

Irtiqa'a School Inspection

AY 2024/25









Al Ittihad National Private School -
Khalifa

Rating: Very Good

Contents

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

School Information

General Information	
 Name	Al Ittihad National Private School - Khalifa
 Esis Number	9091
 Location	Abu Dhabi, KHALIFA CITY, SE16, P5
 Website	http://www.inpsabudhabi.com/
 Telephone	025562666
 Principal	FATIMA YOUSIF HUSAIN
 Inspection Dates	27 to 30 Jan 2025
 Curriculum	American

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1490
Number of Emirati students	1362
Number of students of determination	119
Largest nationality group of students	UAE - Jordan - Egypt

Information On Teachers

Number of teachers	102
Nationalities	Jordan - Lebanon - State Of Palestine
Number of teaching assistants	17

Changes since the previous inspection

Since the last inspection in 2022, the school's overall judgment has remained at Very Good, demonstrating the leaders' sustained commitment to high performance and continuous improvement.

Students' achievement in Arabic-medium subjects has improved overall, with some phases showing notable progress, while others have maintained their performance levels, with no regression observed. Students' attainment and progress in Arabic as a first language has improved from Good to Very Good in all phases, with the exception of attainment in phases 3 and 4, which remains Good. This improvement is largely attributed to the effective work of the Arabic department, supported by the senior and middle leaders. Students' achievement in social studies remains consistently Very Good across phases 2, 3, and 4, as well as achievement in Islamic education continues to be Very Good in all phases.

Students' achievement in English-medium subjects has generally remained unchanged, with some phases and subjects maintaining previous performance levels, while others have experienced a slight decline. Students' attainment and progress in English have dropped from Outstanding to Very Good across all phases, except in KG, where attainment has declined from Very Good to Good, and progress from Outstanding to Very Good. English remains a challenge, as students entering KG have limited or no exposure to the language. Despite this, the school has maintained strong performance as a result of the well-established and effective strategies implemented across all phases. Attainment and progress in mathematics remain consistently Very Good across all phases. Attainment and progress in science remain Very Good in KG and phases 2 and 3. However, in Phase 4, both attainment and progress have declined from Outstanding to Very Good. Students' scientific skills, particularly their ability to independently conduct

investigations and experiments, remain an area in need of further development. Learning skills remain Very Good in all phases. Students are enthusiastic and confident learners who take responsibility for their progress. They effectively use self-assessment in Arabic-medium subjects to identify their strengths, weaknesses, and next steps in their learning.

Performance standard 2 (PS2) related to students' personal and social development and their innovation skills was not evaluated in the previous inspection. Personal development is now judged as Good across all phases, with Outstanding attitudes and behavior being a key strength. While attendance rates require further improvement, students demonstrate a strong sense of responsibility and commitment to their learning. Understanding Islamic values and awareness of Emirati and world cultures, as well as social responsibility and innovation skills, are now both judged to be Outstanding across all phases. These areas are a clear strength of the school, evident in lessons and school activities. They align with the school's successful efforts to fulfill its vision of encouraging students to be 'Heritage Guardians and Global Thinkers.

Teaching quality remains Very Good in all phases, which is in line with the strong achievement in all subjects. Teachers have a strong knowledge of their subjects and understand how students learn. They often use a range of highly effective approaches to teach and consolidate learning. Assessment judgments remain Very Good across all phases. Assessment data provide valid, reliable, and comprehensive measures of students' academic, personal, and social development. Teachers have Very Good knowledge of individual strengths and weaknesses through coherent and effective tracking systems.

Performance Standard 4 (PS4), which refers to curriculum design and adaptation, was not included in the previous inspection process. Curriculum design and implementation are now judged as Outstanding, and curriculum adaptation is judged as Very Good. The school offers a well-structured, flexible, and inclusive curriculum that aligns with national priorities and meets the needs of most students. The curriculum offers an excellent range of curricular choices in phase 3 and 4. Curriculum modification is very successful in meeting the learning needs of all groups of students.

Health and safety, including arrangements for child protection/safeguarding, remain Outstanding as in the previous inspection. Health and safety continue to be a very strong feature of the school. The school maintains a rigorous system for safeguarding students, well-planned health and safety protocols, and well-equipped and maintained facilities. The care and support of students are also a very strong aspect of the school and continue to be evaluated as Outstanding as in the previous inspection. Very effective support is provided for students with additional learning needs, including students of determination, and the gifted and talented, but efforts to promote attendance have not been fully successful.

Effectiveness of leadership, self-evaluation and improvement planning, and governance remain Very Good, as in the previous inspection, while the partnership with parents and management, staffing, facilities, and resources remain Outstanding, as in the previous inspection. Leaders at all levels, including the principal and vice principal, demonstrate a thorough knowledge of the American Common Core and MoE curricula and have a clear understanding of effective practices in teaching, learning and assessment. A systematic and rigorous self-evaluation process is established and implemented by senior leaders using valid internal and external assessment data as well as information gained from lesson observations. Parents' support of their children's learning has enabled the maintenance of standards and improvement in some areas. The Board of Trustees is very well-informed and regularly seeks feedback from all stakeholders. The school offers a high-quality learning environment and modern resources that promote academic excellence and holistic development.

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

To enhance student readiness for international assessments, the school has implemented targeted curriculum modifications that emphasize the development of critical thinking, problem-solving, and analytical skills in mathematics, science, and English. Teaching strategies have been adapted to align with the cognitive demands of these assessments, ensuring that students are equipped with the necessary

skills to perform effectively.

Subject leaders in key areas have attended a specialized PISA boot camp organized by ADEK, gaining valuable insights into PISA assessment frameworks and best practices. This training has resulted in the development of action plans designed to refine instructional approaches and assessment techniques.

The curriculum has been systematically adjusted to bridge gaps identified in the latest PISA and TIMSS reports, ensuring that all relevant topics and skills are thoroughly covered. Additionally, PISA/TIMSS-style questions are now embedded into regular lessons and assessments, allowing students to become familiar with the test format and expectations. These initiatives collectively support the school's commitment to improving student outcomes and achieving its international assessment targets.

Performance in standardized and international assessments

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

Standardized Assessments

The school actively tracks students' progress and attainment using ACER IBT for Arabic and MAP assessments for English reading, language use, mathematics, and science.

In AY2023/24, students' attainment in MAP English reading for grades 2 to 9 was Weak in both the fall and spring assessments. As for progress, students demonstrate Weak progress in Grades 4 to 7, while in Grades 8 and 9, students demonstrate Very Good progress.

In AY2023/24, student attainment in MAP English language use for grades 2 to 9 follows a similar trend, with Weak attainment in both the fall and spring, except for Grade 9, where attainment was Very Good in the spring assessment.

In AY2023/24, student attainment in MAP mathematics for Grades 2 to 9 remains weak in both the fall and spring assessments. Similarly, student progress across Grades 4 to 8 is also weak, with the exception of Grade 9, where students demonstrate outstanding progress.

In AY2023/24, student attainment in MAP Science for Grades 2 to 9 remains weak in both the fall and spring assessments, except for Grade 9 spring results, which indicate very good attainment. Similarly, student progress reflects the same pattern, with Grades 4 to 8 demonstrating weak progress.

In AY2023/24, student attainment in ACER IBT for Arabic for grades 3 to 9 is Weak.

International Assessments: TIMSS, PISA, PIRLS

The most recent PISA (Programme for International Student Assessment) 2022 results for 15-year-old students indicate that student performance in all tested domains remains below international standards. In reading literacy, students achieved a score of 403.9, falling short of both the international average of 476 and the school's target of 467.4, highlighting the need for further improvement in comprehension and analytical reading skills. In mathematical literacy, students scored 440.4, below both the international average of 472 and the school's target of 482, indicating gaps in numeracy and problem-solving abilities. Similarly, in science literacy, students attained a score of 418.8, not meeting the international average of 485 or the school's target of 478.3, underscoring the need to strengthen scientific inquiry and conceptual understanding.

In the TIMSS (Trends in International Mathematics and Science Study) 2023 assessment, student performance varied across grade levels and subjects. In Grade 4 mathematics, the school met its target of 501.08, with students achieving a score of 502.54, placing them within the intermediate international benchmark. However, in Grade 8 mathematics, students scored 468.36, below both the school's target of 507.09, placing them within the low international benchmark, suggesting a need for targeted intervention in advanced mathematical concepts.

In science, Grade 4 students demonstrated achievement at the international level, meeting the school's target of 490.20 with an actual score of 493.1, placing them within the intermediate international benchmark. However, in Grade 8 science, students attained 472.08, falling short of the school's target of 521.84, positioning them within the low international benchmark. This indicates areas for further development in scientific reasoning and problem-solving.

The PIRLS (Progress in International Reading Literacy Study) 2021 results for Grade 4 students show a score of 467.10, placing them within the low international benchmark. This result suggests that students struggle with reading comprehension and higher-order literacy skills, reinforcing the need for enhanced instructional strategies to improve reading fluency and text analysis.

Reading

The school places a strong emphasis on fostering a reading culture through well-resourced library spaces and structured literacy initiatives. The centrally located library serves both the English and Arabic curricula, offering a diverse selection of age-appropriate fiction and non-fiction materials. The collection includes 4,574 books for Grades 1 to 3 and 5,676 books for Grades 4 to 12, ensuring accessibility for all students.

