used to set targets for students. In lessons, especially in phases 1 and 2, and in the lower years of phase 3, high attaining, gifted, and talented students are not consistently challenged. To prepare students for international benchmark assessments, teachers use data information to create appropriate challenges to prepare students, especially in years 4, 7, and 11.

- Teachers are very knowledgeable about the strengths and weaknesses of students in their classes. Using school-wide approaches to formative assessment and providing clear and consistent verbal and written feedback, teachers offer personalized support and challenges that students act on. Student self-reflection and self-assessment, including peer assessment, are key features in most lessons across the curriculum, with all students actively involved.

Next Steps:

1. Enhance challenge for higher-attaining and gifted and talented students across subjects in all phases.

2. Strengthen applying higher-order thinking skills to prepare students for international benchmark assessments.

3. Further embed formative assessment practices, ensuring consistency across subjects and phases.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the International Baccalaureate Diploma Program (IBDP) Curriculum Framework, the National Curriculum for England (NCfE), and the Ministry of Education (MoE) Curriculum for Arabic medium subjects. The three curricula are well articulated to provide a program of study that is compliant with the requirements of awarding authorities and national statutory obligations. The school's curriculum effectively develops a balanced approach to knowledge, skills, and understanding. It aligns with the Abu Dhabi and UAE visions, with a clear rationale to provide a relevant education that promotes innovation, challenge, cultural awareness, and tolerance.

- The curriculum is effectively planned to ensure progression in all subjects and to meet the needs of almost all students. The curriculum is based on an adapted NCfE and progresses through the International Baccalaureate Primary Years Program (PYP) in phases 1 and 2, preparing students for the International General Certificate of Secondary Education (IGCSE) in Phase 3, and culminating with the International Baccalaureate Diploma Program in Phase 4 (Post-16). The school follows the MOE curriculum for Arabic first and second language, Islamic education, and social studies, so progression of skills and knowledge is embedded. In phases 1 and 2, the implementation of the PYP program provides opportunities for practical and physical learning experiences through the Program of Inquiry and its integration into the units. However, the learning approach is quite different in Phase 3, where the focus is on meeting the standards expected by the National Curriculum for England, and ensuring progression and readiness for transition to Phase 4 and beyond. At all stages, the learning is scaffolded, taking into account students' prior knowledge, identifying gaps, and providing remediation. A holistic approach is taken and there is consideration of academic as well as personal and social development. This ensures smooth progression and readiness for transition phase to phase, both within school and beyond.

- The school offers a wide range of curricular choices for older students, with multiple pathways available to meet their interests and career aspirations. The rigor of the IGCSE program prepares students well for entrance into either BTEC (Business and Technology Education Council work-related qualifications) or one of the multiple pathways within the International Baccalaureate Diploma Program (IBDP) curriculum (IB Career-related Program, IB Certificate Program and IB Diploma Program). The school offers twenty-two courses for Phase 4 students, ranging from art and design, music, drama, physical education, information technology and computing to food technology, psychology, history, geography, and languages. Students are actively encouraged to develop their talents beyond the core subjects. However, there is a need to ensure greater alignment of the Career-related Program (CP) with the subjects offered in the Diploma Program (DP).

- Cross-curricular links are central to the IBDP Curriculum Framework. The IB "transdisciplinary" idea is strongly focused on and built around cross-curricular learning. Cross-curricular links are meaningful and planned carefully, particularly in Phases 1, 3, and 4. While they are managed well and assist students' transfer of learning between different subjects, in Phase 2, there is insufficient integration between individual and specialist activities, and core subjects.

- The school conducts regular reviews of its curriculum in relation to students' achievements, aspirations, and Emirate and national priorities. The school already has accurate data from CAT 4 assessments as well as internal results but has yet to benefit from the results of international assessments which will enhance the rigor of the review process. The curriculum is systematically developed to ensure Very Good provision in all subjects and to meet the academic and personal development needs of almost all students.

Next Steps:

1. Improve cross-curricular links in Phase 2 through an approach that integrates individual and specialist activities, incorporating more core subjects.

2. Enhance the Career-related Program (CP) curriculum in a planned and focused way to ensure greater alignment with the subjects offered in the Diploma Program (DP).

