Irtiqa'a School Inspection

AY 2024/25

Al Ain English Speaking School

Rating: Very Good

Contents

School Information

General Information	
Name	Al Ain English Speaking School
Esis Number	9132
Location	7, Mreefah St, Al Muwaij'i, Al Ain, 30059
Website	http://www.aaess.com
Telephone	037678636
Principal	ANDREW JAMES THOMAS
Inspection Dates	04 to 07 Nov 2024
Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	2201
Number of Emirati students	800
Number of students of determination	47
Largest nationality group of students	UAE - Egypt - Jordan

Information On Teachers

Number of teachers	159
Nationalities	United Kingdom (UK) - South Africa - Syrian Arab Republic
Number of teaching assistants	27

Changes since the previous inspection

Since the previous inspection, the school's overall judgment has remained Very Good.

Arabic medium subjects show both improvement and regression across phases. In Arabic as a first language, which was not inspected previously in Phase 1, attainment and progress improved to very good in Phase 4. While progress improved to very good in Phase 3, attainment regressed to good in Phase 2. Attainment is good in Phase1 and remained good in Phase 3, with progress evaluated as good in Phase 1 and remaining as very good in Phase 2. For Arabic as a second language, which is not inspected in Phase 1, attainment and progress improved to very good in Phase 4 and remained good in Phases 2 and 3. In Social Studies, which is not inspected in Phases 1 and 4, attainment remained good in Phases 2 and 3, while progress remained very good in Phase 2 and improved to very good in Phase 3. For Islamic Studies, which is also not inspected in Phase 1, attainment and progress remained good in Phase 4, both regressed to good in Phase 2, and while attainment regressed to good in Phase 3, progress remained very good in that phase.

English-medium subjects have shown slight improvement overall, though there has been some regression in attainment and progress. In English, attainment remained good in Phases 1, 2, and 3 but regressed to good in Phase 4. Progress improved to very good in Phase 3, regressed to good in Phases 2 and 4, and remained good in Phase 1. In Mathematics, attainment and progress remained very good in Phases 1, 3, and 4 but regressed to good in Phase 2. In Science, attainment remained good in Phases 1, 2, and 4, improving to very good in Phase 3, while progress remained very good across all phases.

 Improved student progress in Phases 3 and 4 led to a rise in learning skills from good to very good, while skills regressed from very good to good in Phases 1 and 2. The progress in higher phases can be attributed to the

school's enhanced Continuous Professional Development (CPD) program, which targets individual and departmental needs, improving teaching quality and classroom practices. However, the regression in Phases 1 and 2 indicates a need for further targeted efforts to ensure consistent progress across all phases.

PS2, related to students' personal and social development and their innovation skills was not evaluated in the previous inspection but is now rated as very good in personal development across all phases. Students' understanding of Islamic values, awareness of Emirati and world cultures, social responsibility and innovation skills are rated as good across all phases.

Teaching for effective learning has improved to very good in Phases 1, 3, and 4, though it has regressed to good in Phase 2. Assessments have improved to very good in Phases 1, 3, and 4, and remained very good in Phase 2. These improvements are partly due to teachers using assessment data to better plan lessons that meet students' needs. By aligning tasks with external exams and challenging high-achieving students, teachers accelerate learning. Regular assessments and baseline testing improve progress tracking, while enhanced feedback practices ensure assessments are meaningful and constructive. The use of peer and self-assessment has increased, promoting student responsibility and engagement with feedback.

Curriculum design and implementation, not evaluated in the previous inspection, is rated as very good across all phases in the current inspection. While curriculum adaptation is rated as good across all phases. In the Foundation Stage, provision and outcomes align with the EYFS Statutory Framework and updated Development Matters guidance. A new phonics program, fully embedded since 2021, enhances early years and primary education. The school's state-of-the-art STEM center also enriches the curriculum, offering real-life learning experiences and raising awareness of sustainability initiatives.

PS5 including health and safety, arrangements for child protection and safeguarding, and care and support remained very good across all phases. The inclusion department has been strengthened with the addition of dedicated personnel and the creation of specialized learning spaces to support students of determination, including those with additional learning needs. A purpose-built life skills center fosters independent learning, while additional learning and sensory spaces enable targeted interventions and accommodate external agencies. EAL intervention programs are thoughtfully planned to ensure students meet curriculum expectations. Safeguarding, child protection, and health and safety arrangements remain very good across all phases, alongside strong care and support for all students.

While school self-evaluation and improvement planning, partnerships with parents and the community, management, staffing, facilities, and resources remained very good, governance and the effectiveness of leadership regressed to very good. This regression highlights the challenges posed by recent significant changes in the school, including shifts in ownership, student population, and teacher staffing, which have impacted overall stability and strategic direction.

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

There is a keen awareness of international benchmarking assessments, and the school promotes the importance of doing well and making a more global comparison. The school has provided additional curricular support and has introduced examples of PISA-style and GL-style questions in most mathematics, science, and English lessons. Teachers' questioning skills have been intentionally developed through professional development courses, enabling students to build greater confidence in reasoning, particularly in mathematics and science.

Performance in standardized and international assessments

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

Standardized Assessments

Students take the Granada Learning Progress Tests (GL-PT) in English (PTE), Mathematics (PTM), and Science (PTS) from Years 4 to 10. External assessments, including Advanced Subsidiary AS-Level in Year 12 and A-levels in Year 13 and the International General Certificate of Secondary Education (IGCSE) exam in English, mathematics, and the sciences (Physics, Chemistry, and Biology), are conducted in Years 11 to 13. Arabic and Islamic (MoE) exams are conducted in Year 13.

3/24, student attainment in the GL PTM for mathematics varied significantly across year groups. In Years 4-6, attainment was weak. Year 7 students achieved good levels, Year 8 students reached very good levels, and Year 9 students demonstrated outstanding levels. However, attainment in Year 10 dropped to acceptable levels. In terms of progress, students demonstrated weak progress in Years 5, 6, and 10, acceptable progress in Years 7 and 9, and good progress in Year 8.

For GL PTS in science during AY 2023/24, students' attainment in Years 4-6 and Year 8 was at weak levels, while students in Years 9 and 10 achieved outstanding levels. In terms of progress, students demonstrated weak progress in Years 5 and 6, very good progress in Years 8 and 10, and good progress in Year 9.

In English, students taking the GL PTE in AY 2023/24 attained weak levels in Years 4 – 10. Regarding progress, students demonstrated weak progress in Years 5-7 and acceptable progress in Years 8-10.

In AY 2023/24, students' attainment in English was very good in the Year 11 IGCSE exam, but weak in the Year 12 Advanced Subsidiary (AS-Level) and Year 13 (A-Level) exams.

In A-levels and IGCSEs for mathematics, in the same year 2023/24, students' attainment was good for Years 11 and 12, but acceptable for Year 13.
AY 2023/24, for A-levels and IGCSEs for sciences, students' attainment in Physics was very good in Years 11 and 12, but weak in Year 13. In Chemistry, students' attainment was very good in Year 11, but weak in Years 12 and 13. In Biology, students' attainment was very good in Year 11, but acceptable in Years 12 and 13.

In Arabic and Islamic (MoE) exams in the same AY 2023/24, students' attainment was outstanding for both subjects in Year 13.

International Assessments: TIMSS, PISA, PIRLS

15-year-old students participated in the PISA 2022 international assessments. The results in reading literacy at 520.5, mathematical literacy at 496.9, and scientific literacy at 521 all exceed the international averages, however, are all below the school set targets.