The foundation for reading fluency and comprehension is established in Kindergarten, where daily reading sessions are integrated into morning routines. Students engage with digital platforms such as "Kids A to Z" for English and "I Read Arabic" for Arabic, exposing them to a broad range of texts as they begin their day. The HMH reading scheme, online activities, and class books further enhance reading skills. Guided reading is a core feature of early literacy instruction. In KG1, students develop foundational reading skills using the "Kids A to Z" platform, while in KG2, teachers implement "Rigby Readers," a leveled reading program aligned with phonics instruction. This structured approach ensures that students receive differentiated support tailored to their individual reading abilities.

A comprehensive vocabulary acquisition program integrates reading, spelling, and writing activities, reinforcing literacy skills across subjects. Students benefit from the "Bravo Bravo" program, which provides structured and independent reading opportunities. The "One Minute Reading" initiative encourages daily reading practice within lessons, fostering fluency and confidence. To strengthen comprehension and reading stamina, students complete weekly practice exercises aligned with their MAP assessment reading skills. They also engage with "Reading A-Z," a platform that offers leveled texts appropriate for their reading proficiency. To recognize achievements, the school awards monthly "Reader of the Month" certificates, motivating students to sustain their reading progress. Additionally, a reading newsletter is shared with parents, offering guidance on how to support reading at home.

Students in Phases 2, 3, and 4 participate in school-wide and national reading competitions, such as "The Reading Challenge," "Poem Competition," and "Chevron Reading Cup." These initiatives promote a competitive and engaging reading culture, encouraging students to refine their literacy skills. Teachers use a structured reading assessment rubric to evaluate progress, and students requiring additional support are placed on developmental reading plans, with parents actively informed and involved in their child's literacy development.

In Phases 3 and 4, the Arabic department implements a structured reading plan that integrates literacy into Islamic Education, Social Studies, and Moral Education lessons. Additionally, each class has a dedicated library period, and students can access digital reading materials through Schoology, allowing teachers to track and monitor reading progress effectively.

Students in Phases 3 and 4 actively engage in reading challenges, poetry debates, and regional competitions, including those sponsored by Sheikh Mohammed Bin Rashid across the Middle East. These experiences enhance students' reading comprehension, public speaking, and analytical skills, further

reinforcing a school-wide commitment to literacy excellence.

Through a combination of structured reading programs, digital literacy platforms, enrichment activities, and competitions, the school ensures that students develop strong reading skills across both English and Arabic, preparing them for academic success and lifelong learning.

Strengths of the school

- The school has improved achievement in Arabic across all phases to a Very Good level and has maintained Very Good achievement across all subjects and phases.
- Students show remarkable pride in their UAE national identity and actively engage with the school's vision of becoming heritage guardians and global thinkers.
- Teachers' expertise creates a positive learning environment that encourages student participation, promotes well-developed learning skills, and responsible attitudes.
- The curriculum is expertly planned and regularly reviewed, ensuring that students are very well prepared for the next stage of their learning.
- The school's arrangements for safeguarding, health, safety, behavior, identification of students with additional learning needs, including students of determination, as well as the care and support of students, are very effective.
- The principal, vice principal, and Board of Trustees set a very clear strategic direction and have effectively developed a highly inclusive school and sustained strong performance.

Key Recommendations

1. Raise students' achievement to a consistently Outstanding in all core subjects and phases by:

- ensuring that all students regularly practice recitation of the verses of the Holy Quran following Tajweed rules and strengthen their understanding of the Prophet Seerah.
- enhancing students' skills in critically analyzing historical events and social structures.
- enhancing students' speaking and extended writing skills in Arabic and English.
- improving students' reasoning skills to explore and solve advanced mathematical problems and deepen their understanding of mathematical concepts.
- enhancing students' scientific skills to independently conduct investigations and experiments across all phases.
- engaging students regularly in well-planned collaborative activities that promote their innovation and enterprise skills across all subjects and phases.

2. Improve aspects of teaching, assessment, and curriculum, by:

- ensuring that Individual Educational Plans (IEPs) and Advanced Learning Plans (ALPs) are implemented more consistently in lessons.
- applying teaching strategies that allow all students to develop their innovation, creativity, and entrepreneurial skills, particularly in the lower phases.
- ensuring that lesson planning includes high-level challenges for all students across subjects and phases.
- engaging students regularly in self- and peer assessment, particularly in the English-medium subjects, to identify their next steps in learning.
- ensuring teachers consistently provide formative written feedback and next steps in learning.

- providing consistent opportunities for inquiry-based and independent learning across all subjects and phases.





3. Improve the impact of school leadership further by:

- enhancing the school's procedures for promoting and monitoring attendance to achieve improved rates of attendance and punctuality across all phases.
- reviewing accountability processes to ensure that the focus is firmly on the impact on student achievement.
- ensuring that the SEF is more focused and analytical so that it clearly identifies all areas for development and is closely linked with the SDP.
- ensuring that all middle leaders fully understand the UAE inspection framework to support their evaluation of teaching and learning in lessons.

4. Improve students' performance in the international assessment PISA, TIMSS and PIRLS by:

- ensuring the curriculum is aligned with the international assessment focus on applying knowledge in real-world contexts.
- encouraging critical thinking, problem-solving, and inquiry-based learning across all subjects.
- introducing a variety of reading material from different genres and formats to build students' ability to interpret and evaluate complex information.
- planning classroom activities and assessments that emphasize analysis, evaluation, and creation rather than memorization.
- providing ongoing professional development for teachers to familiarize them with PISA, TIMSS, and PIRLS frameworks and question styles. Train them to integrate these into daily teaching practices.
- engaging parents in supporting their children's learning by providing resources and workshops on how they can assist with reading, mathematics, and science at home.

Overall School Performance: **Very Good**

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

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

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

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

PS5: The protection, care, guidance and support of students				
	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

PS6: Leadership and Management	
The effectiveness of leadership	Very Good
School self-evaluation and improvement planning	Very Good
Parents and the community	Outstanding
Governance	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	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phases 1, 2, 3, and 4 attain levels above curriculum standards.
- The school has no external national or international assessments for KG and grades 1 - 11. The results of the MoE national examination for Grade 12 at the end of the AY 2023/24 indicate Outstanding attainment.
- In lessons and in their recent work, the large majority of students in all phases demonstrate levels of knowledge and skills in Islamic principles, values, the Holy Qur'an, and Hadeeth that are above curriculum standards.
- Over the past three years, internal assessment data indicates that attainment has been consistently Outstanding across Phases 2, 3, and 4. In Phase 1, attainment has shown steady improvement, from Very Good in AY 2021/22 to Outstanding in AY 2022/23 and AY 2023/24. Trends in attainment in MoE external assessment data for Grade 12 students indicate consistently Outstanding attainment over the last three years.
- The school's analysis of internal assessment data for the AY2023/24 demonstrates that most students across phases 2 and 3, and the large majority in Phase 4 make better-than-expected progress over time and in relation to their starting points and curriculum standards. In Phase 1, the school analysis of internal assessment data indicates that most students make the expected progress in relation to their starting point and curriculum standards.
- In lessons and students' work, the large majority of students in Phases 1, 2, 3 and 4 make better-than-

expected progress in relation to learning objectives that are aligned with curriculum standards.

- The school analyzes assessment data to track the progress of various student groups, including girls, boys, students with additional learning needs (ALN), students of determination (SoD), gifted and talented (G/T) students, and high- and low-achieving learners. In Phase 1, boys, girls, Emiratis, and students with additional learning needs, including students of determination, make Acceptable progress, while high attainers perform significantly better, making Outstanding progress. However, there is no available progress data for low attainers or gifted and talented students in this phase, making direct comparisons challenging. In Phase 2, students demonstrate stronger progress than their counterparts in Phase 1. Boys and Emiratis make Very Good progress, whereas girls, low and high attainers, and gifted and talented students outperform them with Outstanding progress. Students with additional learning needs, including students of determination, make Good progress, showing a gap in progress between this group and their higher-achieving peers. In Phase 3, progress trends remain comparable to Phase 2, with students continuing to perform at higher levels than those in earlier phases. Boys make Very Good progress, while girls, Emiratis, high attainers, and G/T students reach Outstanding progress. Low attainers and students with additional learning needs, including students of determination, make Good progress, maintaining the same gap seen in Phase 2. In Phase 4, students sustain strong progress levels, similar to Phase 3, but with some variations. Boys and Emiratis maintain Very Good progress, while girls, high attainers, and G/T students continue to show with Outstanding progress. Low attainers and students with additional learning needs, including students of determination, make Good progress, reflecting a consistent gap in progress between these students and their higher-achieving peers across multiple phases. In lessons, both lower- and higher-attaining students do not consistently make the progress they are capable of

Next Steps:

1. Enhance students' recitation skills of the Holy Qur'an following Tajweed rules.
2. Promote students' understanding of the Prophet's Seerah to enable them to apply their knowledge to contemporary society.
3. Accelerate the progress over time of students in Phase 1, particularly boys, girls, Emiratis, and students with additional learning needs, including students of determination