Curriculum adaptation

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

Findings:

- The school is very successful in ensuring that teachers modify the curriculum to meet the needs of all students. Meeting the diverse needs of all groups of students is a core principle of the school's curriculum. Therefore, the school identifies students based on their needs and capabilities and offers targeted support in lessons. Additional support is provided for the lower attainers in class, and after school booster sessions are also available. The special educational needs department modifies the curriculum effectively for students with additional learning needs, including students of determination. Enrichment activities are provided through the Academy of Excellence, but on occasion there is insufficient modification to provide the level of challenge required in lessons to fully extend higher attainers, including the gifted and talented. Individual Education Plans (IEPs) and Advanced Learning Plans (ALPs) are being prepared to focus more clearly on improving student outcomes.

- The curriculum is imaginative, offering a wide range of opportunities to motivate most students. Inquiry-based and collaborative learning activities encourage students to think creatively and critically. Projects and discussions allow exploration of real-world issues, fostering curiosity and preparation for future studies. Enrichment activities, such as educational trips, provide hands-on experiences that expand perspectives. Thus, opportunities for enterprise, innovation, and creativity are provided in a large number of lessons, but these are not consistently well-embedded, especially in phases 1 and 3. The planned curriculum would benefit from a review to ensure enhanced integration of regular opportunities, especially within lessons to develop these skills further. A wide range of extracurricular activities, from field trips to sporting and cultural activities, are organized by departments and the school's recently appointed extended curriculum coordinator. More than eighty events have been planned this term both within and outside the school to enhance students' academic and personal development. Opportunities for student enterprise and social contribution are included, such as the Model United Nations (MUN), which provided 150 students with the opportunity to discuss global issues, participation in the world's largest sustainability lesson, and hosting workshops and stalls at COP28. Other opportunities are provided by seniors working with Phase 2 students to create a sustainability marketplace at school, and through participation in the Eco Warrior Club and with Red Crescent. These opportunities empower the students who participate to develop leadership, creativity, and social consciousness. However, while there are plans in place, further curriculum adaptation is needed to enable all students to participate in activities that allow them to make a social contribution and develop enterprise skills.

- Appropriate learning experiences are integrated through most aspects of the curriculum to enable students to develop a clear understanding of UAE values, culture, and society. The curriculum includes many links with Emirati and UAE culture in lessons. There are frequent opportunities for students to appreciate the heritage and culture of the UAE and Islamic values, such as presentations in assemblies, celebrations of national events, and field trips to local heritage sites.

Next Steps:

1. Review the curriculum more rigorously to ensure lessons are sufficiently modified to extend the learning of higher attainers, including gifted and talented students.

2. Adapt the curriculum further to seamlessly embed regular opportunities for students to be creative, innovative, enterprising, and to make worthwhile social contributions, especially in phases 1 and 3.

3. Integrate more comprehensively, more frequent opportunities for students to raise their appreciation of UAE culture and deepen their knowledge and understanding of UAE society.

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 procedures in place for the safeguarding of students which are regularly reviewed to ensure alignment with best practices. Child protection and safeguarding arrangements are shared in a policy that is communicated and signed annually by stakeholders and all adults who meet students in any capacity. The school provides mandatory training for all staff and detailed records are kept. Advanced training is provided for the designated safeguarding leads whose photographs and contact details are displayed at every entrance to the school. However, systems for ensuring that learning support assistants know how to act appropriately in an emergency, and to identify potential risks affecting the safety of their student or the class, need to be systematized through an onboarding package, as these staff may be appointed after the staff training event. The school takes strenuous steps to ensure that students are protected from all forms of bullying and provides advice and guidance for students about how to stay safe online.

- The school consistently provides a fully safe, hygienic, and secure environment. All health and safety requirements are met in terms of cleanliness, swimming pool maintenance, waste disposal and sanitation, ensuring the safety of all members of the school community during the school day. The health and safety team meets regularly to review and update policies and procedures, and risk assessments are regular and thorough. Health and safety procedures are rigorously implemented through systematic inspections and review of emergency provision. The school conducts emergency fire evacuation drills three times per year as well as intruder and lockdown rehearsals. The school is compliant with all Civil Defense regulatory requirements. Supervision of students is highly effective at all times. Bus supervision routines are efficient and ensure the safety of students as they travel to and from school. However, the school transport pick up and drop off area requires review to enhance safety and streamline the morning arrival procedures.