In TIMSS 2019, grade 4 students attained 504.88 in science and 503.26 in mathematics, while grade 8 students attained 586.48 in science and 553.91 in mathematics. The results of grades 4 are within the intermediate international benchmark in both mathematics and science, while grade 8 results are within the high international benchmark. The school participated in TIMSS 2023 results and is awaiting the results.

In the Progress in International Reading Literacy Study (PIRLS) 2021, Grade 4 students scored 563 which is in the high international benchmark range.

Reading

The school library is well stocked with suitable material for all age groups in English and Arabic. The well-equipped library is supplemented by a mobile library serving the needs of EYFS and primary classes. There are 6650 books in English, covering both fiction and non-fiction, 979 books in Arabic, and 112 books about Islamic Education. Students in Phase 2 have scheduled weekly library sessions. However, due to limited space, students in Phases 3 and 4 use the library only when directed as part of their studies or to pursue personal interests. A reading portal is

available for Phase 2 students, enabling them to access books from home and encouraging them to read with their parents. Additionally, a dedicated phonics website supports literacy development.

School leaders have consistently promoted a coherent and comprehensive whole school reading policy dedicated to developing reading fluency and comprehension skills including inference, deduction and evaluation. This ensures the progression of skills are well established, enhancing opportunities for students to achieve in all subjects across the curriculum.

The school has devised a personalized action plan for the promotion of reading and use of the library which complies with SMART protocols, though does not explicitly indicate the impact of reading activities and events. The school continues to develop and use a comprehensive phonics program for the Early Years Foundation Stage and Key Stage 1 students.

There is a regular program of professional development for teachers and Learning Support Assistants to ensure subject knowledge and reading approaches are further developed. So successful has this program been that the school has been asked to support other schools in their promotion of reading and delivery of phonics programs.

Teachers are equipped and supported to help students develop a variety of transferable skills that can be applied across different subjects. This includes the presentation and use of key vocabulary, ensuring that students can effectively incorporate technical terms into subject-specific discussions, whether in the classroom or during extracurricular activities.

Reading is encouraged through events such as World Book Day, Book Fairs, and Reading Challenges. Additionally, it is promoted through parent workshops and advisory sessions. Arabic Qur'an reading competitions are held within the school, and students also take part in national events.

The school library provides a welcoming environment, with comfortable seating to encourage students to pick up a book and read. In primary phase corridors, book corners are set up where students can browse books individually or in groups, enjoying a space that fosters a love of reading.

The phonics screening process is that used in ENC schools in England which is rigorous and supplies data to aid teachers in their interventions. A record of reading ages is maintained as an ongoing record, and the phonics screening tests demonstrate a rising pass rate. School leaders are also making use of the feedback from external GL assessments which is used to support improving reading outcomes.

Strengths of the school

- Strong relationships exist among staff, students and peers, and these are reflected in respectful behavior and a positive learning environment.

- Teachers have a thorough knowledge of their subjects and how students learn.

- The school provides a range of extra-curricular opportunities, including academic, creative and sporting activities.

- The school has rigorous procedures for the safeguarding of students, including child protection, and the school protects students from all forms of abuse, including cyberbullying.

- The leadership provided by the principal and senior leaders ensures an inclusive school with a positive learning culture.

Key Recommendations

1. Raise students' attainment and progress to consistently very good or better in all core subjects and phases by:

- ensuring all students achieve high standards across core subjects by improving instructional practices and providing targeted support.
- using data-driven approaches to monitor student progress and identify areas for improvement.
- implementing tailored interventions to support high-attaining students and students of determination.
- providing continuous professional development to teachers to enhance teaching strategies.
- encouraging student self-assessment and reflection to track personal growth and set goals.
- collaborating with specialists to create individualized learning plans and enrichment opportunities that address specific needs and strengths.
- enhancing preparation for external exams through focused revision strategies and targeted practice to improve performance.
- ensuring the consistent application of best assessment practices across all subjects by regularly reviewing and refining assessment policies and processes.

2. Enhance students' critical thinking and innovation skills by:

- developing students' skills in inquiry-based learning by encouraging critical thinking and problem-solving across all subjects.
- integrating innovative learning methods that promote creativity, collaboration, and independent learning.
- fostering an environment that encourages exploration, questioning, and application of knowledge in real-world contexts.
- utilizing technology to enhance learning opportunities and promote student-driven projects.
- creating interdisciplinary learning experiences that connect theory to practical applications.
- using scientific method investigations to deepen understanding in science.
- stimulating critical thinking through the application of scientific methods in various subjects.

3. Improve curriculum modification to foster student personal and social development by:

- enhancing students' knowledge and awareness of UAE culture and heritage through integrated cultural content and related activities.
- increasing leadership opportunities in group activities to develop self-reliance, initiative, and personal growth.
- strengthening healthy habits at school and home through collaborative programs involving students and parents to support well-being.
- modifying the curriculum to better meet the needs of all student groups, particularly high attainers, gifted and talented, and EAL learners, with differentiated learning paths.
- strengthening the curriculum relevance by embedding enterprise, innovation, and creativity into lessons, promoting problem-solving and creativity.

Overall School Performance: Very Good

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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

| Holy Qur'an and Hadeeth | Islamic values and principles | Seerah (Life of the Prophet PBUH) | Faith | Identity | Humanity and the universe |

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

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 against the Ministry of Education (MoE) curriculum standards for Islamic Education indicates that a large majority of students in phases 2,3, and 4 attain levels that are above curriculum standards.

- The school has no external national or international assessments for years 1-12. However, the MoE national exam results for Year 13 Islamic Education students at the end of AY 2023/24 indicate outstanding attainment.

- In lessons and recent work, the majority of students in all phases attain levels above curriculum standards. Students demonstrate knowledge of Islamic teachings, etiquette, the Holy Qur'an, Nobel Hadeeth, and Islamic Law. Across all stages, some students can recall prescribed Surah and Nobel Hadeeth but only occasionally demonstrate a clear understanding of their meanings; however, applying Tajweed rules is still developing. In phases 3 and 4, students demonstrate inconsistent understanding and application of Islamic laws and principles, with challenges in recalling supportive verses and Hadeeth.

- Over the past three years, the school's internal assessment data has consistently shown very good attainment in Phases 3 and 4. In Phase 2, attainment has improved from good in the 2021/22 academic year to consistently very good over the last two years.

- The school's internal assessment data analysis indicates that the large majority in all phases make better-than-expected progress over time and from their starting points.

- In lessons and recent students' work, the majority of students in Phases 2 and 4 and the large majority in Phase 3 make better than the expected progress against learning objectives aligned with curriculum standards.

- The school's analysis of progress data indicates that boys and girls make similar progress across phases; however, Emirati students in phases 3 and 4 make better progress than other groups. Data shows that most Emirati students in Phases 3 and 4, low attainers and students of determination in Phase 3, and gifted and talented students in Phase 4 make better than expected progress. A large majority of boys in Phases 3 and 4, girls across all phases, Emirati in Phase 2, low and high attainers in Phases 2 and 4, students of determination in Phase 1, and gifted and talented students in Phase 3 make better than expected progress. The majority of boys and gifted and talented students in Phase 1, including high attainers in Phase 3, make better than expected progress. In lessons, high-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve students' comprehension skills of the meanings of prescribed Surahs and Nobel Hadeeth across all phases.

2. Enhance students' ability to consistently apply Tajweed rules when reciting the Holy Qur'an.

Arabic as a first language

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

Speaking   Listening   Reading   Writing

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

Findings:

- The school's analysis of internal assessment data at the end of the academic year 2023/24 against curriculum standards indicates that a large majority of students in phases 1, 2, and 3 and most students in Phase 4 attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.

- The school's external Arabic MOE examination results show that most of the students in year 13 attain levels above the curriculum standards.