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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 1, 2, 3, and 4 attain levels above curriculum standards.
- Students in Phase 1 and grades 1 and 2 do not participate in any national or international assessments. Students in grades 3 to 9 sit for the IBT standardized external assessment, and results indicate that less than three-quarters of students in Phases 2, 3, and 4 attain levels that are above international standards. Students in Grade 12 took the MoE national examination, and their results for AY2023/24 indicate that most students attain levels that are above national standards.
- In lessons and their recent work, the large majority of students in Phases 1 and 2, and the majority in Phases 3 and 4 attain levels above curriculum standards.
- Over the past three years, internal assessment data for Phases 1, 2, 3, and 4 and Grade 12 MoE national examination results indicate that attainment has been consistently Outstanding across all phases.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phases 1 and 3, the large majority in Phase 2, and the majority in Phase 4 make better-than-expected progress over time and from their starting point at the beginning of the academic year in relation to curriculum standards.
- In lessons and their recent work, the large majority of students across all phases make better-than-expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including girls, boys, students with additional learning needs (ALN), students of determination (SoD), gifted and talented (G/T) students, and high- and low-achieving learners. Results indicate that almost all groups of students in Phase 1 are making Outstanding progress, including boys, girls, higher attainers, Emirati, and students with additional learning needs including students of determination (SoD). In Phase 2, girls, boys, Emiratis, and low attainers are making Very Good progress, while higher attainers and G&T

make Outstanding progress, and SoD make Good progress. In Phase 3, all groups make Outstanding progress except low attainers, who make Good progress. In Phase 4, the data analysis shows that girls, boys, Emiratis, and low attainers are making Good progress, while higher attainers and G&T are making Outstanding progress, and SoD make Acceptable progress. In lessons, boys, girls, and Emirati students make similar progress. High attainers and gifted and talented students are usually challenged in lessons to make the progress they are capable of making. The low attainers do not always receive sufficient support to make better progress. Students with additional learning needs, including students of determination, usually receive support from a shadow teacher and make the expected progress.

Next Steps:

1. Improve students' speaking skills in standard Arabic and their writing skills in phases 2 and 3.
2. Enhance students' presentations and public speaking skills in Phase 4.
3. Accelerate progress over time for students with additional learning needs, including students of determination in Phase 4.

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



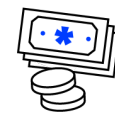
Government



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	Very Good
	Progress	Not Applicable	Very Good	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phases 2, 3, and 4 attain levels that are consistently above the curriculum standards.
- Students across all phases do not participate in any national or international assessments in social studies.
- In lessons and their recent work, the large majority of students in Phases 2, 3, and 4 demonstrate knowledge, skills, and understanding that are above MoE curriculum standards.
- Over the past three academic years, internal assessment data shows that attainment has been consistently Outstanding across all phases.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students across Phases 2, 3, and 4 make better than expected progress over time and from their starting points in relation to the curriculum standards.
- In lessons and their recent work, the large majority of students in phases 2, 3, and 4 make better-than-expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment data for the different groups of students indicates that in Phase 2, almost all groups of students including girls, boys, Emirati, high-attaining, and gifted students make Outstanding progress, while SoD make Very Good progress. In phases 3 and 4, girls, Emirati, high attainers and gifted students make Outstanding progress, while boys in both phases make Very Good progress and students of determination make Outstanding progress in Phase 4 and Very Good progress in Phase 3. Low attainers in Phase 3 make Acceptable progress.

Next Steps:

1. Enhance students' skills to critically analyze historical events and social structures.
2. Accelerate the progress over time of high attainers in Phase 3 to become at least Very Good.

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 ↓	Very Good ↓	Very Good ↓
	Progress	Very Good ↓	Very Good ↓	Very Good ↓	Very Good ↓

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the American Common Core curriculum, California State Standards indicates that most students across all phases attain levels that are above curriculum standards.
- Students in Phase 1 and Grade 1 do not participate in national or international assessments. The school administers the Measures of Academic Progress (MAP) assessment, developed by the Northwest Evaluation Association (NWEA), twice annually, from Fall to Spring, to benchmark student attainment in Phases 2, 3, and 4 for Grades 2 to 9 .Results from Fall and Spring of AY2023/24 indicate that less than three-quarters of students in Phases 2, 3, and Grade 9 of Phase 4 attain in line with international expectations. In AY2023/24, MAP English language use results for Grades 2 to 9 follow a similar pattern, with less than three-quarters of students attaining in line with expectations in both Fall and Spring. However, in Grade 9, the large majority of students attain above curriculum standards in the Spring assessment. None of the students in Grade 12 have been assessed for the Advanced Placement (AP) examinations in English. In PISA 2022, 15-year-old students participated in international assessments, with the school not meeting its target of 467.4 in reading literacy. The actual results of 403.9 are below the international average of 476. In PIRLS 2021, students achieved a score of 467.10, placing them within the low international benchmark.
- In lessons and in their recent work, a majority of students in Phase 1, and a large majority in Phases 2, 3, and 4 demonstrate knowledge, skills, and understanding that are above curriculum standards.
- Over the past three years, the school's internal assessment data indicates consistently Outstanding attainment in Phases 2 and 4. In Phase 1, attainment has seen an upward trend improving from Very Good in AY 2021/22 to Outstanding in AY 2022/23 and AY 2023/24. In Phase 3, attainment has shown an improving trend, progressing from Good in AY 2021/22 to Very Good in AY2022/23 and reaching Outstanding in AY2023/24.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 1, a majority of students in Phase 2, and the large majority in Phase 4 make better-than-expected progress over time and from their starting point in relation to curriculum standards. In Phase 3, most students are making expected progress over time and from their starting point in

relation to curriculum standards.

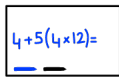
- In lessons and students' work, the large majority of students make better-than-expected progress across all phases against the learning objectives that are aligned with curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including girls, boys, students with additional learning needs (ALN), students of determination (SoD), gifted and talented (G/T) students, and high- and low-achieving learners. Results indicate that in Phase 1, students demonstrate stronger progress compared to their peers in Phases 2 and 3, with all groups, including boys, girls, Emiratis, low attainers, high attainers, and students of determination, making Outstanding progress. However, there is no available data for G&T students in this phase. In Phase 2, boys and Emiratis make Good progress, while girls and low attainers perform slightly better, making Very Good progress. Students of determination make Acceptable progress, whereas G&T students outperform all other groups with Outstanding progress. In Phase 3, progress varies across student groups. Boys, girls, Emiratis, and students of determination make Acceptable progress, while low attainers achieve better outcomes with Very Good progress. High attainers and G&T students continue to excel, making Outstanding progress. In Phase 4, progress levels improve compared to Phase 3. Boys, girls, and Emiratis make Very Good progress, while low attainers and students of determination perform at a similar level, making Good progress. High attainers and G&T students maintain their strong performance with Outstanding progress.

Next Steps:

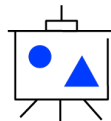
1. Promote students' skills in extended writing, particularly in Phase 3.
2. Improve students' reading and speaking fluency and vocabulary in Phase 1.
3. Accelerate the progress over time of students of determination in Phases 2 and 3, as well as boys, girls, and Emirati in Phase 3, to become consistently Very Good.

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:



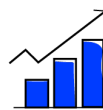
Number and quantity and their use



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	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the American Common Core curriculum, California State Standards, indicates that most students in Phases 1, 2, 3, and 4 attain levels that are above curriculum standards.
- Students in Phase 1 and Grade 1 do not participate in national or international assessments. The school administers Measures of Academic Progress (MAP) to benchmark student attainment in grades 2 to 9. Results of the AY2023/24, indicate that less than three-quarters of students attain in line with international expectations in both the fall and spring assessments. Grade 12 students have the option to take the Advanced Placement (AP) examinations, and results from AY2023/24 indicate that for the small number of students who participated in the AP Calculus assessment, most attained in line with expectations. 15-year-old students participate in the PISA 2022 international assessments. In mathematical literacy, the school did not meet its target of 482, with actual results of 440.4 falling below the international average. In TIMSS 2023, Grade 4 and Grade 8 students participate in mathematics assessments. In Grade 4 mathematics, the school met its target of 501.08, with actual results of 502.54 aligning with the international average. However, in Grade 8 mathematics, the school did not meet its target of 507.09, and actual results of 468.36 remain below the international average.
- In lessons and their recent work, a large majority of students in Phases 1, 2, 3, and 4, demonstrate mathematical knowledge, skills, and understanding that are above the curriculum standards.
- Over the past three years, the school's internal assessment data has consistently indicated Outstanding attainment in Phases 1, 2, and 4. In Phase 3, attainment has shown a steady improvement, progressing from Very Good in AY 2021/22 to Outstanding in both AY 2022/23 and AY 2023/24. MAP assessment trends for Fall and Spring over the last three years indicate that attainment in Phases 2, 3, and 4 remains at Weak in both assessment cycles.
- The school's analysis of internal assessment data for AY2023/24 indicates that most students in Phase 1 and the large majority in Phases 2 and 4 make better-than-expected progress in relation to their starting points and curriculum standards. In Phase 3, only a majority of students make the expected progress in relation to their starting points and academic standards.
- In lessons and in their recent work, a large majority of students in all phases make better-than-

expected progress in relation to appropriate learning objectives aligned with the curriculum standards.