- Buildings and facilities are maintained in excellent condition. Approved contractors provide health and safety functions including CCTV and alarm system, medical clinic, and cleaning services. All the necessary regulatory checks for these essential functions are up-to-date and all contracts are with approved providers. The fully equipped medical clinic is staffed by two full-time qualified nurses who carry out medical checks, body mass index (BMI) and eyesight tests, administer vaccinations and support students who feel unwell or sustain injuries at school. Medication is stored securely and appropriately, and nurses supervise and administer essential medication to students. Medicines are all within date, regularly reviewed and replaced by parents. All incidents are recorded and subsequent actions detailed. The school maintains very detailed and secure records, both for maintenance, and for the health and welfare of students.

- The school premises provide a safe environment for all members of the school community, including those with additional needs. It provides an excellent environment with safe and accessible facilities to enable full participation in academic and extracurricular activities ensuring equity of engagement and access. A range of specialist facilities are offered by the school to support both academic and extracurricular development. These include science and computer laboratories, designed to foster hands-on learning and innovation. These facilities support students in exploring STEM subjects and developing critical thinking skills. The school also provides a variety of sports facilities, including outdoor fields and indoor spaces, to encourage physical fitness and teamwork. The academy features dedicated music and art rooms, allowing students to explore their creative talents. These spaces are equipped with instruments, and art supplies and tools to inspire artistic expression. The academy also includes a theatre for performances and events, as well as two well-stocked libraries that promote a love for reading and research. These facilities support both cultural and academic growth. There are specially designed areas for younger students, providing a safe and engaging environment tailored to their developmental needs. These spaces include play areas and age-appropriate learning resources, with adaptations such as soft-landing flooring and finger and edge protectors to enhance the safety of younger students at school. All areas of the school are accessible using a lift, a chairlift, and a recently installed pool hoist to ensure access to swimming for all.

- The school's promotion of a safe and healthy lifestyle is successful. The school canteen provides a nutritious range of healthy food options, although students would like to see the range broadened. The school is proactive in promoting healthy lifestyles and outdoor daily activity during recreation is encouraged and available for all students. As well as in physical education classes, healthy lifestyles are also promoted by the medical clinic and integrated into subjects such as science, where a balanced diet is discussed. Effective measures are taken to protect from the heat and sun including appropriate shading in all outdoor spaces. There is readily available access to fresh drinking water.

Next Steps:

1. Ensure all learning support assistants know how to interact appropriately through training on managing emergencies, risk assessments, and protocols for ensuring the safety of both their student and the class.

2. Improve the school transport pick-up and drop-off area to enhance safety and streamline the morning arrival procedures.

3. Broaden the range of options in the school food outlets to support and encourage students to make healthy food and lifestyle choices.

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. Teachers and staff have established positive relationships with students at the school whom they know extremely well. There is a climate of trust and strong mutual respect between students and adults. The school's systems for managing behavior are highly effective. Expectations for all students clear and understood by all and shared by the school with parents and families.

- The school's approach is successful in promoting Very Good attendance and punctuality. The effective protocols to record and track student attendance and punctuality include well-embedded systems for follow-up, unauthorized absences, and lateness. The impact of these protocols and systems indicates improved levels of attendance over time. While attendance has improved from 95% last year to 96% this year, there is a variance across the phases, with attendance in phases 1 and 2 Good, while it is Very Good in Phase 3 and Outstanding in Phase 4. Students are generally punctual to school and move to specialist facilities promptly.

- The school has rigorous processes in place to identify students with additional learning needs including students of determination (SoD). There are 62 (6%) students of determination and 121 (12%) who are identified as gifted and talented. The school has a comprehensive identification system, which includes specialist advice, such as medical assessments with specific diagnostic assessments where learning difficulties have been identified by teachers or parents. Detailed individual education plans (IEPs) are formulated at the start of each year and reviewed quarterly. The academy provides tailored support for gifted and talented students to ensure they are challenged and can reach their full potential. The school identifies these students through a structured process and offers differentiated learning opportunities within mainstream lessons. Additionally, they provide enrichment, extension, and acceleration experiences through various programs and activities, including clubs and extracurricular activities. These include sports teams, music and drama groups, cultural activities, and other interest-based clubs. These programs are designed to help students develop new skills, nurture their talents, and explore their passion. However, while the Advanced Learning Plan (ALP) system is in place, only a small number of the gifted and/or talented students were as yet being extended through a formal plan.