- In lessons and their recent work, the majority of students across phases 1, 2 and 3 and a large majority in Phase 4 attain levels above curriculum standards. In Phase 1, students demonstrate strong foundational listening and speaking skills. In phases 2 and 3, students develop in reading proficiency. By phase 4, students enhance their skills in extended reading and creative writing. However, creative writing and dictation remain underdeveloped in phases 2 and 3, while proficiency in speaking standard Arabic continues to develop across phases 2, 3, and 4.

- Over the past three years, the school's trends over time indicate that attainment has improved from good to consistently very good in Phases 1 and 2, maintaining steady very good in Phase 3, and improving from very good in both AY 2021/22 and 2022/23 to outstanding in AY 2023/24.

- The school's analysis of internal assessment data indicates that a large majority of students across all phases make better than the expected progress in relation to their individual starting points and the curriculum standards.

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

- The school analyzes assessment data to track the progress of various student groups. A large majority of girls across all phases, as well as boys, Emirati students, low attainers in Phase 2, and gifted and talented students in Phases 2 and 3, make better than expected progress. Similarly, most students of determination in Phase 3 and low attainers in Phase 3 make better than expected progress. In Phase 4, most boys, high attainers, gifted and talented students, and Emirati students also make better than expected progress, while the majority of low attainers in Phase 4, high attainers in Phase 2, and students of determination in Phases 1 and 2 make better than expected progress. However, in Phase 3, most high attainers achieve only the expected progress against learning objectives aligned with curriculum standard.

- In lessons, students with additional learning needs, including students of determination, make better-than-expected progress toward their targets. Lower-attaining students always receive sufficient support to make the expected progress while higher-attaining students always make the progress they are capable of.

Next Steps:

1. Improve writing skills in phase 1 and speaking standard Arabic and reading skills in phases 2 and 3.

2. Strengthen reading fluency and extended writing skills in phase 4.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the majority of students in Phase 2, a large majority in Phase 3, and most students in Phase 4 attain levels that are above the curriculum standards.

- The school has no external national or international assessments for years 1-12.

- In lessons and students' work, the majority of students in phases 2 and 3 and a large majority in Phase 4 attain levels above curriculum expectations. Their speaking skills, however, are in line with expectations.

- In Phase 4, students with over seven years of ASL study struggle with speaking skills necessary for conversing on familiar topics using correct linguistic structures and tenses. Students with two years of ASL experience can copy words, read basic sentences, and write using memorized phrases. In Phases 3 and 4, students with more than four years of study understand short texts with key information, but struggle with guided conversations, writing simple paragraphs, and summarizing details. In Phases 2 and 3, students with over two years of learning are starting to understand simple texts independently, but their fluency in speaking and reading remains underdeveloped.

- Over the last three years, the school's internal assessment data consistently shows good attainment in Phase 2, with Phase 3 improving from good in AY2021/2022 and AY 2022/23 to very good in AY 2023/24, and Phase 4 experiencing a steady rise from good in AY 2021/2022 to very good in AY 2022/23 and to outstanding in the most recent year AY 2023/24.

- The school's analysis of internal assessment data shows that the majority of students in Phase 2, a large majority in Phase 3, and most students in Phase 4 make better than expected progress in relation to their starting points and the curriculum standards.

- In lessons, the majority of students in Phases 2 and 3 and a large majority in Phase 4 make better-than-expected progress over time and from their starting points and the curriculum standards.

- The school's analysis of progress data indicates that girls make better progress than boys in phases 2 and 4 and make similar progress in phase 3. Boys in phases 3 and 4, girls in phases 2 and 3, and gifted and talented students in Phase 2 make very good progress. Girls in phase 4, low attaining students across phases, students with additional learning needs, including students of determination in phases 2 and 3, and gifted and talented students in Phase 4 make outstanding progress. High-attaining students in Phase 2 and gifted and talented students in Phase 3 make good progress. High-attaining students in phases 3 and 4 only make acceptable progress.

- In lessons, the gifted and talented students in Phase 3 made less progress than in the other phases. Higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve conversational fluency with a focus on guided discussions using correct tenses and structures.

2. Enhance reading comprehension skills with practices that support independent text interpretation.

3. Strengthen writing skills, focusing on detailed, cohesive paragraphs beyond memorized phrases.

UAE Social Studies

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

National identity	Citizenship	Government	Values and ethics	The individual and society	The national economy

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

Findings:

- The school's analysis of internal assessment data at the end of academic year 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that large majority of students in phases 2 and 3 attain levels that are above the curriculum standards. This does not align with the levels of students' knowledge and skills observed in lessons.

- The school has no external international assessments for social studies.

- In lessons and recent work, the majority of students in phases 2 and 3 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards.

- Over the last three years, the school's internal assessment data indicates consistently very good attainment in Phases 2 and 3.

- The school's analysis of internal assessment data indicates that a large majority of students in Phase 2 and most in Phase 3 make better than expected progress over time and from their starting point.

- In lessons in Phases 2 and 3, a large majority of students make better than expected progress against learning objectives aligned to curriculum standards.

- The school analyzes assessment data to track the progress of various student groups including boys, girls, Emiratis, low and high attainers, students of determination, including those of special educational needs and gifted and talented students. The school's analysis of internal assessment data indicates that all groups in Phase 2 make very good progress, except for Emirati students who make good progress. In Phase 3, all groups make outstanding, except for high attainers who make good progress. In lessons, students with additional learning needs, including students of determination, do not consistently make the expected progress toward their target. Lower, and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve students' attainment while focusing on enhancing their understanding of UAE history in Phases 2 and 3.

2. Accelerate progress for Emirati students in Phase 2 and high attainers in Phase 3 to achieve very good levels.

English

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

| Speaking | Listening | Reading | Writing |

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

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 indicates that large a majority of students in phases2 and 3 attain levels above curriculum standards. In Phase 4 less than three quarters of students attain levels in line with curriculum standards. The school did not provide attainment data for the Early Years Foundation Stage (EYFS).

- In AY 2023/24, the school administered the GL Progress Test (GL PTE) in English to benchmark students' attainment. Results show that less than three-quarters of students in Phases 2 and 3 achieved levels in line with international standards. Additionally, the school conducted external assessments, including A-levels and IGCSEs in English. Students' attainment was very good in the Year 11 IGCSE exam, but weak in the Year 12 Advanced Subsidiary (AS-Level) and Year 13 A-Level exams.

- In lessons and recent work, the majority of students, in all phases, demonstrate levels of knowledge, skills, and understanding that are above curriculum standards.

- Over the last three years, the school's trends in internal assessment data show that in phases 2 and 3, there has been an increase in attainment from consistently good in both AY 2021/22 and 2022/23 to very good in AY 2023/24. In Phase 4, attainment declined from acceptable in AY 2021/22 to weak in the last two years. The trends in students' attainment in standardized GL assessments in phases 2 and 3 have been consistently weak over the past three years. While the attainment in Phase 3 has been consistently very good in external IGCSE exams, trends over time in Phase 4 for the external exam of A-Level and AS-level indicate a regression from acceptable in AY 2021/22 to consistent weak in AY 2022/23 and AY 2023/24.

- The school's internal assessment data indicates that a large majority of students in phases 2 and 3 and the majority of students in phase 4 make better than expected progress in relation to their starting points and curriculum standards.

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

- The school's analysis of internal data indicates that in Phase 3, all student groups, including boys, girls, Emirati students, high- and low-attainers, students of determination including those with additional learning needs, and gifted and talented students, make very good progress.

- In Phase 2, most student groups make very good progress, although both low- and high-attaining students make only good progress.