- The school analyzes assessment data to track the progress of various student groups, including girls, boys, students with additional learning needs (ALN), students of determination (SoD), gifted and talented (G/T) students, and high- and low-achieving learners. In Phase 1, all groups, including boys, girls, Emiratis, low and high attainers, and students of determination, make Outstanding progress, demonstrating consistently strong outcomes. However, no data is available for G&T students in this phase. In Phase 2, progress remains strong across most groups, with boys, girls, and Emiratis achieving Very Good progress, while low and high attainers, along with G&T students, make Outstanding progress. Students of determination make Acceptable progress, representing a lower level of progress compared to other groups in this phase. In Phase 3, boys, girls, and Emiratis make Weak progress, while low attainers and students of determination make Acceptable progress. High attainers perform at a higher level, making Very Good progress, while G&T students achieve Outstanding progress. In Phase 4, boys, girls, Emiratis, and students of determination make Very Good progress, while low attainers make Good progress. High attainers and G&T students make Outstanding progress, outperforming other groups in this phase. The data highlights variation in progress across phases and groups, with stronger attainment levels observed among high attainers and G&T students, while students of determination and low attainers demonstrate more varied progress levels across subjects and phases.

Next Steps:

1. Enhance students' acquisition of mathematical vocabulary in Phase 1.
2. Improve students' reasoning skills to explore mathematical investigations, deepen their understanding, and embed the mathematical concept in Phases 2 and 3.
3. Accelerate the progress over time of students in Phase 3, particularly boys, girls, Emiratis, low attainers, and students with additional learning needs, including students of determination.

Science

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

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

Findings:

- The school’s analysis of internal assessment data for the AY2023/24, against the American Core curriculum, Next Generation Science Standards (NGSS), indicates that most students in Phases 1, 2, and 3 attain above curriculum standards. In physics, chemistry, and Biology in Phase 4, the large majority attain levels that are above the curriculum standards.
- Students in Phase 1 and Grade 1 do not participate in any national or international assessments. The school administers the Measures of Academic Progress (MAP) assessment, developed by the Northwest Evaluation Association (NWEA), twice annually, from Fall to Spring, to benchmark student attainment in Phases 2, 3, and 4 for Grades 3 to 9. Results for AY2023/24 indicate that less than three-quarters of students across Phases 2, 3, and 4, in both the Fall and Spring assessments, attain in line with international expectations, except for Grade 9 Spring results, where the large majority attain levels above curriculum standards. Older students in Grade 12 have the option to sit for the Advanced Placement (AP) examinations. Results from AY2023/24 indicate that for the small number of students who participated in the AP Biology assessment, most attained in line with expectations, while in Chemistry, most attained above expectations. 15-year-old students participated in the PISA 2022 international assessments. In science literacy, the school did not meet its target of 478.3, with actual results of 418.8 falling below the international average. Grade 4 and Grade 8 students participated in TIMSS 2023. In Grade 4 science, the school met its target of 490.20, with actual results of 493.1 aligning with the international average. However, in Grade 8 science, the school did not meet its target of 521.84, with actual results of 472.08 falling below the international average.
- In lessons and in their recent work, a large majority of students across all phases demonstrate science knowledge, skills, and understanding that are above the curriculum standards.
- Over the past three years, the school’s internal assessment data indicates consistently Outstanding attainment in Phases 1 and 2. In Phase 3, attainment is improving from Very Good in AY 2021/22 to Outstanding in AY 2022/23 and AY 2023/24. In Phase 4 in physics, attainment is consistently Very Good over the last three years. In Phase 4 chemistry, attainment fluctuates, starting from Very Good in the AY 2021/22, improving to Outstanding in AY 2022/23, and returning to Very Good in AY 2023/24. In Phase 4 biology, attainment has improved from Good in AY 2021/22 to Outstanding in AY 2022/23

and AY 2023/24.

- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 1 make better-than-expected progress. In Phases 2 and 3, a majority make better than expected progress. In Phase 4 in Physics, a majority make better than expected progress, while in Chemistry and Biology, only a majority make the expected progress.
- In lessons and students' work, the large majority of students make better-than-expected progress in Phases 1, 2, 3, and 4 against the learning objectives that are aligned to the curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including girls, boys, students with additional learning needs (ALN), students of determination (SoD), gifted and talented (G/T) students, and high- and low-achieving learners. Results indicate that in Phase 1, all groups, including boys, girls, Emiratis, low and high attainers, and students of determination, make Outstanding progress, performing at higher levels than their counterparts in later phases. However, no data is available for G&T students in this phase. In Phase 2, girls make slightly better progress than boys, with girls achieving Very Good progress, while boys and Emiratis make Good progress. Low and high attainers, along with G&T students, outperform all other groups, making Outstanding progress, whereas students of determination make Acceptable progress, demonstrating the lowest progress level in this phase. In Phase 3, boys continue to progress at a stronger rate than other groups, achieving Very Good progress, while Emiratis and low attainers make Good progress. High attainers and G&T students maintain the highest performance levels, making Outstanding progress, whereas girls and students of determination make Acceptable progress, showing the least progress in this phase. In Phase 4, progress varies across subjects. In physics, high attainers and students of determination make Outstanding progress, outperforming all other groups, while G&T students achieve Very Good progress. Boys, girls, and Emiratis make Good progress, while low attainers perform at a slightly lower level, achieving Acceptable progress. In chemistry, high attainers make the strongest progress, achieving Outstanding levels, while low attainers and G&T students follow closely with Very Good progress. However, boys, girls, and Emiratis make Weak progress, while students of determination perform slightly better, making Acceptable progress. In biology, girls perform better than all other groups, making Acceptable progress, while boys, Emiratis, low and high attainers, and students of determination make Weak progress. High attainers perform at a relatively stronger level, making Very Good progress, while G&T students make Good progress.

Next Steps:

1. Enhance students' scientific skills by allowing them to independently carry out their own investigations, deepening their understanding across all phases.
2. Improve students' skills in interpreting and constructing data, particularly in Phase 3.
3. Accelerate progress over time in chemistry and biology particularly for boys, girls, Emiratis and SoD, in physics for low attainers and in general science for SoD in Phases 2 and 3 and girls in Phase 3.

Learning Skills

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

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

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

Findings:

- Students across all phases are enthusiastic and eager learners. They demonstrate confidence and take responsibility for their own learning. They remain focused and accurately assess their strengths and weaknesses, particularly in Arabic-medium subjects, where they effectively use self- and peer-assessment rubrics to reflect and analyze learning situations and ask questions to deepen their understanding. However, this is less evident in English-medium subjects.
- Students communicate their learning effectively in various situations. They engage well with their teachers and peers during group work, listening to and supporting one another. They contribute to group discussions; however, this does not always lead to deeper discussions that enrich learning, particularly in phases 2 and 3. Few students occasionally remain passive.
- Across all subjects and phases, students consistently make strong connections to real-life situations and establish meaningful links between different areas of learning and their understanding of the world. These connections help students become successful, confident, and responsible learners.
- Students are skilled in using technology in their learning, and they are regularly challenged in lessons to develop their critical thinking and problem-solving skills. They also develop strong inquiry skills, particularly in science. In Phase 1, children make choices and find things for themselves. Students develop innovation and enterprise skills through school initiatives such as the Stream Fair and Future Entrepreneurship Day. However, this remains inconsistent in lessons.

Next Steps:

1. Enhance students' collaborative skills to enable deeper discussion and ensure more effective learning, particularly in Phases 2 and 3.
2. Improve students' ability to reflect on their learning and accurately evaluate their strengths and weaknesses, particularly in English-medium subjects.
3. Improve students' innovation and enterprise skills in lessons.

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

Personal Development

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

Findings:

- Students across all phases, display consistently positive attitudes toward learning. They take pride in their accomplishments and show resilience, perseverance, and commitment to success. Students demonstrate strong self-reliance and respond positively to constructive feedback, using it as a tool for improvement. Effective strategies, such as praise and merit awards, help foster a sense of responsibility and accountability among them.
- Students are self-disciplined, particularly in the higher grades. Bullying is very rare. Regular participation in programs developing students' social and emotional learning, peer-led initiatives, and clear behavioral frameworks foster a sense of responsibility and self-regulation among students. These practices help promote and sustain a safe and supportive learning environment where positive behavior is the norm.
- Relationships within the school community are respectful and considerate, which has established a positive and inclusive atmosphere. Parental engagement in school events and Pupil Progress meetings promotes collaboration and strengthens partnerships, ensuring that students and their families feel valued and supported. Students demonstrate genuine concern, empathy, and tolerance toward others, including those with additional learning needs, such as students of determination.
- Students effectively adopt safe and healthy lifestyles. Regular participation in physical education, wellbeing initiatives, and a wide range of extracurricular activities promotes lifelong healthy habits. Initiatives, such as healthy eating policies, digital safety lessons, and structured discussions done in assemblies, equip students to make informed choices about their physical and emotional well-being. However, only a small group of students is leading initiatives promoting awareness of healthy eating habits and active lifestyles. A few students are still making unhealthy food choices.
- Attendance has remained consistent since the previous academic year, at 91%, which is Weak. Strategies such as attendance trackers, awards, and consistent parent engagement are having a slight positive impact on both attendance and punctuality. Attendance in Phase 1 remains at 87%, and Phase 3 is highest at 93%.