- The school provides effective support for most students with additional learning needs, including students of determination, and those who are gifted and talented. Support has been improved with the appointment of a specialist Head of Inclusion who oversees the support for these students. Personalized targets in IEPs are prepared electronically and made accessible to teachers. Teachers provide inclusive support for students with additional learning needs through adaptation of learning tasks during lessons. However, this practice varies across the school. Specialist staff undertake one-on-one and small group interventions. As a result of effective monitoring and adjustment of plans, most learning needs are met, and students with additional learning needs make at least Acceptable if not better progress toward their individual identified targets. While not all identified gifted and talented students have yet had ALPs put in place, their academic performance is monitored, evidencing their Outstanding progress, with a few excelling in learning.

- The wellbeing and personal development of all students are closely monitored. The school provides

trusted and well-informed information about the academic achievements of students. The care and guidance provided by the school counselor to support the wellbeing and personal development of students at the school is exemplary, with clear policies to encourage well-being, including affirmative behavior management. The open-door policy and the highly individualized support, including the guidance for those Year 13 students who are planning their next phase of education, are highly valued by students and families.

Next Steps:

1. Improve the rigor of systems and processes to increase levels of school attendance by all students, but especially those in phases 1 and 2.

2. Ensure Advanced Learning Plans (ALPs) are in place for all identified gifted and/or talented students.

3. Enhance inclusive support for students with additional learning needs through the greater personalization of learning tasks during lessons.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Outstanding

Findings:

- The senior leadership team, led by a highly experienced principal, sets a clear and strategic direction shared with the school community, with a commitment to the UAE's national priorities embedded in the school's work. This is evidenced by students' high level of success in international examinations, including PISA, TIMSS, and PIRLS. The principal and school leaders ensure that the school maintains an inclusive admission policy and supports students with additional learning needs, including students of determination.

- Senior leaders demonstrate a thorough knowledge and understanding of the curriculum and best practices in teaching, learning, and assessment. The school has focused on increasing students' achievement, personal development, and learning skills. This has resulted in a purposeful and inclusive learning culture where students take responsibility for their learning and development, and staff embed practices into their teaching.

- Relationships and communication with all stakeholders, including parents, are consistently professional and highly effective. Leaders delegate roles and responsibilities across the school, including phase and subject leaders, fostering a culture of shared responsibility. Middle leaders know their roles and are accountable for raising student achievement. The school focuses on working across subjects in Phase 2 (IB curriculum PYP) to ensure interdisciplinary learning is embedded. Working between phases is evident but not a key feature, especially middle leaders' knowledge of learning approaches undertaken in the separate phases. Morale throughout the school is very positive.

- Leaders at all levels clearly and accurately understand what they need to do to improve the school. Leaders have identified key areas for improvement, including developing students' knowledge and skills using technology and curriculum assessment processes in the classroom. They have successfully improved these areas through staff adopting and integrating these areas into their work. They acknowledge that there needs to be more consistency in teaching to improve student achievement. The school leaders have been innovative in reviewing and modifying the curriculum to meet the needs of a large majority of students. The school leaders demonstrate a strong capacity to improve the school.

- Leaders have been innovative, and highly successful in developing the school. Leaders hold staff accountable through regular analysis of student performance data, formal and informal lesson observations, and personal reviews. As a result, the school has improved student achievement in Phase 2, (IB curriculum Primary Years Phase [PYP]) and Phase 3 (NCfE curriculum secondary phase) and maintained achievement in Phase 4 across subjects. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Next Steps:

1. Enhance cross-phase collaboration and alignment.
2. Ensure consistency in high-quality teaching and learning across all phases and subjects.