- In Phase 4, girls make very good progress, while Emirati students, low-attaining students, students of determination, including those with additional learning needs, and gifted and talented students make outstanding progress. However, boys make weak progress, and high-attaining students make very weak progress.

Next Steps:

1. Raise students' achievement in external GL assessments across years 4 to 10.

2. Accelerate the progress of boys and high attainers in Phase 4.

3. Enhance the implementation of phonics programs in early primary to better support students in effectively applying phonics knowledge to their writing.

Mathematics

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

| 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	Good ⬇	Very Good	Very Good
	Progress	Very Good	Good ⬇	Very Good	Very Good

Findings:

- The school's internal assessment data for AY 2023/24 against the National Curriculum for England (NCfE) indicates that the large majority of students in phases 2 and 3 and the majority of students in phase 4 attain levels that are above curriculum standards. The school did not provide attainment data for the Early Years Foundation Stage (EYFS).

- The school has administered the GL Progress Test (GL PTS) in mathematics to benchmark students' attainment. Results for the AY 2023/24 indicate that less than three-quarters of students in phase 2 attain levels that are in line with international standards, while in phase 3 the large majority of students attain levels that are above international standards. The majority of Phase 3 students undertaking the International General Certificate of Secondary Education (IGCSE) exam and the majority of Phase 4 students undertaking the Advanced Subsidiary (AS) level exams attain levels that are above international standards.

- In lessons and recent work, the large majority of students in phases 1, 3 and 4 and the majority of students in Phase 2 demonstrate mathematical knowledge, skills, and understanding that are above curriculum standards. In Phase 1, students demonstrate strong skills in foundational numerical understanding, including counting, comparing quantities, and recognizing patterns. In phase 2, students develop proficiency in fundamental arithmetic operations such as multiplication and division, although some may require additional support to strengthen the recall of basic facts. In phase 3, students apply geometric principles to solve problems involving angles and unfamiliar shapes, showcasing critical thinking and problem-solving skills. Phase 4 students advance to solving complex problems involving arcs, sectors, and trigonometric functions, demonstrating higher-order reasoning and the ability to use iterative processes effectively.

- Over the past three years, the school's internal assessment data shows that attainment in Phases 2 and 3 has improved steadily, rising from good in both AY 2021/22 and AY 2022/23 to very good in AY 2023/24. In Phase 4, attainment trends fluctuated, starting at very good in AY 2021/22, regressing to weak in AY 2022/23, and increasing to good in AY 2023/24. In external GL assessments, attainment in Phase 2 has remained consistently weak, while in Phase 3, it has improved significantly from weak in AY 2021/22 and AY 2022/23 to very good in AY 2023/24. In Year 12 AS-level assessments, attainment trends significantly regressed from very good in AY 2021/22 to weak in AY 2022/23, then improved to good in AY 2023/24. Year 13 A-level attainment has also fluctuated, progressing from very good in AY 2021/22 to outstanding in AY 2022/23, but regressing to acceptable in AY 2023/24.

- The school's internal assessment data indicates that the large majority of students in phases 2 and 3 make better than expected progress in relation to their starting point and the curriculum standards, while most students in phase 4 make the expected progress.

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

- The school analyzes assessment data to track the progress of various student groups. The school's internal data indicates that boys and girls make similar progress, where progress is very good in phases 2 and 3 and acceptable in Phase 4. Emiratis and gifted and talented students make very good progress in Phase 2 and outstanding progress in Phase 3, while gifted and talented make acceptable progress in Phase 4. In phase 3, low-attaining students, students of determination including students with additional learning needs, and gifted and talented students make outstanding progress.

- Low-attaining students in phases 1 and 4, high-attaining students in phases 2 and 3, and students of determination in phase 1 including those with additional learning needs make good progress. In phase 4, boys, girls, high-attaining and gifted and talented students make acceptable progress, while low-attaining students make good progress.

Next Steps:

1. Increase students' opportunities to use technology and on-line resources to support their learning.

2. Accelerate the progress of high-attaining students and students with gifts and talents, particularly in phase 4.

3. Enhance students' knowledge of multiplication tables in phase 2.

Science

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

Scientific thinking, inquiry, and investigative skills

Ability to draw conclusions and communicate ideas

Application of science to technology, the environment and society

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

Findings:

- The school's analysis of internal assessment data for AY 2023/24 against the National Curriculum for England (NCfE) indicates that the large majority of students in phases 2 and 3, in all sciences, attain levels that are above the curriculum standards. In Phase 4, less than three-quarters of students in Physics and Chemistry and most students in Biology attain levels in line with curriculum standards. The school did not provide attainment data for the Early Years Foundation Stage (EYFS).

- The school conducts the GL Progress Test in Science (GL PTS) to benchmark students' attainment in years 5 to 10. The results of these tests for AY 2023/24 indicate that less than three-quarters of the students in phase 2 attain levels that are in line with international standards. However, in Phase 3, a large majority of students attain levels that are above the national standards. Students in Year 11 take the (IGCSE) examination in biology, physics, and chemistry, and the results of AY 2023/24 indicate that a large majority of students attain levels that are above international standards. In Year 12, students sit for the Advanced Subsidiary (AS) level examinations and results of AY 2023/24 indicate that a large majority of students attain levels above international standards in physics, while most attain levels in line with international standards in biology. However, in chemistry, only three-quarters of students attain levels in line with international standards.

- In Year 13, students sit for the Advanced Levels (A Levels), results of AY 2023/24 indicate that most students attain levels in line with international standards in biology, while less than three-quarters meet these standards in chemistry and physics.

- In lessons and recent work, the large majority of students in Phase 3 and the majority of students in all other phases demonstrate levels of scientific knowledge, skills, and understanding that are above curriculum standards. In Phase 1, most students demonstrate curiosity and inquiry skills, developing an understanding of living things and basic scientific concepts, though with limited vocabulary. In Phase 2, students expand their scientific thinking and vocabulary, applying methods like predicting, experimenting, and recording observations to deepen concept understanding. In Phase 3, students show strong knowledge of biology, chemistry, and physics, effectively integrating mathematical concepts to explain topics. In Phase 4, students synthesize advanced knowledge, critically analyze data, and apply findings to real-world contexts. Across all phases, students draw conclusions and use appropriate terminology, though independent investigation skills need further development.

- Over the last three years, the school's trends in internal assessment data in Phase 2 indicate an improvement from good in AY 2021/22 to consistently very good in both AY 2022/23 and 2023/24. In Phase 3 sciences, trends improved from consistently good in AY 2021/22 and 2022/23 to very good in AY 2023/24. In Phase 3 physics, chemistry, and biology, trends have consistently improved from good in AY 2021/22 to consistently very good in the following two years. In phase 4 physics, the trends remained consistently weak over the past three years. In phase 4 chemistry, trends have regressed from good in AY 2021/22 to consistently weak over the past two years. In phase 4 biology, trends fluctuated from good in AY 2021/22 to weak in AY 2022/23 to acceptable in AY 2023/24. Trends in GL PTS attainment have fluctuated in phase 2 from weak in AY 2021/22 to very good in AY 2022/23 then back to weak in AY 2023/24. In phase 3, trends have been consistently very good over the past three years. In IGCSE, biology and physics trends improved from good in AY 2021/22 to consistently very good in the following two years. In AS-levels, trends remained consistently weak in chemistry and acceptable in biology, while physics improved from consistently weak in AY 2021/22 and 2022/23 to very good in AY 2023/24. In A-levels, physics trends declined from good in AY 2021/22 to acceptable in AY 2022/23 and weak in AY 2023/24. In chemistry, trends also regressed from outstanding in AY 2021/22 to very good in AY 2022/23 and weak in AY 2023/24. In biology, trends fluctuated from very good in AY 2021/22 to weak in AY 2022/23 to acceptable in AY 2023/24.