Next Steps:

1. Improve students' healthy eating habits so they consistently make healthy choices.
2. Engage a larger number of students in leading initiatives promoting healthy lifestyles and stressing the importance of attendance and punctuality for student achievement.
3. Improve students' attendance particularly in Phase 1.

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	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

- Students exhibit an exceptional understanding of Islamic values, integrating them seamlessly into their daily lives. Prayer times are embedded within the school schedule, ensuring regular practice under the guidance of teachers and supervisors. Students actively participate in significant Islamic events, including the Prophet Mohammed’s birthday, Hijri New Year, Ramadan, and Eid celebrations, as well as the annual Quran competition. Middle and high school students further deepen their spiritual engagement through the annual Umrah trip, fostering stronger bonds between students and staff, and through participation in the Ahl El Quran (The People of Quran) Club. The Tilawa period from KG2 to Grade 8 enhances students' proficiency in Tajweed and Quran recitation.
- Students demonstrate deep respect for Emirati heritage and culture, reflecting the school's commitment to the school vision. The school provides authentic cultural experiences that celebrate national identity. Events such as UAE National Day, Flag Day, Heritage Day, and Martyrs' Day are integral to the school’s calendar, fostering national pride. The student council plays an active role in leading these cultural celebrations. Students can talk in detail about the cultural activities in which they have taken part. However, a significant number of students are not actively initiating cultural activities and Islamic events.
- Students display a strong appreciation of cultural diversity, participating in global exchange programs, Model United Nations (MUN) conferences, and international awareness days such as Ozone Day, Happiness Day, and Dyslexia Day. Collaborative initiatives, such as the partnership with the Japanese school and the Abu Dhabi exchange program, further broaden students' global perspectives. The school promotes tolerance and inclusivity, ensuring students respect and appreciate diverse cultures and backgrounds. Participation in ADEK’s pilot Girls Empowerment program for Grade 9 has significantly contributed to developing students' self-confidence, empathy, and well-being. Students are less engaged in multicultural events that broaden their knowledge of music, art, and literature from around the world.

Next Steps:

1. Enhance students' leadership roles in cultural and Islamic initiatives.
2. Improve students' awareness and knowledge of music, art, and literature around the world.

Social responsibility and innovation skills

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

Findings:

- Students are proactive and responsible members of the school community. They demonstrate high levels of understanding of their responsibilities towards their school and wider community. They enthusiastically participate in initiatives and activities that have a positive impact on the school and the wider community. Across all phases, students take ownership of maintaining clean and trash-free classrooms and school spaces. Older students engage in environmental initiatives such as beach and desert clean-ups, while all students actively participate in programs like the Red Crescent, "My Identity," and school or community-led recycling initiatives. These experiences foster a strong sense of social responsibility, belonging, and community involvement. Additionally, making volunteering a graduation requirement in high school has significantly enhanced students' understanding of social contribution and increased their participation in volunteering initiatives. Social contribution is less evident in lower grades.
- Students across all phases show an excellent work ethic. They enthusiastically take leadership roles within the school, helping to support and assist other students during non-instructional time, and reminding students of their responsibility to keep the school clean. In lessons, students work very collaboratively in groups and enjoy supporting each other. Students, especially in Phases 3 and 4, have participated in various robotics projects, promoting their innovation and entrepreneurial skills. They have yet to undertake entrepreneurial actions that have significant social benefits.
- Students demonstrate a strong awareness of environmental issues and sustainability, actively engaging in initiatives both within and beyond the school community. Environmental education is integrated across subjects, where students explore key concepts related to sustainability and ecological responsibility. They participate in hands-on projects, such as managing the in-school hydroponics garden, and presenting sustainable solutions during school events and within the UAE. Student-led councils and eco-committees promote environmental responsibility through workshops, presentations, and awareness campaigns. Students in Phases 3 and 4 take on leadership roles in conservation initiatives, collaborating with external partners such as the Abu Dhabi Environmental Agency, ADNOC and the Environmental Friends. This is less evident in Phases 1 and 2.

Next Steps:

1. Engage all students, particularly those in the lower grades, in initiatives and social contributions that have a positive impact on the school and the wider community.
2. Enhance students' entrepreneurial skills to enable them to take actions that have significant social benefits.
3. Empower students in Phases 1 and 2 to take leadership roles in conservation initiatives.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Teachers have a strong knowledge of their subjects and clearly enjoy conveying this to students. In all grades, they understand how students learn and often use a range of highly effective approaches to teach and consolidate learning. The variety and effectiveness of teaching strategies are most effective when students have opportunities to research independently and collaborate with each other. However, this is inconsistently applied across the school.
- Teachers plan engaging lessons and provide motivating learning environments that enable learners to be successful. Objectives are clearly identified with activities planned to meet and support the learning objectives. There is a standardized and comprehensive planning format that highlights a considerable number of elements that should be incorporated in the lesson. This can sometimes result in students not having enough time to complete tasks in the depth or quality that they may be capable of. Resources are well deployed, and the digital approach the school has taken ensures students use digital technology to support and enhance their learning effectively. Students in all phases work hard, and the positive learning environment and relationships ensure that they are firmly focused on their work.
- Teacher interactions encourage students to participate in their learning and as a result, they are keen to learn. In most classes, teachers ask a range of questions and in the best cases, encourage students to justify and expand on their answers whilst allowing students time to collaborate with their peers and share their learning. In the best lessons, open-ended questioning stimulates thinking and analysis. However, in some classes, questioning remains focused on recalling factual knowledge, with teachers often accepting short or one-word answers, limiting students' ability to develop and articulate their reasoning. While lesson plans include structured opportunities for extended discussions and dialogue, the lesson pace and curriculum coverage sometimes restrict the depth of these interactions, reducing the time available for students to reflect and engage in meaningful discourse.
- Teachers are aware that students have different needs, and differentiation is identified in the lesson plan in all phases. In most lessons, strategies to meet the individual needs of students are highly effective and allow all students to make progress with their learning. However, personalized learning and the implementation of Individual Educational plans (IEPS) and Advanced Learning Plans (ALPs) are not always consistently applied in all classes. Teachers have high expectations and set challenging work that encourages students to think and apply their skills. As a result, most students are clearly motivated and make the progress they are capable of making.
- In most lessons, teachers create opportunities for students to think independently, solve problems, and critically reflect on their work, with these practices being particularly strong in Phase 4. Teachers use structured questioning, and collaborative tasks to promote thinking. In many lessons, students are encouraged to analyze different perspectives, justify their reasoning, and apply their knowledge to real-world contexts. However, the integration of innovation and creativity in lessons remains inconsistent across subjects and phases. While some teachers incorporate student-led inquiry,

project-based learning, and problem-solving activities, opportunities for students to extend their thinking, take intellectual risks, and develop innovative solutions are not consistently embedded. In few lessons, teacher-led instruction dominates, limiting students' ability to explore, experiment, and apply independent learning strategies.

Next Steps:

1. Ensure that all teachers consistently integrate independent research and inquiry-based learning to enhance critical thinking, creativity and innovation skills across all subjects.
2. Ensure students are given sufficient time to complete tasks with depth and quality, engage in discussions about their learning, and reflect on their progress.
3. Ensure IEPs and ALPs are consistently applied in lessons.

Assessment

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

Findings:

- The internal assessment processes are coherent and consistent. They systematically evaluate students' learning and progress throughout the academic year, ensuring consistency and alignment with curriculum standards. There are well-planned baseline assessments and mid- and end-of-semester assessments that are aligned with the school's table of specifications and closely aligned with the curriculum standards. In addition to these, ongoing formative tasks such as quizzes, projects, and presentations feed into the internal assessment processes. Rubrics are used as part of the process to ensure consistency. Assessment data provide valid, reliable, and comprehensive measures of students' academic, personal, and social development.
- The school has a highly structured and effective approach to benchmarking students' academic outcomes against external, national, and international standards. It employs rigorous and efficient processes to compare its students' performance with peers both nationally and internationally. These include Measures of Academic Progress (MAP), International Benchmark Tests (IBT), CAT4, Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS) and Program for International Student Assessment (PISA). Assessment results are systematically analyzed in detail at all levels to identify different levels of performance and skills and knowledge. As a result of benchmarking, the school implements strategies to improve academic attainment in all of these areas.
- The transparent and systematic analysis of assessments and data is effective, accurate and comprehensive. Teachers and leaders at all levels are involved in the process and use it to identify trends, patterns of attainment, individual progress, in addition to identifying weaknesses for both individuals and the cohort. This information is tracked systematically for groups and individuals over time. The resulting information is routinely shared and evaluated after every data drop in order for teachers to evaluate performance and adapt their teaching accordingly.
- Assessment data is effectively analyzed through very detailed and systematic processes to ensure accuracy and reliability in informing teaching and learning. School leaders and teachers have access to a wide range of formative and summative data, which is carefully examined to identify trends, strengths, and areas for development. The monitoring and tracking of student progress is well-structured, enabling the school to measure attainment and progress over time. Assessment data is effectively disaggregated to analyze the performance of different student groups. This ensures that teaching strategies and interventions are targeted and responsive to students' varying needs. In most lessons, teachers use assessment information to plan and adjust instruction, ensuring that learning activities are aligned with students' abilities and progress levels. However, the effective use of assessment data to personalize learning and fully meet individual student needs is not yet consistent across all subjects and phases.
- Teachers have a thorough knowledge of individual strengths and weaknesses through coherent and effective tracking systems. In the best examples, they use formative assessment well in lessons to guide and challenge students' thinking in order to move their learning forward. They provide personalized feedback and challenge, involving students in assessing what went well and next steps for themselves or when collaborating with peers. This is particularly strong in the Arabic medium subjects. Teachers offer effective verbal feedback to students in lessons, although the quality of

formative written feedback in workbooks is inconsistent. Teachers do give feedback online, as a large majority of work is submitted on the various digital platforms the school uses. Exit online tickets are a strong feature that helps assess students' understanding of new learning.