School self-evaluation and improvement planning

Performance Indicator	Quality judgement
School self-evaluation and improvement planning	Outstanding ↑

Findings:

- The school takes a systematic and rigorous approach to self-evaluation, using a range of internal and external data and assessments, including key staff participation, parent surveys, student feedback, and International Baccalaureate (IB) consultation reports. As a result, judgments are realistic and aligned with the UAE inspection framework. The school knows its strengths and key priority areas requiring improvement exceptionally well.

- Teaching and learning are effectively monitored and systematically conducted by senior and middle leaders. They undertake a series of informal learning walks and formal lesson observations that follow a prescribed approach. New staff, and staff identified through performance management as needing additional support, receive focused feedback and professional development, including coaching to help them improve their practice. Lesson monitoring focuses on teaching and its impact on students' achievements. Effective monitoring has ensured that student achievement has improved across subjects and phases. However, there is still inconsistency across phases and subjects, with teaching in Phase 1 remaining at a Good level.

- The school improvement plan is coherent and based on accurate self-evaluation. The plan identifies key priorities, areas for improvement, targets, responsibilities, and success criteria. The targets set identify key success metrics for improvement. The improvement priorities align with the previous inspection report and the school's self-evaluation. The school's improvement planning is effective, as seen by the improvements in student performance. However, in Phase 1, a majority of students are achieving above the expected level, with little improvement from the previous inspection.

- The school has continued to show sustained improvement over time in many areas and implemented several recommendations from the previous inspection report, including students' academic outcomes, assessment processes, and collaborative learning. Progress in a few areas has not been as fast because of staffing changes.

Next Steps:

1. Continue to strengthen the monitoring of teaching and its impact on raising student achievement across all phases and subjects, but especially in Phase 1.

2. Ensure that improvement plan actions have a positive impact on students' achievements, especially in Phase 1.

3. Ensure that staffing changes do not impact the improvements made by the school.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school is successful in engaging parents in their children's learning and social school life. Parents are involved in all key celebration days, such as National Day celebrations, information workshops at the school, and the planning of key events. The Parents Advisory Group regularly meets with the principal to discuss and share their views. Parents' views are regularly sought via formal surveys and informal discussions. Parents are actively involved in the social side of school and take an active interest in the education of their children.

- The school has effective strategies and modes of communication to parents. Parents receive regular communication from the school to keep them informed of strategic decisions, key school development decisions, and the direction of the school. The main communication platform, Toddle, provides parents with reminders, updates and classroom resources, homework, and weekly lessons in subjects. Parents can also access information on their children's achievements and progress data, with enhanced updates for parents of students of determination through IEP monitoring. A weekly news bulletin, to which students contribute, further disseminates information about key school events. While most parents report feeling well-informed, there is need to continuously develop new initiatives to ensure comprehensive engagement across all parent groups, particularly of newly enrolled students.

- The school has a systematic and ongoing process for reporting student achievement. Formal written and oral reports are provided to parents twice a year, including detailed written comments for each subject, assessment data reflecting current working levels, and expected and aspirational targets. Teachers provide written commentary explaining targets and outlining areas for improvement. Form tutors add comments regarding students' personal and social development, with this aspect being more comprehensive for students in Years 7 to 13. Reports for phases 1 and 2 include attendance rates, an evaluation of social and communication skills via a tick-box system, and an assessment against the PYP Learner Profile with explanations of the seven achievement levels. In phases 3 and 4, reports detail the four levels of characteristics of learning achieved, however, information regarding students' personal and social development is limited in these phases.

- The school makes sustained social contributions to local, national, and international communities. The school's "Creativity, Activity, Service" (CAS) program is a compulsory part of the IB Diploma for students in years 12 and 13, to develop students' social awareness and outreach. Students participate in social enterprise activities, engage with charities like Red Crescent, and partner with local businesses and government agencies for initiatives such as cultural awareness seminars and safety sessions. The school also collaborates with cultural institutions and provides students with access to university fairs and academic competitions. However, opportunities for students to effectively contribute to international communities are more limited.

Next Steps:

1. Include detailed information on students' personal and social development in school reports, especially in phases 3 and 4.

2. Involve students more effectively in making community contributions, extending local and national activities to include more opportunities to enrich learning through engagement with international communities.