- The school's analysis of internal assessment data indicates that a large majority of students in phases 2, 3, and phase 4 physics and biology make better than expected progress in relation to their starting point and the curriculum standards. In phase 4 chemistry, most students make the expected progress.

- In lessons and recent work, a large majority of students across all phases make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards, however, most students in Phase 4 make only the expected progress.

- The school analyzes assessment data to monitor the progress of various student groups. In Phase 2, internal data shows that all groups make very good progress, except boys and students of determination, including those with additional learning needs, who make good progress, and high attainers, who make acceptable progress. In Phase 3, progress varies across groups. Boys, Emiratis, and low attainers make outstanding progress, while girls make very good progress. High attainers and gifted and talented students make acceptable progress, and students of determination, including those with additional learning needs, make good progress. Sciences data for Phase 3 indicates that boys, girls, and Emirati students make very good progress in physics, chemistry, and biology, except for boys, who make good progress in biology. Low attainers make outstanding progress in physics and chemistry and very good progress in biology. High attainers make good progress in physics and chemistry but very good progress in biology. Gifted and talented students make outstanding progress across physics, chemistry, and biology, while students of determination, including those with additional learning needs, make good progress in physics and biology and very good progress in chemistry.

- In Phase 4, progress varies across sciences and student groups. In chemistry, all groups make acceptable

progress, except for low attainers, who make good progress. In physics, boys, high attainers, and gifted and talented students make very good progress, while low attainers make good progress, and girls make outstanding progress. In biology, boys and gifted and talented students make good progress, girls make very good progress, Emirati students make outstanding progress, high attainers make acceptable progress, and low attainers make weak progress. In lessons, there are no noticeable differences between Emirati students' progress compared with other students. Girls, boys, lower attainers, and students of determination are observed to make very good progress across phases 2 to 4. The higher attainers and the gifted and talented (G&T) students do not make the progress they are capable of due to insufficient challenge in the lessons. In phase 1, all groups make very good progress, although girls perform better than boys in Understanding the World.

Next Steps:

1. Strengthen inquiry and application of the scientific method in Phases 2, 3, and 4.

2. Accelerate high-attainers' progress in Phases 2 and 3.

3. Develop communication skills with a focus on scientific vocabulary in Phase 1 and EAL learners.

Learning Skills

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

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

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

Findings:

- Students across all phases enjoy learning, however, those in Phases 3 and 4 are keen to learn and take higher responsibility for their learning. In most subjects, students across all phases can explain, justify, and support their answers. They regularly review and reflect on the progress of their own work, and of their peers. Students have a clear understanding of their performance and progress in each subject due to consistent and effective target setting.

- Students in Phases 1 and 2 collaborate well and present their work carefully but often lack time to think or discuss their ideas before responding. In Phases 3 and 4, students communicate more effectively, with stronger skills in presenting and explaining their ideas. However, in all phases, students are rarely prompted to build on another student's answer.

- Students can meaningfully apply their learning across subjects when connections to real world contexts are made. However, due to inconsistent emphasis on these connections, engagement varies, and relevance to their personal experiences is limited.

- Students in Phases 1 and 2 demonstrate critical thinking skills through inquiry, while those in Phases 3 and 4 apply these skills effectively. However, innovation and independent learning opportunities are still developing across all phases. Students are given challenges, but they are often first tasked with simpler activities before moving on to more complex ones. While students engage in extracurricular activities, their opportunities to approach learning creatively in lessons are few. Limited use of technology in subjects like mathematics and science restricts their ability to research and explore concepts.

Next Steps:

1. Increase opportunities for students to connect their learning to real-world contexts, particularly those relevant to UAE.

2. Promote critical thinking and questioning, encouraging students to build on peer responses and take initiative in discussions.

3. Enhance research skills with a focus on technology integration and creative learning opportunities.

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

Personal Development

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

Findings:

- The school fosters a positive culture across all phases, grounded in its values and the UAE competency framework, encouraging positive and responsible attitudes among nearly all students. They are self-reliant and actively seek and respond well to critical feedback to enhance their personal and academic growth. Students also appreciate group activities, viewing constructive criticism as an opportunity for meaningful development.

- Across the school, students frequently demonstrate responsible and self-disciplined behavior contributing to a harmonious learning environment. Respectful relationships between staff and students create a calm atmosphere, reinforced by a zero-tolerance policy on bullying. Behavioral issues are addressed through comprehensive policies and individualized support plans when necessary. A house point system motivates students by promoting positive behavior and celebrating achievements. Students collaborate effectively, resolve differences constructively, and build a strong sense of community.

- Across phases, observations highlight respectful and considerate relationships among staff, students, and peers. Students maintain a positive attitude toward learning and respond constructively to feedback. They show independence, resilience, and initiative in lessons and activities. The Student Council and leadership team contribute to community projects, reinforcing these qualities. Students are sensitive to others' needs and differences, fostering a supportive and respectful environment.

- Students demonstrate a secure understanding of safe and healthy living, consistently making wise choices about their health and safety. The school promotes healthy lifestyles through assemblies, tutor sessions, awareness days, and wellness events, educating students on the benefits of healthy eating, regular exercise, and mental well-being. Students actively participate in activities reinforcing these practices, while parents are involved through workshops to support positive habits at home.

- The school maintains a strong average attendance rate of 96%, supported by effective policies on attendance and punctuality. Parents are encouraged to minimize absences, and exceptional attendance is celebrated during assemblies. Students value group activities and constructive feedback, contributing to their academic and personal growth.

Next Steps:

1. Develop students' self-reliance, initiative, and personal growth.

2. Strengthen healthy habits at school and home, focusing on collaborative programs involving students and parents.

3. Continue improving students' punctuality.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Across the school, students clearly appreciate and understand how Islamic values influence contemporary UAE society. They celebrate Islamic occasions, such as the Prophet's birthday, Isra'a, Mi'raj, Eid Feter, and Eid Adha.

- Students across phases have a good knowledge and appreciation of the heritage and culture that shape contemporary life in the UAE. They actively and respectfully engage in various cultural activities and celebrate national events, such as National Day, Flag Day, and Martyrs' Day. However, they seldom take the initiative to organize such activities. Heritage corners and displays throughout the corridors further highlight their connection to and respect for the UAE's rich traditions.

- Students across phases show a clear understanding, awareness, and appreciation of both their own culture and the cultures of others. They are particularly knowledgeable about the nationalities present in the school community, particularly those from Arab world countries. They actively take part in International Culture Day celebrations, which could be further enriched to deepen cultural understanding and engagement.

Next Steps:

1. Enhance students' knowledge and awareness of UAE culture and heritage.

2. Provide students with more opportunities to initiate and involve themselves in a wider range of cultural activities.

Social responsibility and innovation skills

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

Findings:

- Across the school, students understand their responsibilities as members of the school community and actively take on key roles, including leading activities and organizing parent meetings. Their regular and active volunteer work benefits both the school and the wider community, with Phase 4 students providing support to students in other phases.

- Students across phases demonstrate a positive work ethic and often take the initiative, making independent decisions and developing creative ideas. They enjoy creating their own projects and have actively participated in ADNOC Projects, showcasing their innovative ideas.

- Students care for their school and actively contribute to enhancing its environment. They engage in sustainability and conservation efforts both locally and globally and participate in initiatives such as recycling programs and planting projects in the school and Al Ain city.