Next Steps:

1. Ensure data is used more effectively when planning lessons to personalise learning to meet the learning needs of individual students in all subjects across the school.
2. Engage students regularly in self- and peer assessment, particularly in the English-medium subjects, to identify their next steps in learning.
3. Ensure teachers consistently provide formative written feedback and next steps in learning.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum has a very clear rationale, ensuring coherence, progression, and alignment with international and UAE national standards to support students' academic and personal development. The school follows the American Common Core Curriculum, California state standards, for English and mathematics, and Next Generation Science Standards from Kindergarten (KG) through Grade 12 for science and the Ministry of Education (MoE) curriculum for Arabic-medium subjects. The curriculum is aligned with the school's vision and mission and the UAE's national priorities. The curriculum is broad, balanced, age-appropriate, and effective in promoting students' knowledge, skills, and understanding across all subjects. The curriculum promotes innovation with the widespread use of laboratories, STEAM-type projects, and a push for inquiry-based learning, however, implementation remains inconsistent. The school curriculum follows the ADEK Curriculum Policy and the UAE Ministry of Education (MOE) national educational objectives for Arabic medium courses, ensuring that the school fulfills all the requirements of the school's authorized/licensed curriculum and the national statutory requirements.
- The curriculum is very well planned to ensure a logical sequencing of concepts and content in the key subjects across the phases and reinforces prior learning. Curriculum planning is a systematic and well-thought-out attempt to meet the needs of all students successfully. The curriculum provides widespread opportunities for practical and hands-on learning experiences in all phases. The transition between phases is strategically mapped, ensuring continuity and progression in core subjects. Various levels of planning yearly, weekly, and daily provide a coherent framework that supports well-structured lessons and sustained academic growth. The international assessments are used skillfully to identify learning gaps and are monitored by a curriculum design team. Gaps identified are actioned promptly and rigorous curriculum mapping ensures both vertical and horizontal alignment is well established and easily checked through the online platform. However, this initiative is new, the first year of a 3-year plan, and it has not yet fully impacted to ensure consistent differentiation and challenge at a very high level in lessons. Overall, students are fully prepared for the next phase of education, within school and beyond.
- The school curriculum offers an excellent range of choices for older students but also caters to the needs of younger students. The list of extracurricular activities is extensive, with sporting and personal development areas covered. Older students can take all the core English and Arabic medium subjects as well as several AP options. Other choices cover university entry requirements, and this is very successful with almost all students moving to third-level education. The curriculum's flexibility allows all students, including students with additional needs, to tailor their learning paths based on personal interests and university or career goals. The school is actively adding AP courses and encouraging higher levels of participation.
- Cross-curricular links are meaningful and planned purposefully and the school is very successful in ensuring that links are widespread across both English and Arabic medium subjects. The curriculum frequently incorporates real-world connections, particularly related to the UAE culture and traditions, and these are consistently present across all subjects. These links are skillfully connected in all

lessons and are a key feature of the overall vision of the school, with its emphasis on protecting and enhancing the traditions and culture of the UAE. The curriculum team has been systematic in ensuring that these links are fully established, and this has been evidenced across all subjects and phases.

- The curriculum review is rigorous, with full reviews conducted at least once a year, and mini-reviews are also a regular feature. Reviews utilize students' both internal and external performance data with an increasing focus on international and benchmark assessments. Curriculum adjustments are made on a regular basis during weekly team, grade level, and teacher meetings. Recent reviews have looked at MAP assessments and as a result, altered the timing of some units of learning so as to better prepare students for the next stage of their education. The curriculum review accurately identifies students' strengths and weaknesses and gaps in learning are addressed promptly. Teachers are consulted and have a strong voice in the review process, but work still remains to ensure all teachers consistently implement key aspects of the well-planned curriculum in lessons to monitor and measure the impact of curriculum plans and design on students' achievement. Overall, the school has a dedicated and knowledgeable leadership team and curriculum review is very well established. The school has a very effective mechanism to ensure alignment with national priorities and the development of both the academic and personal needs of all students.

Next Steps:

1. Ensure consistent implementation of enquiry-based learning and independent learning opportunities.
2. Ensure that consistent differentiation and challenge are at a very high level, clearly established, and visible in all lessons for all students.
3. Ensure all teachers consistently embed key aspects of the well-planned curriculum in lessons to monitor and measure the impact of curriculum plans and design on student achievement.

Curriculum adaptation

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

Findings:

- Curriculum modification is very successful in meeting the learning needs of all groups of students. The inclusion team includes Arabic and English language specialists who work closely with subject teachers to create effective IEPs. However, the implementation of IEPs in lessons is not always evident. Lesson and curriculum plans are modified to include challenging learning objectives and expectations for high attainers, as well as support for low attainers and students with additional learning needs, including students of determination. However, implementation in lessons is inconsistent. Students of determination are usually pulled out, for sessions where they receive additional support that meets their needs.
- The curriculum is imaginative, offering a very wide range of opportunities for students to apply the skills acquired across subjects and motivate all students to engage in enterprise, innovation, and social contribution across all subjects. All students participate in a wide range of after-school clubs that aim to foster their gifts and talents, such as a science club, mathematics club, poetry club, as well as sports clubs. Future Entrepreneurs Day (FED) introduces students to concepts of enterprise and online trading, encouraging financial literacy and entrepreneurial mindsets as students take part in real-life business. While these initiatives are effective and enhance students' academic and personal development, there is potential to further enhance and integrate opportunities for creativity and enterprise in the lower phases.
- Coherent learning experiences are embedded in almost all aspects of the curriculum so that students can develop a broad understanding of UAE heritage and culture. National identity concepts are embedded in almost all aspects of the curriculum, particularly in the Arabic medium subjects. In English medium subjects, teachers modify the curriculum to include effective links in lessons to raise students' understanding of the UAE culture and its contemporary inventions and global contributions.

Next Steps:

1. Ensure that the modified curriculum and lesson planning are consistently implemented in lessons to challenge high attainers and support low attainers and students with additional needs, including students of determination.
2. Ensure that the IEPs are effectively and consistently implemented in lessons to meet the specific needs of students with additional learning needs, including students of determination.
3. Enhance and integrate opportunities for creativity and enterprise across the lower phases.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school’s policies and procedures for safeguarding students, including child protection, are rigorous. These are made available to staff, parents, students, and others on the school’s website and through QR codes on bulletin boards in the school. All staff are fully aware of the school’s child protection procedures. All staff and students have received safeguarding training and are clear about the different types of abuse, including e-safety. Staff know how to keep students safe and themselves from allegations. Parents receive training on safeguarding, such as awareness of the different types of abuse, including cyberbullying. Through ‘Anti-Bullying Week’ and numerous school and student-led initiatives, students in all phases are well aware of the need to speak kindly to each other. In Phases 1 and 2, there are visual reminders in the corridors to students to promote anti-bullying. In Phase 3 and 4, students are effectively trained to differentiate between the different types of abuse, including physical, emotional, and cyberbullying. Members of the student’s council in Phases 3 and 4 conduct assemblies to highlight the importance of positive relationships and how social media can have a negative impact on the life of others. Students in Phases 1 and 2 are less engaged in leading initiatives, such as those for anti-bullying. Students across all phases report feeling very confident in asking for help when needed.
- The school’s safety and security checks are frequent and rigorous. All staff members attend health and safety training to help them understand their roles in keeping students safe. Security staff undertake rigorous checks of the building and premises. Health and safety teams conduct thorough risk assessments on all parts of the school to ensure that students are fully safe in the school. The school also provides a hygienic learning environment with regular checks to ensure consistently high standards of cleanliness and hygiene. Fire risk assessment processes are rigorous and fire evacuation procedures are regular, helping staff and students know how to evacuate the buildings safely and calmly in the event of an emergency. The school also collaborates with external specialists to verify the functionality and compliance of fire safety equipment and electrical systems, maintaining a high level of operational safety. Staff provide exceptional supervision of students in all parts of the school and on the school’s transport. There is a visible presence of security and school staff throughout the school during instructional and non-instructional times. The clinic is very well organized with extra spaces to meet the needs of students. The school nurses keep staff and students’ medical records in secured and locked cabinets. They provide excellent care for students with medical problems, monitor their health and address their needs effectively. The nurses also provide guidance to staff and parents on how to monitor their weight and to manage underlying health issues, including diabetes.