Governance

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- The school has a governance structure that includes overarching guidance from the Aldar Group and a School Strategic Governance Group (SGG), which consists of representatives from parents, staff, principal, and the Aldar quality assurance team, with no in-person student representative. The SGG meets regularly and is presented with information about the school's work and key priorities for improvement. The Aldar board, which includes the Chief Education Officer, seeks and considers stakeholders' views, through which it gains comprehensive and accurate knowledge about the school. The opinions of staff and parents are gathered formally via surveys and more informally through the community networks. As a result, governors have comprehensive and accurate knowledge about the school.

- The Aldar board maintains oversight of the school, ensuring accountability through systematic monitoring practices. The principal and senior leaders are held fully accountable for the quality of the school's performance, particularly the academic achievements and the personal and social development of the students. Accountability is ensured by the regular conduct of audits and the principal's submission of termly reports to the Chief Education Officer, detailing progress against key performance targets. There is a rigorous system of school-wide reviews that ensures human resources, health and safety, and leadership accountability. Combined with the results of surveys, these processes ensure that both management and broader stakeholder concerns can be raised. The SGG and Aldar receive reports about the school's performance. Members of the SGG do not have a role in directly monitoring the school's work.

- The Aldar board and SGG contribute very positively to the school's leadership and direction based on ethical principles. The board provides advice and guidance through the Chief Education Officer based on detailed knowledge of educational trends in the UAE and internationally. This ensures that the school is well-staffed and very well-resourced and that all statutory requirements are met. The board demonstrates an awareness of the school's challenges in staff recruitment and retention, acknowledging these as key issues requiring action. The board has established clear policies and procedures for all aspects of the school's operations, including quality assurance and health and safety compliance.

Next Steps:

1. Enhance student representation and participation in governance.

2. Strengthen the SGG's role in monitoring school performance and effectiveness.

3. Implement proactive measures to address staff retention.

Management, staffing, facilities and resources

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

Findings:

- All aspects of the day-to-day management of the life of the school are highly efficient and have a very positive impact on students' achievements. Procedures and routines such as timetabling are very well organized and ensure the students' days at school are well structured and run smoothly. Substitute teachers cover for colleagues who may be absent so disruption to student learning is minimal. Systems are in place to ensure effective supervision, including the safe arrival to school and dismissal of students. The school's routines are highly effective and support all aspects of learning. Very Good communication with parents supports the organization of school activities and this results in minimum disruption of the delivery of the curriculum. Information boards and displays provide notifications regarding day-to-day events and this contributes to effective management.

- The school is appropriately staffed with well-qualified teachers. Staff are well-deployed to optimize students' achievement. Students with additional educational needs are supported by inclusion teachers who work alongside the class teachers. However, staffing needs to be further strengthened in student counselling, Arabic as a second language and staff to support students with additional learning needs. All staff are committed to the vision and mission of the school to achieve excellence. In efforts to ensure that high quality teaching is consistent across the school, bespoke training and ongoing professional development are provided to address areas where learning effectiveness requires improvement. However, professional development to further support class teachers in planning and supporting students with additional learning needs is limited.

- The school premises are of the highest quality and give access to the wide specialized facilities for all students. The classrooms are spacious and well-equipped, and most have displays of students' work on the walls alongside learning resources, creating an environment highly conducive to learning. The school has high quality sports facilities with a swimming pool and a sports pitch, all of which are accessible to people with limited mobility. School laboratories, design and technology suites, and spaces for creative and expressive work are well resourced and support learning in science, music, art, dance, drama, design, and technology. The facilities are used frequently to promote students' achievements academically but also to extend their creative, cultural, and sporting talents through a range of extra-curricular activities. The libraries are conducive to encouraging students to settle in and read for pleasure.

- The school environment provides teachers and students with the facilities, resources, and materials to realize successful learning outcomes. The extensive range of resources across the school is well matched to meet the requirements of the curriculum and facilitate effective student learning. Teachers in the higher phases use technology to display relevant learning resources such as video clips, images, and assessment activities, however, in Phase 1, the use of technology by students is less commonly used.

Next Steps:

1. Enhance staffing in Arabic as a second language, counselling services, and inclusion.

2. Strengthen professional development activities for classroom teachers supporting students with additional learning needs, including students of determination in their class.

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