Next Steps:

1. Improve students' ability to take initiative and make independent decisions.

2. Increase students' involvement in the community with a wider number of students participating.

3. Raise students' environmental and sustainability awareness across the school.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers have a thorough subject knowledge and apply this effectively in lessons. They know how students learn and generally apply their teaching skills effectively. Recent appointments in years 1 and 2 are still adapting to the school's high expectations for quality teaching, while teachers of Arabic-medium subjects demonstrate inconsistent use of standard Arabic. Teachers in the upper phases have a very clear understanding of external examination requirements which they use strategically to help students improve their levels of achievement.

- Teachers plan engaging lessons and make effective use of time and the available resources, using interactive whiteboards skillfully in most lessons. In Phase 1, teachers ensure a wide range of resources are available to capture students' enthusiasm for learning more. Teachers in other phases effectively integrate students' prior knowledge with new concepts, using displays of student work and curriculum topic areas to motivate to motivate and enhance learning progress. In a minority of lessons, particularly in the lower primary, teachers spend excessive time introducing topics, limiting opportunities for student-led inquiry and reflective learning.

- Teachers interact positively, encouraging students' participation and fostering a keen interest in learning. Most use targeted questions to assess knowledge and prompt higher-order thinking, though questioning to stimulate dialogue on local issues and students' understanding of the world is less common. In Arabic subjects, questioning helps students connect knowledge to the UAE heritage. However, in Islamic Education, lengthy question-and-answer sessions reduce time for student-centered activities. In the best lessons, like Primary Phase science, students are encouraged to explore their own topic-related questions from group discussions.

- Teachers effectively meet the diverse needs of most students, using strategies informed by observations, assessments, and marking. In the best lessons, particularly in mathematics and English, differentiated activities with varying levels of challenge extend learning for all students. This personalized approach, offering clear goals, choice, and responsibility, is not consistently applied across all subjects and phases. In Phase 2, challenges are appropriately leveled to suit the students' abilities. While teachers are aware of the needs of low attainers and students of determination, more targeted planning for gifted and talented students is needed. In Post-16 biology, targeted micro-teaching and after-school sessions help bridge gaps, particularly for additional language learners.

- Across phases, in most lessons, teachers plan activities to promote critical thinking, independent learning, and problem-solving, though implementation varies. Critical thinking is stronger in phases 3 and 4, as seen in organic chemistry lessons. In Arabic-medium subjects, students research independently, and in physical education, they use technology for progress reviews and exam practice. However, technology integration to extend learning is inconsistent. In the Early Years, students engage in imaginative activities to develop curiosity and inquiry skills. At other levels, inquiry and innovation skills are less emphasized, while Phase 2 is still developing opportunities for inquiry and project-based problem-solving.

Next Steps:

1. Enhance lesson plans implementation to further improve differentiation and encourage reflection and student responsibility.

2. Extend opportunities for student-led inquiry, research using technology, and project work to solve real-life problems across all subjects.

3. Strengthen teachers' questioning techniques and strategies to foster dialogue on local, regional, and global issues.

Assessment

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

Findings:

- The school has data-rich, coherent, and consistent internal assessment processes across all phases linked to the school's curriculum standards. Internal assessment provides highly reliable information and comprehensive measures of students' academic progress and personal and social development. Assessment processes in EYFS are even more orientated to personal development and the seven areas of learning required by the ENC (English National Curriculum).

- The school effectively benchmarks students' attainment against international standards in both PISA 2022 and TIMSS 2022. In addition, the school regularly assesses students using the standardized GL Progress Tests for English, science and mathematics. The school recognizes the need to better integrate GL report feedback in its assessment information to enhance student performance in benchmark tests. The school's assessment process adheres stringently to ADEK benchmarking and ENC guidance.

- The school has a comprehensive data analysis system that captures both formative and summative assessment data and tracks cohorts' overtime to identify trends. Data is analyzed at both individual and group level providing accurate and very detailed information about students' progress.

- Most teachers are effective in the use of the school's generated assessment information to inform their lessons and future planning so the needs of students can be met. Teachers use the data to track each student's attainment and identify those who may require intervention programs due to positive progress rates not being maintained. However, the use of this relevant and comprehensive assessment information is inconsistent across subject areas and phases, partly due to the significant number of teachers new to the school and its expectations.

- Most teachers have very good knowledge of the strengths and weaknesses of the students in their classes. Teachers provide oral feedback during lessons, offering support and guidance as needed. Written feedback in student copybooks is variable, though generally positive and constructive. There is some evidence of teacher-student dialogue and the next steps for improvement, particularly in Phase 2. In some lessons, students are encouraged to engage in self-assessment and peer assessment, leading to insightful and meaningful written feedback exchanged among peers. However, school assessment policies are inconsistently implemented across all subjects and phases.

Next Steps:

1. Improve the consistency of the use of assessment data, in all subjects, to effectively meet the needs of all individuals and student groups.

2. Utilize external benchmarking reports more effectively to enhance student outcomes in these assessments.

3. Monitor the implementation of assessment policy processes to improve the quality of student self-assessment, peer assessment and teacher -student feedback.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school's curriculum is based on the National Curriculum for England (NCfE) and is guided by a clear rationale, aligned with the school's vision and national priorities, statutory requirements, and international standards. Its carefully scaffolded approach aims to inspire, challenge, and safeguard all students, fostering personal and academic development to help them become confident individuals, responsible citizens, and positive contributors to society. The curriculum in all phases adheres closely to the requirements of the school's authorized/licensed curriculum and national statutory obligations.

- The curriculum is effectively planned to ensure that students learn systematically and progressively. Collaborative curriculum mapping ensures that most discipline areas within the curriculum have clearly defined learning outcomes at each key stage, outlining what students are expected to know, understand, and achieve by the end of each year level. It meets the needs of most students and provides a well-structured foundation that progressively builds on students' prior learning. However, in the MoE curriculum, learning progression between the phases is less structured with insufficient focus on the consistent use of standard Arabic in all learning activities.

- The curriculum offers a wide range of options for senior students, including 22 GCSE and IGCSE courses in Key Stage 4 and 19 A Levels in Key Stage 5, supporting their ability to study and work internationally. Subjects include Art, Biology, Business Studies, Chemistry, Computer Science, Economics, English, Geography, History, and IT. Student feedback shows growing interest in European universities, particularly those requiring German, which is not currently available. The school plans to expand senior options to include more STEM and vocational subjects, such as Design Technology, Automotive Engineering, Media Studies, and Food Technology, with details yet to be finalized.

- Cross-curricular links are meaningfully planned, with collaborative planning effectively embedding these links to support student learning transfer. This is particularly strong in Arabic-medium subjects, science, and the EYFS and primary phases. In secondary biological sciences, collaborative planning is highly effective, such as experiments linking mathematics and enhancing English writing skills. However, students are not yet writing comprehensive scientific reports. While lesson planning includes transdisciplinary links, connections to national identity and real-life contexts are not consistently well-implemented, and links between the school and MoE curricula are less well-planned.

- The curriculum is regularly reviewed based on emerging assessment results as well as regional needs and international trends. The school conducts a comprehensive curriculum review at the end of each academic year, once external results are available. Each half term, a major review is conducted by the heads of departments and leaders of the key stages. At the department level, subject curricula are consistently monitored on a weekly basis and upon receiving new data, supported by detailed analysis of students' progress. Effective curriculum modifications are shared across teaching teams as examples of best practices. Reviews incorporate Emirate and national priorities, along with external and international examination requirements. The school recognizes the need to refine the Arabic-medium curriculum to ensure it is comprehensive, innovative, and relevant, with a stronger focus on linking concepts to real-life experiences.