- Buildings and facilities across all areas, including science laboratories, physical education spaces, and specialist classrooms, are carefully maintained to ensure a high-quality learning environment. Regular inspections and maintenance schedules are in place to uphold safety, functionality, and accessibility, allowing students to engage in learning experiences without disruption. The school implements a comprehensive system for tracking accidents and incidents, ensuring that detailed records are maintained to prevent recurrence and enhance safety measures. Any issues that arise are promptly addressed through clear protocols, with immediate interventions and preventive actions taken to minimize risks. Additionally, the school regularly reviews and updates its health and safety policies to align with best practices and regulatory requirements.
- The school premises, equipment and resources are excellent and very well suited to the educational needs of all students. The school's stimulating learning spaces are all accessible to students and staff, including those with mobility difficulties. The school is equipped with two lifts, ramps, and accessible toilet facilities for students with mobility issues and others who need them. Corridors are wide and enable wheelchair users to have easy access to classrooms and other parts of the school. The school's well-maintained and inclusive facilities ensure that all students can engage fully in their learning environment, promoting accessibility for everyone.
- The school's promotion of safe and healthy living is successful. The school gives a high priority to students' healthy living. The school nurses and teachers teach students the importance of hand washing, dental health and hygiene, and how to manage emotions. The school is highly successful in the way they promote physical exercise through a wide range of opportunities, including sports teams, clubs, exercise during assemblies, and student-teacher sports matches. Students in all phases have designated outdoor play areas. In Phases 1 and 2, the younger students can climb the apparatus and play games that are embedded on the rubberized play surface. In Phases 3 and 4, the areas are set up for social interaction and playing of sports games. The promotion of healthy lifestyles is successfully embedded in the school's daily life. Nutritious meals, physical education programs, and well-structured awareness campaigns for students and parents encourage healthy habits. However, only a small group of students is leading initiatives to promote awareness of a healthy lifestyle, while a few students continue to make unhealthy food choices. The school ensures students' comfort and safety through shaded areas, access to drinking water, and targeted well-being initiatives.

Next Steps:

1. Provide sufficient opportunities for students in Phases 1 and 2 to lead initiatives such as those for Anti-bullying.
2. Engage a larger number of students in leading initiatives to promote awareness of a healthy lifestyle.
3. Extend the school's procedures for promoting a healthy lifestyle to reach all students, including those who are still making unhealthy food choices.

Care and support

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

Findings:

- Student-staff relations are exemplary, and teachers have a Very Good rapport with students. The school operates in a climate of mutual respect between students and adults. Systems and procedures for managing students' behavior are highly effective. Expectations for good conduct and behavior are understood by all and shared with and supported by parents and families.
- The school has systems in place to record and track student attendance and punctuality, which are well-understood by both staff and students. The school follows thorough procedures to monitor and follow up on attendance. However, attendance is still a cause for concern. Strategies are planned to achieve consistently higher rates in attendance and punctuality.
- The school has comprehensive and rigorous procedures for identifying students with additional learning needs. The school has identified 125 students (11.6%) as students with Additional Learning Needs (ALN). Its processes for identifying and tracking students of determination are robust. Detailed individual education plans (IEPs) are compiled at the start of each year, and these are contributed to by parents and shared with the students' teachers. The school has identified a relatively small number of students as gifted and talented, and does so in relation to their intellectual, creative, social or physical abilities. A comprehensive referral process, along with assessments like CAT4, ensures that most students make the optimum personal and academic progress.
- The provision for students of determination is highly effective. Accurate and robust identification leads swiftly to appropriate intervention. The school's commitment to identifying and supporting students with additional learning needs, including students of determination and those who are gifted and/or talented, is rigorous. The quality of this support enables almost all students to make their best personal and academic progress, although the application of IEPs and ALPs in lessons by teachers and shadow teachers is inconsistent. Monitoring the impact of IEPs and ALPs on students' achievement in lessons is not yet rigorous.
- The well-being and personal development of all students are carefully monitored across the school. The information is used to provide highly effective personal and academic guidance and support. School Counsellors are available to all students and additional support is available to families of specific students when required. The school's Career and College Guidance Counsellor provides support through presentations, career fairs, visits, group sessions, and individual career information, advice, and guidance.

Next Steps:

1. Develop and implement more effective strategies to achieve consistently higher rates in attendance and punctuality.
2. Continue to rigorously monitor the impact of IEPs and ALPs on students' achievement in lessons.
3. Continue to develop the expertise of teachers and shadow teachers in supporting students of all abilities to ensure the effective implementation of IEPs and ALPs in lessons.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- Leaders at all levels, led by the principal and vice principal, set a very clear strategic direction. They have been in the role for a year and have already sustained most areas of school performance and improved others. With other senior leaders, they have set an ambitious vision, which is well-established and shared with the whole school community. The principal and senior leaders place a high value on being a central part of the local community. Leaders demonstrate a very strong commitment to UAE priorities as well as traditions and provide a very supportive environment. A key part of the vision of the school is to encourage students to become “Heritage guardians and Global thinkers” so that the traditions and culture of the UAE can be protected in a changing world. The school is fully inclusive with a very strong, committed inclusion team that is highly qualified, and students with additional needs are welcomed and supported to a high level. Most senior leaders have been developed internally and are highly motivated with a keen sense of ownership.
- Leaders at all levels, including the principal and vice principal, demonstrate a thorough knowledge of the American Common Core and MoE curricula and have a clear understanding of effective practices in teaching, learning and assessment. The principal and vice principal, as well as the established leadership team, have been very active in establishing a very positive learning culture. They have worked to improve students' achievement in a structured manner through data analysis, highly effective use of online platforms, and the sharing of expertise. The personal development of students is a school priority and is carefully monitored by the care team. The Pupil Attitudes to Self and School (PASS) assessment has been very effectively used to support students personally and to begin the process of personalized learning. However, this open approach to educational leadership is new to the school and has not been in place long enough to be fully impactful, and a few middle leaders do not have the expertise to make fully accurate judgements on teacher performance and support teachers effectively.
- Relationships and communication within the school and with stakeholders are consistently professional and effective. Senior leaders have a developing shared understanding and an open approach to communication, and they are always available to listen and provide support. Leaders promote a culture of shared responsibility by empowering all leaders and teachers to contribute to school improvement, but accountability for student achievement has not yet been fully developed. The principal and vice principal are passionate about using the distributed leadership model and seize every opportunity to involve the SLT in discussions and decision making. Electronic communication, including e-mail, is used well throughout the school in delivering regular messages, and surveys are an effective strategy for information gathering. The principal and senior leaders are very visible throughout the school, and this accessibility and supportive approach help keep morale at a high level. The school promotes a compassionate environment with a strong sense of community, where people are praised and work is recognized, contributing to a shared sense of ownership.
- School leadership demonstrates a clear understanding of the actions needed to improve school performance. Leaders have been innovative in overcoming potential barriers to learning, such as finding creative ways to support students' preparation for the IBT assessment, where results are

improving, and enhancing language development for ESL learners to ensure they can successfully access the American curriculum. However, school leaders have not yet fully overcome all barriers. MAP and international assessments remain a challenge despite the comprehensive plans in place.

- Leaders have been innovative and successful in developing aspects of the school and maintaining very high student outcomes in most subjects, with the exception of English, which has declined. Arabic has been a key focus for the school, and the efforts of leaders and teachers have led to improved achievement across all phases. Senior and middle leaders have engaged successfully in developing the curriculum, working in collaboration with the other 5 schools in the group in a very coherent and highly effective manner. A sophisticated performance management system with appropriate performance indicators is now fully functional. Senior leaders are active in trying to hold staff accountable for performance through tracking student data and well-defined, agreed actions. The school is very conscious of all its obligations and is compliant with all statutory and regulatory requirements. However, the well-structured accountability processes have not yet led to improved student achievement throughout the school.

Next Steps:

1. Ensure that all middle leaders have the expertise and confidence to make more accurate judgements on teacher performance and the knowledge to support teachers effectively.
2. Review accountability processes to ensure that the focus is firmly on the impact on student achievement.
3. Review the current strategies to address challenges in improving MAP and international assessment results to ensure success.