Next Steps:

1. Enhance learning progression in Arabic-medium subjects to better prepare students for regional study and work opportunities.

2. Develop tailored Post-16 programs to align with students' career aspirations and emerging job market trends.

3. Expand senior options to include additional STEM and vocational subjects.

Curriculum adaptation

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

Findings:

- The school successfully ensures teachers modify the curriculum to meet the learning needs of almost all students. Collaborative planning within year groups results in lesson plans tailored to specific class needs. The inclusion team prepares Individual Education Plans (IEPs) for students with additional learning needs, and verbal briefings for teacher aids help students make better-than-expected progress. After-school ECAs offer remediation support for EAL and lower attainers, while additional catch-up work and small group or one-on-one micro-teaching support progress during lessons. Most low attainers make good progress, though slower than peers, particularly in Years 11 and 12. Emirati students make very good progress overall, except in Year 11. However, high attainers, including gifted and talented students, are not sufficiently challenged in lessons to reach their full potential.

- The curriculum is interesting, offering a range of subject choices and ECA activities that motivate most students. Students' learning experiences are enhanced through field trips, such as book fairs, the Emirati careers fair, and an ITS congress, which provide real-world connections to their studies. However, creative skills are primarily encouraged in specialist subjects like music and art. In the EYFS, students make very good progress in English through imaginative role play and exploration, while entrepreneurial skills are developed through activities like plant sales in sciences and enterprise projects in Post-16. Opportunities to foster enterprise and innovation skills are limited in other phases. While community volunteering is not a major focus, students can join the student council, organize events, or engage in activities like tree planting with the Eco Club. In Phase 4, students mentor younger peers weekly, but overall, community links and opportunities for social contributions are inconsistent.

- The curriculum provides appropriate learning experiences for most students to develop a clear understanding of the UAE heritage through assemblies, and events such as Flag Day. The collaborative planning approach leads to an adequate integration of UAE culture and Islamic values in most subjects.

Next Steps:

1. Modify the curriculum more extensively to better meet the needs of all groups of students in lessons, particularly high attainers, gifted and talented, and EAL learners.

2. Enhance curriculum relevance through embedding enterprise, innovation, and creativity more rigorously in lessons.

3. Strengthen curriculum links to Emirati culture and UAE society, while expanding activities that promote social contributions and student engagement.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school establishes rigorous procedures to ensure the protection and welfare of students. Safeguarding measures are thorough and comprehensive, with all teaching and support staff undergoing annual training, complemented by mid-year refreshers to address emerging issues. The safeguarding policy is easily accessible to parents and students via the school's learning platform. Students are confident in knowing who to approach if they have concerns, supported by visible displays of safeguarding leads' photographs and names throughout the school. The school is effective in protecting students from all forms of abuse, including cyberbullying. While incidents of unkind behavior are rare, they are promptly and appropriately addressed. Clear policies govern the safe and appropriate use of the internet and social media, with regular workshops for students and parents to address critical safety issues.

- The school premises are secure, providing a safe environment for students to learn, socialize, and play, as well as for staff to work. A broad range of healthy activities is offered, and the school supports elite junior athletes by adjusting their learning schedules when needed. The health and safety team ensures the buildings remain safe through regular maintenance and thorough safety checks. Student safety is closely monitored during transitions to and from buses, although a minority of students still do not wear seatbelts. Break and lunchtime supervision in the canteen and recreation areas is well-organized. Risk assessments are comprehensive for key areas such as the swimming pool and offsite visits. However, risk assessments and staff training for the use of specialist technology equipment in the STEAM hub are yet to be implemented. Individualized risk assessments are carried out for students with mobility challenges. Fire drills are conducted bi-monthly, and evacuation times are recorded, with evacuation chairs available on the first floor of each teaching block. However, a lockdown procedure has not yet been established.

- The school buildings and equipment are very well maintained, with thorough records of building and equipment checks carried out by third-party contractors, all of which are up to date. The school operates a small but well-resourced medical clinic staffed by three nurses and a nursing assistant. Regular health checks monitor students' BMIs and the blood sugar levels of those with diabetes. Over-the-counter medications are provided for minor injuries and fevers, while prescribed EpiPens and insulin are securely stored. Student medical records are appropriately maintained and locked away at the end of each day to ensure confidentiality.

- The premises provide accessible facilities for all Foundation Stage and primary students. However, secondary creative arts classrooms are not easily accessible for individuals with mobility challenges, and the school is exploring options to improve accessibility. Records of ongoing repairs by the site team are well-maintained, and the school promptly addresses issues as demonstrated by the swift responses to minor points raised during the inspection.

- The school's promotion of safe and healthy living is very effective. The canteen offers only approved healthy food, and the school has diligently raised parents' awareness about healthy snack box contents. Workshops led by the clinic team and teachers effectively enhance students' understanding of healthy living, positively influencing their activity levels and in-school diets. Fresh drinking water is readily available through multiple dispensers, and shaded recreation areas with benches provide students with spaces to relax and socialize during break times.

Next Steps:

1. Increase the number of fire evacuation chairs on the first floor to improve emergency preparedness.

2. Enhance accessibility in secondary creative arts classrooms to ensure inclusivity for individuals with mobility challenges.

3. Develop and implement a lockdown procedure to strengthen campus safety and emergency readiness.

Care and support

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

Findings:

- Teachers have a very positive rapport with their students, and purposeful relationships built on mutual trust, respect, and confidence. Similarly, students demonstrate positive and purposeful relationships with one another, which creates a collaborative environment. These connections are reinforced by an effective code of behavior, which is clearly understood and embraced by students, parents, and staff across the school community.

- The school's approach to very good attendance is successful. Systems for managing attendance and punctuality are effective. Parents are contacted immediately when students fail to arrive when expected.

- The school offers in-school support services (ISSS) for students with additional learning needs, including students of determination. The school has established thorough and comprehensive systems to identify these students , successfully identifying 47 students (2.14%) with additional learning needs. However, these identification processes are still evolving. Additionally, 19 students (0.8%) have been identified as gifted and talented, but provisions for their development is still in progress. While significant planning has been dedicated to improving arrangements for gifted and talented students in academics and sports, these plans are yet to be implemented.

- The school provides effective support for students requiring additional learning assistance, though the current number remains small and is expected to grow with the implementation of new identification procedures. Well-structured plans to support gifted and talented students are in place but await approval for implementation.

- The well-being and personal development of all students are efficiently monitored. The information is utilized to deliver highly effective personal and academic guidance and support. For senior students, the school provides advice on career choices and higher education pathways, aligning with their personal goals.

Next Steps:

1. Further improve arrangements for the identification of special educational needs.

2. Implement planned support for gifted and talented students in academics and sports.

3. Enhance career guidance to align with individual and national aspirations.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good ↓

Findings:

- The senior leadership team in the school, led by the principal, sets a very clear strategic direction and promotes a broad vision which is shared by stakeholders. They are highly committed to UAE and Abu Dhabi priorities and demonstrate a modern understanding of the best current educational practice. Under their leadership, they facilitate an inclusive school.

- The leaders show dedication and demonstrate a thorough knowledge of the curriculum and what constitutes best practices in teaching, learning and assessment. They are focused on raising students' achievements, as evident in their improvement plans. Leaders demonstrate a commitment to inclusion and to making effective provision for students with special educational needs. This inclusive and purposeful learning culture is reflected throughout the school.

- Relationships in the school and two-way communication with stakeholders are highly professional and effective. Leadership is well-distributed, promoting collective responsibility across the school. However, there is inconsistent rigor in holding all department leaders accountable for their responsibilities. Overall, morale across the school remains very positive.

- School leaders demonstrate clear and accurate understanding of the areas requiring improvement and have been highly effective in anticipating and addressing potential barriers to progress. A key priority for the school moving forward is to enhance student outcomes in Islamic Education and Arabic as a first language.

- School leaders have been successful in improving and developing key aspects of school's operations, including the establishment of a Science Technology Engineering and Mathematics STEM Centre to enhance the curriculum and in the promotion of leadership at all levels through the Associate Leadership Program. Almost all middle leaders are held accountable for their areas of responsibility, which fosters a strong sense of collective ownership. Leaders also ensure the school's full compliance with statutory and regulatory requirements.

Next Steps:

1. Strengthen leadership effectiveness to drive improvements in student outcomes for Islamic Education and Arabic as a first language.

2. Enhance accountability for all department leaders to ensure consistent leadership effectiveness across the school.

School self-evaluation and improvement planning

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

Findings:

- Staff members are fully involved in systematic and rigorous self-evaluation. Senior and middle leaders use information from a range of sources including learning walks, book scrutiny and lesson observations to monitor the school's effectiveness and the extent of improvement. The school knows its key strengths and areas for development very well. Key priorities are actively identified and analyzed.

- Heads of department and year leaders are responsible for the quality assurance of their teams. For almost all subjects, this involves systematic and highly effective monitoring, leading to an in-depth evaluation of the quality of teaching and learning and their impact on student outcomes.

- School improvement plans are coherent and based on accurate self-evaluation. These plans include strategic and operational actions, such as embedding the School Phonics Policy over the past 3 years and developing facilities like the 'Green Zone', the 'Creative Arts suite' and the 'Apple computing rooms. These developments widely used by students and have had a sustained positive impact their achievement.

- The school has implemented or is in the process of implementing all the recommendations from the previous report. Sustained improvement is evident in almost all key areas, with goals managed carefully and within realistic timescales. Most teachers have enhanced their skills in generating, analyzing, and using data to inform lesson planning.

Next Steps:

1. Increase the representation of the school's stakeholders in the school self-evaluation process.

2. Extend the rigor of monitoring of teaching and learning to ensure it is consistently rigorous for all subject areas.

3. Enhance teachers' skills in using data to inform teaching strategies and improve learning outcomes through more targeted professional development.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school effectively fosters parental involvement, viewing parents as essential partners in their children's education. Through various initiatives, including a Parent Committee representing multiple-year groups, the school promotes transparency and responsiveness to parental feedback. This committee's active participation in events, such as National Day, encourages parents to engage with the school community. Parents appreciate regular involvement in well-being initiatives like clean-up campaigns and reading challenges, which positively impact students' holistic development.

- The school has a comprehensive and effective communication system that keeps parents well-informed and engaged. An open-door policy fosters a welcoming atmosphere, strengthening relationships between parents, teachers, and administrators. Parents value the variety of communication channels, including WhatsApp groups, emails, Instagram, and in-person meetings, which provide flexible options to stay connected. Seesaw supports Phase 1 parents in tracking student achievements, while higher-phase parents receive weekly updates via email and published letters outlining key learning objectives and announcements. This structured approach ensures all parents feel actively involved in their child's education.

- The school ensures comprehensive academic reporting to keep parents informed about their children's progress. Detailed report cards highlight both academic achievements and personal development, identifying students' strengths and areas for improvement. These reports are complemented by mid-term and end-of-term parent-teacher meetings, providing opportunities to discuss student profiles and progress. Real-time updates on classwork through platforms like Seesaw further enhance parental involvement. While these strategies are effective, some parents express a need for more in-depth discussions to create personalized action plans that address their child's specific learning needs.

- The school fosters sustained social contributions through effective partnerships with local, national, and international organizations, enriching students' educational experiences and holistic development. Collaborations with local entities focused on recycling and charity promote community engagement, while participation in national competitions like the F1 Ethara School Project and Mubarmij 50 Robotics Competition allows students to develop specialized skills and represent the school. Events such as community sports tournaments, Quran reading contests, swimming galas, and Model United Nations further enhance students' exposure and skillsets. The Senior Leadership Team actively supports student-led initiatives, including Cancer Awareness campaigns and Red Crescent donations, instilling a sense of responsibility and compassion in students.

Next Steps:

1. Strengthen the parent committee through clear roles and responsibilities to enhance their impact on student academic outcomes.

2. Increase the parental awareness of the need for personalized support, particularly for students with special educational needs.

3. Enhance links and partnerships with local, national, and international organizations to further support and improve student academic achievements.

Governance

Performance Indicator	Quality judgement
Governance	Very Good ↓

Findings:

- The governance structure includes key stakeholder representation. The Governing Board, consisting of representatives from the school's new owners, consistently meets and actively engages with parents, teachers, and local community members. This allows the board to gain valuable insights into the school and address stakeholders' concerns and suggestions effectively.

- The Governing Board systematically monitors the work of the school. The School Support Teams offer expert guidance across various areas, including safeguarding, education, inclusion, and information technology. These teams enhance the governors' ability to hold senior leaders accountable for student achievements, personal development, and overall school performance.

- The Governing Board ensures that good staffing and high-quality resources are readily available to the school. It supports and challenges the strategic direction of the school and considers investment in new resources for future improvement. The Governing Board has a positive impact on the overall performance of the school and ensures that all statutory requirements are met.

Next Steps:

1. Enhance stakeholder representation, ensuring all key groups, including students, are involved in governance discussions and decision-making.

2. Integrate all School Support Teams into the governance framework, to ensure accountability for their contributions.

3. Ensure initiatives are effectively supported with appropriately trained staff and quality resources.

Management, staffing, facilities and resources

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

Findings:

- All aspects of the school's day-to-day management operate efficiently. Procedures and routines, such as timetabling, are well organized, ensuring a smooth and structured learning environment for students. Substitute teacher coverage effectively minimizes disruptions caused by staff absences. Efficient systems for student arrival and dismissal contribute to the overall smooth operation of the school.

- The school is appropriately staffed with well-qualified teachers. All staff are committed to the vision and mission of the school to achieve excellence. All staff receive annual safeguarding and child protection training. The professional development program aligns with the school development plan, focusing on teaching and learning, particularly for high attainers and gifted students. Bespoke training addresses areas of less effective learning. The school ensures that new teachers quickly match the quality of teaching provided by experienced staff. Staff actively identify their training needs, as shown by requests for training on specialized STEAM equipment and risk assessments.

- The school premises are of high quality, featuring specialized facilities for most students. However, access to secondary school creative arts rooms is challenging for students with mobility issues, though lifts provide access to other first-floor areas. Some primary classrooms are limited in space due to the high number of students. While most classrooms display student work and learning resources, bilingual displays are limited, and classrooms lack key topic-related words or examination command terms. The school displays excellent sports facilities, including swimming pools and a sports pitch, as well as well-equipped laboratories and a library that promotes reading. The recent addition of a digital media suite enhances creative opportunities. Extra-curricular activities are diverse and well-supported, including offerings like cooking and basic car mechanics. Although the premises are safe and secure, some blocks lack secure card reader access points.

- The school environment and resources effectively support student learning outcomes. Resources are well-aligned with curriculum requirements, enhancing student engagement. Students with additional educational needs, including students of determination, are supported by teaching assistants and shadow teachers. Technology use in lessons is limited due to parental concerns, but teachers compensate by using appropriate resources, such as videos, images, and assessments, to enhance learning.

Next Steps:

1. Maintain effective substitute coverage and streamline arrival and dismissal processes to ensure operational efficiency.

2. Enhance security with access points in all building blocks.

3. Increase the parental engagement on the use of technology to enhance student learning and innovation.

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