School self-evaluation and improvement planning

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

Findings:

- Systematic and rigorous self-evaluation is established and implemented by senior leaders using valid internal and external assessment data as well as information gained from lesson observations. The school is data-driven and has made progress in enhancing the accuracy of its internal assessments. English assessments are now set by the Arabian Education central office and other subjects will follow. This step will give greater transparency and authority to the whole school self-evaluation (SEF) process. The school places a strong focus on the external benchmark assessments and as a result, is keenly aware of the school's strengths and required next steps. All key priorities are mentioned and discussed in the SEF, but areas for improvement have not been specifically identified. Overall, the SEF is a very positive document that uses accurate framework language, but the critical analysis of the school is somewhat limited.
- The monitoring of the performance of teachers and the impact of their teaching on the students' academic and personal progress is effective. Staff performance is regularly evaluated by subject heads and senior leaders to ensure consistency in planning and the effective delivery of lessons. This process is embedded in the school and based closely on observation sheets which are closely aligned with the UAE Inspection Framework. Observations include feedback to teachers and the effective use of an online tool to track the process and give instant access to all information to senior leaders. The impact of this approach is successful, and teaching quality is consistent, especially in the upper phases. However, at least a minority of middle leaders do not have the expertise or confidence to judge the quality of teaching and learning in lessons accurately. Judgements, especially around attainment, are often inflated, and the guidelines in the UAE inspection framework are not appropriately used.
- School development planning (SDP) is coherent and based on thoughtful self-evaluation and recommendations from the previous inspection report. The SDP is a key strength of the school, and all areas identified are realistic and focus on improving student outcomes based on recommendations from the previous inspection, identifying the needs of the students, and UAE national priorities. The SDP document is extensive and very well written; however, achieving a few targets might not be achievable within the set timeframe. A longer period for implementation of the SDP might assist the planning process. The school demonstrates a capacity to promote creative solutions to address priorities such as the clear and sustained focus on international assessment. Also, the recent improvement in the IBT scores for Arabic is a result of careful planning and support from the principal and the Arabic team. Overall, the SDP is a progressive document and is beginning to impact student achievement positively.
- There has been significant progress in addressing almost all of the recommendations from the school's previous inspection report, with a few still in the early stages of implementation. The impact of these actions is mostly visible in lessons with consistent, high-level teaching and in the results from internal assessments. The school holds itself to high standards across all subjects and students taking the AP examinations in Phase 4 reach very high standards, as well as the non-AP students who qualify for a range of universities. Arabic has been a focus for the school and the work done by leaders and teachers has resulted in improved achievement in all phases. The school tracks improvement over time well and is aware of students' strengths and weaknesses. Overall, the school has maintained a very high standard and the new principal and vice principal, appointed since the last

inspection, have effective plans in place for sustained improvement.

Next Steps:

1. Ensure that the SEF document is critically analyzed and clearly identifies all areas that require improvements.
2. Ensure that all improvement targets in the SDP are achievable within the set timeframe.
3. Ensure that all middle leaders fully understand the UAE inspection framework to support their evaluation of teaching and learning in lessons.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Outstanding

Findings:

- The school is highly effective in engaging parents as partners in their children's education. Parents are invited to participate in various school events such as workshops, assemblies, Ramadan events, and reading sessions for students, as well as giving workshops to students and other parents. Parents' support of their children's learning has enabled the maintenance of standards and improvement in some areas. Parents contribute to surveys issued by the school, and their views are fully considered. However, there is room for improvement in parents' participation in surveys and involvement in school events. The school has an active Parent-Teacher Association (PTA) that organizes various events. The PTA takes particular pride in the 'Mothers Reading Club,' which is attracting a growing number of parents. Parental involvement has a highly positive impact on raising student achievement.
- The school's communication with parents is highly effective in ensuring parents are consistently well-informed about their children's learning and development. Numerous platforms are used to ensure parents are regularly informed about their children's progress and personal development. Other channels of communication include SMS, emails, WhatsApp, and Instagram. Parent-teacher meetings are scheduled twice a year, where teachers share feedback to inform parents about their children's academic progress and areas for improvement. Parents who have children with additional learning needs are in regular communication with teachers. Parents are highly satisfied with the extent of communication from the school. The school has a Parent Relations Officer who maintains open communication with parents. Parents feel welcome at the school anytime.
- Parents have access to various platforms that allow them to review their child's academic progress at any time. They receive reports twice a year, which include students' summative results in percentages or letter grades, along with teachers' comments. However, the reports do not provide enough detailed information on students' areas for improvement in each subject or the next steps in their learning.
- The school has effective partnerships with national and international organizations that benefit the school and the community. For example, the school engages students in the Model United Nations (MUN) program. It has partnerships with local institutions such as Wellness Medical Center, ADNOC, ACTVET, and the Red Crescent. The school has also established connections with other schools such as the Japanese school in the UAE, Al Ittihad sister schools, and local and international universities, all of which enrich students' academic and personal development and support their further education. Both students and staff benefit significantly from the school's local and international connections.

Next Steps:

1. Enhance parental participation in surveys to ensure that the school considers the perspectives of all parents.
2. Continue to actively engage all parents to involve them in their children's learning and school life.
3. Improve reporting to parents to include clear details about students' areas for improvement and the next steps in their learning.

Governance

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- Governance includes representation from all stakeholders with a wide range of expertise available to the school. The Board of Trustees meets formally 4 times annually and includes representatives from the school owners, parents' representatives and a range of appropriate professionals in finance and education. The school is part of a group of 5 schools owned by the Arabian Education Company, who are well organized and professional and are always seeking areas to improve through consultation. The Board of Trustees is very well-informed and regularly seeks feedback from all stakeholders through formal and informal discussions and school surveys on issues of interest to the Board. The Chief Executive Officer, who oversees and coordinates activities across the five schools, provides highly effective support for the school and serves as a key liaison with the owners. Parents contribute to shaping all school policies, which are considered drafts until approved by the Board. However, parents' roles in the board are not clearly defined to ensure they are active members. All policies are regularly reviewed for relevance and compliance with ADEK and UAE priorities, and the board receives regular written reports from the principal on student achievement and personal development.
- The Board of Trustees systematically monitors the schools' actions and holds the principal and senior leaders accountable. Accountability from the board is well established through regular contact with the CEO, who is the principal's line manager, and a sophisticated performance management structure is in place. All board meetings are recorded, minutes are kept, and proposed actions are monitored from meeting to meeting. The board provides support to senior leaders through regular communication and clear key performance indicators, which are agreed upon annually and are a central part of the principal appraisal process. Through the cooperation of the CEO, school leaders make decisions around appropriate educational provision and the Board ensures that the agreed financial support is in place. The Board and the CEO act as a highly effective constructive critic for the school and support for the principal and vice principal. The Board and the CEO, in particular, are very aware of student achievement and regularly discuss the MAP, IBT, and other external assessments. While the school has maintained a high level of performance, it has not shown any substantive improvement in the students' results in standardized and international assessments. With the exception of Arabic, the school has not shown improvement in students' achievement.
- The Board of Governors exerts a very positive influence on the school's leadership and direction. The Board and the wider Arabian Education Group have very well-qualified and expert members, especially from the business and finance world as well as education, who are ambitious and have plans to build a new school on an adjacent site with increased student capacity. The group and the CEO, in particular, have a very strong commitment to the school and exert a very positive and direct impact on its overall performance. Through staffing and funding, the Board ensures that both the academic and personal development of each student is fully realized by providing high-level academic education and excellent support for students with additional needs. All regulatory and statutory requirements are met by the board in the performance of its duties, including all UAE priorities. Overall, the Board makes a positive contribution to the performance of the school.

Next Steps:

1. Ensure that the role of parents on the Board of Trustees is better defined, and that suitable training is available when required, so that parents can be more active and effective members.
2. Enhance the school's capacity in the challenging task of improving results in MAP and international assessments.
3. Continue to monitor and support stronger outcomes for students with a particular focus in raising achievement in all phases.

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, contributing significantly to students' achievements. Clear and effective routines and procedures are established at the start of the academic year and consistently reinforced, ensuring smooth daily operations. Lessons and activities are well-organized to reduce instructional time loss, although consistency in this regard varies across phases and subjects. A well-structured timetable optimizes the use of facilities like science labs, libraries, and outdoor spaces, ensuring resources are maximized to enhance student engagement and learning experiences.
- The school is appropriately staffed to fulfill its vision and mission, maintaining an optimal student-teacher ratio to ensure personalized support and high-quality instruction. All staff are suitably qualified, and educators are strategically deployed to meet diverse student needs, with teacher assistants providing targeted support where necessary.. Ongoing professional development is aligned with the school improvement goals, focusing on subject-specific training, innovative teaching methods, and strategies for teaching and learning English as an Additional Language (EAL) and gifted students. Strengthening advanced pedagogical strategy, especially in differentiation and inclusive education, will further improve and sustain high standards of teaching and learning. The effective and continuous evaluation of professional development's impact on teaching practices and student outcomes will help maximize its effectiveness.
- The school premises are purposefully well designed and thoughtfully planned to support the curriculum requirements and diverse extracurricular activities while fully adhering to UAE building regulations and ensuring accessibility for individuals with mobility constraints. Spacious, well-equipped classrooms support active engagement, with specialized spaces for early years and upper-grade levels. Breakout areas promote both independent and collaborative learning, while advanced sports facilities enrich the physical education experience. Well-maintained fixtures and learning spaces ensure accessibility for all students. KG outdoor areas promote inquiry-based learning.
- The school provides an extensive range of resources aligned with curriculum requirements to support teachers and students. High-quality learning materials are regularly updated to enhance student engagement and achievement. Technology, such as interactive whiteboards and digital platforms, is effectively integrated to promote problem-solving, research, and interactive learning. These tools help students develop critical thinking, collaboration, and digital literacy skills. Through strategic planning and investment, the school ensures access to diverse, well-maintained resources that enhance learning and promote academic excellence.

Next Steps:

1. Enhance consistency in instructional time management by ensuring structured lesson pacing and effective classroom transitions across all phases and subjects.
2. Strengthen advanced pedagogical strategies, especially in differentiation and inclusive education, to further improve and sustain high standards of teaching and learning.
3. Strengthen the evaluation of professional development's impact on teaching practices and student outcomes to improve its effectiveness.

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